Our Online Academic Program and Policies Handbook for Professors, Staff and Students

ကျွန်ုပ်တို့၏ အွန်လိုင်းသင်ကြားမှုအစီအစဉ်များနှင့် မူဝါဒများဆိုင်ရာ
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Published on 23 June 2020.

Joseph Education University

(Our Online Academic Program and Policies Handbook for Professors, Staff and Students)

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Forewords from President of the University

Welcome to Joseph Education University – JEU. This university is transformed from Joseph Education Institute – JEI.

I, (Joseph Win Hlaing Oo @ Kung Za Hmung) am the founding President of this nascent University which is the first private Catholic university in Myanmar, founded by a Catholic layman in January 12, 2015 in Yangon, Myanmar.

Since its founding in 2015, Joseph Education University (JEU) has given students the knowledge, insight, skills, and experience to become leaders for the common good. The diversity of perspectives represented by students, faculty, and staff--including different viewpoints, identities, and histories--contributes to the community's strong sense of open dialogue and engagement with ideas and issues. As such, we are a community that prioritizes the intellectual, physical, social, emotional, and spiritual well-being of all our members.

JEU aspires to create an academic environment grounded in intellectual discovery and guided by rational discourse and civility. In that regard, JEU promotes and fosters personal growth and learning; preserves both individual rights and the well-being and respect of others and the community; encourages healthy choices, not only in one's self but also in relation to others; and creates opportunities to make positive impacts at JEU. To assist JEU in establishing a vibrant, respectful, and inclusive community, the university has identified both support resources and developed policies and procedures that outline and support our shared community values.

To that end, and as members of the community, students have a shared responsibility to ensure that their actions and behaviors are grounded in integrity, respect, and trust. As members of the JEU community it is important to remember that each of us hold the responsibility for the well-being of all of our members, including students, faculty, and staff.

The vitality and vibrancy of our community is deteriorated and diminished when an individual's behaviors work against our shared values. When conflict or disagreement arises, students are encouraged to turn toward one another and work through dialogue as an important step to restoring the community. Together we all share the responsibility of creating an inclusive community that values both its members that the academic environment in which we live, learn, and work.

JEU Online Degree Policy Handbook is hereby produced by the Dean's Office and is a compilation of official policies of the university. The Handbook assists university in framing our community expectations for students and creating a mechanism to inform students of these expectations. Overall, the Handbook includes information regarding student support resources and services; policies and procedures that help establish and healthy and inclusive College community; and serves as a companion piece to our university.

This Handbook is shared with every student of the university, and students are expected to read and adhere to the policies, regulations, and procedures within our university. Students are responsible for abiding by all the university rules and regulations, as soon as they arrive on

campus. Students should contact any member of the Dean's Office staff if they have questions or need advice regarding university policies.

The Handbook and specifically, the Student Code of Conduct, creates a set of expectations for student conduct, ensures a balanced process for determining responsibility when behavior may have deviated from those expectations and provides appropriate sanctions when a student or student organization/team has violated the Student Code of Conduct. When addressing allegations of misconduct, effort will be made to balance the needs and rights of the student or student organization/team with the welfare of the greater university community, as a whole. Rules and policies are reviewed annually and may be changed at any time without prior notice; the community will be notified of changes that occur after the Student Handbook is published each fall.

To conclude, as this policy is our grand strategy to where we are driving our university programs and our community members, I would like to encourage you that each one of us is hereby every key of every door of building our University as a prestigious university in Myanmar. Let us build together a better and higher educational environment for us and for all humanity.

With warmest joy,

Joseph Win Hlaing Oo
(President of Joseph Education University)

Yangon, 23rd June 2020.

A. The Background of Our University

Joseph Education University (JEU) is the first private Catholic Education Institute in Myanmar. JEU (formally known as Joseph Education Institute – JEI) is set up by Joseph Kung Za Hmung @ Win Hlaing Oo who is a Catholic Christian man (a lay person) on 12th January 2015 in Yangon, Myanmar (Burma).

After (5) years of academic achievements, Cardinal Charles Bo, Archbishop of Yangon, canonically approved these institutional statutes as a private association of Christian faithful in his archdiocese on 11th February 2020. It is enlivened by Christian inspiration, engaged in the pursuit of truth and knowledge, serving the human society, especially through the creative use of interdisciplinary approaches.

With the meeting decision of School Administrative Committee on 29 May, 2020, we hereby change our Institutional name to **"Joseph Education University"** to expand our academic programs at the undergraduate and graduate level to our humanity, validated from on 1st June, 2020.

This university is a non-profit institution administered by a qualified people who have different academic and business backgrounds. We are also very keen in having joint academic programs and educational association with foreign universities around the world. Any university which wants to have partnership with us, can reach us by our emails.

JEU is going to start online learning and course on **1st January 2021**. We hope that this policy focuses specifically on the best practices and strategies for online learning and course delivery.

Within this context, JEU further recommends the following high-quality guidelines for course design, instruction, associated support services, evaluation and assessment, use and distribution of course materials, the rights and responsibilities of parties and all related matters associated with online learning.

This policy is additionally designed to assist JEU in the fulfillment of its educational mission and role in accordance with all applicable laws, rules and regulations promulgated by the JEU School Administrative Committee.

Chapter (1)

Definitions

1. Online Education

Online education is distinct as a delivery of educational courses and programs that uses educational and telecommunication technologies including satellite, JEI's online learning Management system and web-based technologies which joins learning management systems with synchronous and asynchronous modes of communication. This approach of delivery requires special techniques of online course design and instructional techniques to improve online students learning outcomes as well as special organization and administrative arrangements.

2. Fully Delivered online course

Fully Delivered Online Course means a course in which 80 to100% of the instruction is entirely distributed online, with the following two (2) adjustments:

- Students and instructors meet entirely online. The entire curriculum is distributed and course orientation as well as evaluation and performance testing are all conducted online using JEI's online learning Management system with asynchronous and synchronous tools of communication.

- Students and instructors only meet **in JEU or ZOOM** for orientation and/or evaluation and performance testing. All other class activities will be performed online using JEI's online learning Management system with synchronous and asynchronous tools of communication. In this case, the online student spends 5-20% of learning time **in JEU or Zoom** engaged in face-to-face interactions with instructor.

3. Asynchronous Communication

Asynchronous Communication is a style of telecommunications in which a simultaneous presence of individuals is not required for communication to take place. Examples are e-mail, text messaging, and recordings. With these technologies, students can communicate using JEI's online learning Management system.

4. Synchronous communication

Synchronous Communication is a style of scheduled direct telecommunication in which a simultaneous presence of individuals is required for communication to take place. Examples are JEI's online learning Management system or JEI's Massager for online Chat.

Chapter (2)

Institutional Effectiveness

A. Our University's Accreditation

This university is accredited to a notification letter of Myanmar Investment Commission, under the Republic Union of Myanmar government (cf. 20th April 2018) [1]and Cardinal Charles Bo, Archbishop of Yangon, canonically approved these institutional statutes as a private association of Christian faithful in his archdiocese on 11th February 2020.

JEU faculty members involved in online education are allowed to academic freedom as a teacher, researcher and citizen in full agreement with the requirements of Myanmar Government's notification letter and approval letter of Cardinal Charles Bo.

B. Adequacy of Technical Support and Facilities

JEU will provide suitable technology for its online course through the Office of Technology and Network services as well as other facilities that are required and available to both faculty and students. Technology and Network service is prepared with technology (i.e., software and facilities) appropriate for instructor and student interaction; Technology and Network service provides the appropriate facilities to accommodate curricular commitments and technical assistance is available for students and faculty with their use of the JEI's Online Learning Management System.

C. Our Bachelor Degree Inception

JEU's online degree programs are advised by Alumni and initiative of the JEU's Administrative Committee. Consequently, JEU's School Council decided to take this opportunity for online course.

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[1] https://www.dica.gov.mm/en/news/notification-carry-out-investment-activities-education-services

Here is the notification letter of the Republic of the Union of Myanmar, Myanmar Investment Commission.

Republic of the Union of Myanmar
Myanmar Investment Commission
Notification 7/2018
6 Waning of Kason, 1380 ME
(20th April 2018)

In the exercise of the power and authority granted under Section 100, Subsection (b) of the Myanmar Investment Law, the Myanmar Investment Commission, Republic of the Union of Myanmar, hereby prescribes this Notification to carry out investment activities in education services.

Chapter 1
Definitions

1. The following terms contained in this Notification shall have the meanings given hereunder:
   a. Private education services include education services providing the teaching of curriculum prescribed by the Ministry of Education and other relevant Ministries, and education services providing the teaching of international curriculum.

   b. Private school means all schools other than those specifically operated by the State.

   c. Private basic education school means a school that provides prescribed basic education that is mandatory for citizens, and that also provides teaching and training to enable students to qualify for technical or vocational education, or higher education.

   d. Private technical, vocational and training school means a school that systematically produces experts in practical skills, technical and mechanical technicians and experts, and vocational education scholars, technicians, and experts.

   e. Private Higher Education School means a school that provides teaching and training to those who have successfully completed the highest level of basic education or its equivalent.

   f. Private subject-based school means a school that provides courses for school admission, on-the-job training, or languages, or a private enterprise operated by one or more persons that provides teaching of subjects taught in a university, college, institute, or school established by the State or teaching of subjects prescribed for an examination.

g. Private School designated by the Ministry means a school designated as such by the Union Government, Ministry of Education or a relevant Ministry.

Chapter 2
Types of Education Services

2. The Commission may permit the investor to carry out investments in the following types of education services in the form of private schools teaching a curriculum prescribed by the Ministry of Education and relevant Ministries or an international curriculum.

   (a) Private basic education school;
   (b) Private technical, vocational and training school;
   (c) Private higher education school;
   (d) Private subject based school;
   (e) Private school designated by the Ministry.

Chapter 3
Form of Investment

3. In establishing private schools that are covered in the list of types of education services, it may be established based on the promoter's capital as follows:

   (a) Private school established by full capital investment of a Myanmar citizen, a Myanmar organization or Myanmar organizations;

   (b) Private school established by joint capital investment between a Myanmar citizen, a Myanmar organization, Myanmar organizations or a relevant government organization, and a foreigner, a foreign organization, foreign organizations or a foreign government organization;

   (c) Private school established by full capital investment of foreigners, a foreign organization, foreign organizations or a foreign government organization;

4. These schools shall comply with the Myanmar Investment Law and Rules, Notifications issued by the Myanmar Investment Commission and National Education Law (2014),

5. This Notification shall remain effective until such time when the law relating to private schools, technical and vocational education and training, and higher education is enacted, and upon such law being enacted, the investor shall comply with it.

Kyaw Win
Chairman

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Archdiocese of Yangon

APPROVAL LETTER OF JOSEPH EDUCATION

The president of the association known as Joseph Education has petitioned so that the association be canonically approved as a private association of the Christian faithful in the Archdiocese of Yangon.

Having carefully considered this association would be useful to the lay faithful of the Archdiocese and

Having been assured that this association has the means and resources to achieve its designated purposes;

And to provide suitably for the care of souls;

I, the undersigned Archbishop, do hereby, by this Decree, accept and approve the Statutes of Joseph Education and herewith approves it for three years as a private association of the Christian faithful in the Archdiocese of Yangon for the pastoral needs of the people of God and the purposes defined in its Statutes.

If the requirements for the academic quality and qualified staff are not fulfilled, the approval will be revoked any time at the discretionary judgment of the Archbishop.

By virtue of canon 397#1, I reserve to myself and my successors in office the right of ordinary episcopal visitation to ensure that the spiritual and material affairs of this association are directed according to the norm of law and its statutes.

Wishing you success and God's blessing upon Joseph Education Institute.

Given at Archbishop's House, Yangon on 11- February 2020.

Charles Cardinal Bo

Archbishop of Yangon

Fr. Hyginus Myint Soe

Chancellor

Chapter (3)

Curriculum and Instruction

The curriculum and instruction of online courses will be fully equivalent to the same curriculum on JEU School. The following principles will apply:

- Course Overview and Introduction
    - o The overall design of the course will be made clear to the students at the beginning of the course.

- Learning Objectives
    - o Learning objectives will be measurable. Learning objectives will clearly be described what students are expected to know or should be able to do by the end of the course.

- Assessment and Measurement
    - o Assessment strategies will be designed to evaluate student progress by reference to learning objectives and to measure the effectiveness of student learning process.

- Instructional Materials
    - o Institutional materials will be sufficiently complete to achieve course objectives.

- Learner Interaction and Meeting
    - o Learner Interaction and Meeting will be designed to motivate students and to promote learning.

- Course Technology
    - o Course technology will support student engagement and admission.

- Learner Support
    - o This course will facilitate to have institutional support services which is essential to student success.

- Accessibility
    - o The course will be established a commitment to accessibility for all students.

1. JEU Online Committee

Online courses and programs are derived from a cooperative partnership between the distributing college, department, JEU Online Committee, and collaborative partners.

JEU Online Committee members are credentialed professors, technicians and heads of academic disciplines/programs. Online Courses and programs are provided by this committee who are trained and qualified by online design, development and teaching.

2. Announcement of course offerings and degrees

JEU School Administrative Committee and its collaborative partners will announce online courses to the public.

3. Marketing of JEI Online courses

JEU School Administrative Committee and its collaborative partners will develop relevant rules, regulations, services and conditions to govern the marketing of online courses. Also, the marketing and advertising of online courses will follow to the same procedure required for traditional courses and degree programs at JEU, as well as marketing done by collaborative partners.

4. Assessable Tools, Materials and Resources

JEU will provide online learning course materials. These are:
a. Students' Handbooks
b. Text Books
c. JEU's online learning Management system: user name and password

5. Asynchronous and Synchronous Provisions

When using asynchronous communications, the facilitator will provide a schedule of availability in office hours and response time (i.e., to email, chats, etc.).

Where using synchronous communications, the facilitator will provide communication source will come from online options that are available (e.g., Skype, Zoom, Messenger, etc.). The facilitator will also post a companion schedule.

Chapter (4)

Faculty Support

1. Faculty Assignment for Online/Distance Delivery Support

JEU faculty assignment for teaching online learning courses will be as follows:
- Online Teaching courses and handouts will be loads on JEU's online learning Management system. Faculty will support such as: full courses with videos, Handouts, questions for assignment (etc.)

2. Recommended Maximum Faculty Course Load and Class Size

- JEU recommends the following maximum course loads per online semester:
    o JEU online semester are (4) months per online semester.

- JEU recommends the following maximum class size for a fully online course:

    o JEU is recommended that the maximum class size of (**50**) students for a course in an undergraduate program by the coordination of and reliance on technology, computer equipment and software, together with traditional pedagogy and instruction.

3. Faculty Compensation

Faculty compensation for developing, designing and teaching online/distance courses will be as follows:
    o Faculty will have salary in accordance with JEU Normal Policy regarding faculty for courses taught on JEU.

4. Evaluation of Faculty participating in Online Course

Faculty who choose Professor or staff in online course are expected to experience performance evaluations for the purpose of maintaining quality course and attractive student retaining and success. The evaluation of faculty shall be in accordance with JEU policy.

5. Support for Faculty participating in Online Course

JEU will provide support for faculty involved in online/distance education in the following ways:
    a) If needed, priority consideration will be given to new technology buying and updates at the departmental or college level.
    b) Priority technical support will be provided in the design and maintenance of delivery systems, as provided by the Office of Technology.

c) JEU will be provided for faculty training seminars and development of user-friendly templates for designing course materials.

d) As needed, other forms of support will be provided by the academic department and the Dean (e.g., release time and/or compensation for course development) will be provided.

6. Training of Faculty for Distance Education Delivery

The Faculty must have sufficient time to develop the course and to receive training in the technology for the development and high-quality online education courses and programs.

JEU will support technology for faculty includes on-going orientation and training programs available. Also, there will be opportunities for one-on-one technological assistance, if trained technicians available during workshop hours.

The Faculty who choose to build a course for online delivery should begin development of the course no later than the semester immediately earlier the semester in which the course will be delivered.

All faculty involved in online education courses must be proficient in the delivery of this type of education and should possess a working knowledge in the design of online education courses. Professors should be familiar with the following topics related to online education course design and instruction:

a) The JEU online education course development process includes: procedures, contact information, timelines, preferred content formats, materials submission procedures, and best practices.

b) Instructional design issues used in developing or adapting courses includes: syllabus concerns; formulating student-centered learning objectives and course outcomes; developing appropriate assignments/activities for the online education environment; varying information/activity presentation to allow for different learning styles; assessment strategies including an early assessment of student capability to succeed; and choosing the best technologies available for course delivery.

c) Training in Quality Matters (QM) for quality assurance in the development and design of an online class.

- Understanding online education students, their needs, and their expectations.
- Websites should be organized to guarantee user-friendliness for Blackboard users that will cover division and folder structures.
- Communication techniques including e-mail, discussion board, and chat will be used.
- An online education community will be created through grouping.
- Hands-on training will be used in converting existing documents, PowerPoint presentations.
- Library services will be made available to online faculty and learners.
- Administrative strategies will be developed to manage online education courses.

d) Faculty teaching online courses must be proficient in the following basic computer skills prior to beginning the course:
- Working knowledge of computer hardware used to teach online courses;
- Computer file management;
- Document preparation;
- E-mail; and
- Web browsing

e) Faculty members using course video or other media delivery must be proficient in the following areas:
- Operation of the equipment;
- Video
- Presentation techniques;
- Contingency planning for equipment breakdown and problems;
- Class interaction strategies;
- Proctor responsibilities; and
- Contact information

7. Responsibility of Department/Program: Faculty Readiness for Online Delivery

The JEU online Committee has a responsibility to advice or instructions for the online academic program. Faculty may become proficient in the development and delivery of online education courses and programs through the training offered each semester by the office of JEU (Technology). The training sessions are a combination of group meetings, individual consults, hands-on workshops and web-based instruction.

Finally, the faculty must realize that the decision of the online learning is the need of the learners and flexibility of the delivery mechanism. The rewarding part of designing and applying online education for instructors is the opportunity to see their discipline from new perspectives and to revitalize their teaching methodology.

Chapter (5)

Student Support

1. Student Disciplines

a. Before posting your question to a discussion board, check if anyone has asked it already and received a reply.
b. Stay on topic. Don't post irrelevant comments, links, thoughts, or pictures.
c. Don't write anything angry/mocking even as a joke. Without hearing your tone, others might not realize you're joking.
d. Don't type in all caps! If you do, it will look like you're yelling at others.
e. Respect the opinions of your classmates. It you feel the need to disagree, do so respectfully.
f. If you reply to a question from a classmate, make sure your answer is accurate. Do not guess!
g. Remember to say "Please" and "Thank you" when asking for help from your classmates.
h. Be brief. If you write long responses, it's unlikely anyone will spend the time to read it all.
i. If you ask a question and many people respond, summarize all the answers and post it to benefit your whole class.
j. If you refer to something your classmate said, quote a few lines form their post so others know which post you're referencing.
k. Don't badmouth others or call them names. You may disagree with their ideas, but don't mock the person.
l. Run a spelling/grammar check before posting. Use complete words and sentences in all posts.
m. Be forgiving if your classmate makes a mistake, don't badger him/her for it. Let it go, it happens to the best of us.
n. Before asking a question, check the course content or search the internet to see if the answer is easy to find.
o. Reach out to your teacher if you have any questions/issues. They are still here to help, even virtually!

2. Administrative Support Towards the Completion of the Online Program

The JEU Office of Admissions and the Office of the Registrar will be responsible for providing information and assistance to students interested in completing a degree or certificate online. JEU has an electronic registration system called JEU online learning system that allows students to register online and also find more information regarding the various degree and certificate offerings. Information regarding the total number of courses required and offered by each (online degree offering) program and information regarding the course schedule for each semester during an academic year (i.e. academic calendar for online course offerings) will be provided to students through the JEU online learning system official website or through a dedicated link to programs and courses offering online degrees and courses.

3. Technical Facilities, Faculty and Budgetary Support for the Online Process

JEU supports the student through the continuation of the program by providing suitable facilities and faculty support as well as budgetary distributions. JEU provides a variety of technical support for students as well as faculty through its office of Technology and Network services. Student assistance is provided by a team of qualified technical personnel. Assistance can be provided in a face-to-face meeting or at a distance through phone conference or email communication.

4. Adequate Notice to Student regarding qualifications, required technology and Competence, Program Cost

Each department offering degrees or courses online is responsible for providing information to students concerning the qualification and technology as well as the technical capability required before participating in an online course or program. Faculty syllabus will provide the necessary information concerning the student needed the technology for success in the course. Also, the Office of JEU provide information sheet explaining the qualifications necessary for entry into and completion of the online course. Students may go to the JEU online learning Management system or the link to each department offering online degrees to acquire information regarding the estimated program costs.

5. Notice to Student regarding the Nature of Online Learning

Before entering a program or enrolling in a course, student(s) will be given information sheet regarding the nature of the online learning environment. Also, the student(s) will be given an online readiness "specification" and a "questionnaire".

6. Student Services to Address Challenges of Learning at a Distance

It is seeming that the nature of online learning makes challenges for the online student. JEU recognizes some but not much. Therefore, JEU provides appropriate services to address those challenges, many of which may be found at the JEU's website under the Student Resources page link.

Also, students will be provided with an Academic Advisor to assist them with various relevant academic issues. Also, a Financial Aid Advisor to assist the student with appropriate information and answering questions concerning financial aid and an Admissions Counselor at the outset to assist the student with the admission and registration process.

Finally, JEU has established a Center for Learning and Teaching Excellence that is designed to elevate the learning experiences of undergraduate students, and improve student maintenance and graduation rates at JEU.

JEU services provide to the students for online learning programs include the JEU online learning system. These sources provide student admission to correct and timely information about the institution, its programs, courses, costs and related policies including but not limited to admission application, registration and pre-registration advising, information on

financial aid, scholarship awards, career counseling, academic transcripts viewing and academic progress information.

7. Creating a Sense of Community for the Online Student

It is important for students who are learning through an online environment be made to feel a part of the JEU community. JEU has in place the various student services that are available to the online learning student as they are for students who are physically on campus. Also, JEU's faculty is encouraged to promote study groups and also allow students to communicate with each other through multimedia links that are available to online students. The institution will provide ongoing information regarding events on campus that are open to the public. The institution encourages online students to participate in graduation ceremonies and other campus events.

Chapter (6)

Examination and Grading Policies

a. Examination Methods

The exams are either written or oral. There are **seven** frequently used examination methods at JEU University. The frequency of each examination form varies from faculty to faculty:

1. Oral examination on the examination syllabus
2. Oral examination on a set subject plus the examination syllabus
3. Written examination on a topic from the examination syllabus
4. Assignment on a fixed subject (take-home exams)
5. Assignment on an optional subject (take-home exams)
6. Assignment on individual project
7. Assignment on group project

Examinations may be offered in English and sometimes in Myanmar, upon student request and subject to the consent of the examiners.

b. Grading Methods

The outcome of active, current learning experiences assessed by the University will be graded based upon the scale below. This policy applies to graded course credits earned through the University.

Academic Standing: Undergraduate Grading System

Letter Grade	Quality Points	Numerical Equivalents
A	4	93-100
A-	3.7	90-92
B+	3.3	88-89
B	3	83-87
B-	2.7	80-82
C+	2.3	78-79
C	2	73-77
C-	1.7	70-72
D	1	60-69
F	0	Below 60
I	Incomplete (temporary grade)	
IF	0	Below 60
ZF	0	Academic Integrity Violation

Letter Grades

- A+, A, A- indicates excellent performance.
- B+, B, B- indicates good performance.
- C+, C, C- indicates satisfactory performance.
- D+, D, D- indicates less than satisfactory performance.

Academic Standing: Graduate Grading System

Graduate courses – and other graded graduate learning assessments – are graded based on the following scale:

Letter Grade	Grade Point Average (GPA)	Numerical Equivalents
A	4	93-100
A-	3.7	90-92
B+	3.3	88-89
B	3	83-87
C	2	73-82
F	0	Below 73
I	Incomplete (temporary grade)	
IF	0	Below 73
CR*	N/A	None

Grade	Grade Point Average (GPA)
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

*Nongraded credit assessed at the B level and above will be counted toward graduate degree requirements in accordance with University and appropriate School policies.

f) Unit of Credit

In expressing its degree requirements, the University uses semester hours measurement. Other colleges define the value of knowledge in semester hours, trimester hours, quarter hours and competencies. All such hours transferred to JEU University will be converted to semester hours.

g) Policy on Grade Point Average (GPA)

An official JEU term and cumulative GPA will be calculated and posted on the official transcript for any student attempting at least 1 semester credit of graded course work at the University. Only grades earned at the University will be considered in the calculation of the official JEU GPA. Transfer grades will not be used in calculating the official JEU GPA.

IF = Incomplete F

A grade noted as an IN grade, after the next 15-week semester, will convert to a grade of F, and will show as IF on the student's academic transcript. An IF grade is equivalent to an F grade.

IN = Incomplete

An IN grade is a temporary grade requested by the student and assigned by the instructor only when the student has nearly completed the course requirements, but because of extenuating circumstances beyond the student's control, the work cannot be completed by the end of the term. It is converted to the appropriate letter grade when the coursework is completed, or becomes an IF grade if the coursework is not completed.

IP = In Progress

An IP grade indicates a Master's thesis is in progress. It is converted to the appropriate letter grade when the student's thesis is completed, or becomes an F if matriculation is not maintained.

L = Audit

An L grade is issued only for an audited course and is not calculated in a student's GPA. Auditing a course is only an option for non-degree students.

P= Pass

A P grade is not calculated in the GPA, but credit is received and recorded on the academic transcript.

Pass/Fail Grade Option

For information on the pass/fail grading option, refer to the FIT catalog's procedure for Pass/Fail.

S = Satisfactory

An S grade is not calculated in the GPA, but credit will be received and recorded on the academic transcript. S grades meet course prerequisite and graduation requirements.

D = Unsatisfactory passing grade

A D grade is that students will usually still earn credit for the class if they get a D.

T = Transfer Credit

A T grade is entered for transfer credit awarded and is not calculated into a student's GPA.

WD = Student-Initiated Authorized Withdrawal

A final grade of WD is assigned by submitting a Course Withdrawal form. A WD grade is not calculated into the grade point average (GPA). Withdrawal grades are final.

WF = Unauthorized Withdrawal

If a student stops attending a class without submitting a Course Withdrawal form, a WF will be assigned on the final grade roster. A WF grade is equivalent to an F grade. Withdrawal grades are final.

Z = No Grade Entered

A Z grade indicates the instructor did not submit a final grade for the student by the grade-processing deadline. It does not affect the student's GPA. It is converted to the appropriate letter grade when the instructor submits the grade earned, or becomes a ZF grade if the instructor does not change the Z grade.

ZF = No Grade Entered F

A grade noted as a Z, after the next 15-week semester, will convert to a grade of F and will show as ZF on the transcript. A ZF grade is equivalent to an F grade.

h) Policy on D Grades

Students may transfer in or apply JEU course grades of D to their non area of study requirements as long as their overall grade point average is at least a 2.0, or higher as determined by the School in which they are enrolled, with the following exceptions:

- All area of study courses must be graded C or better in order to apply to area of study requirements
- All required composition courses must be graded C or better
- No course in which a student earned a D- grade will be accepted in transfer

i) Grade Rounding Policy

Grades on course assignments and examinations which are determined by percentages involving decimals should be rounded up to the next whole number when equal to .5 or greater. When the decimal is less than .5 the grade is to be rounded down. This policy also applies to final course grades where the final course grade is determined using percentages with decimals.

j) Minimum Grade Point Average for Graduation

All undergraduate students at JEU University are required to maintain an overall minimum average of C in their JEU courses in order to graduate. All area of study courses must be graded C or better in order to apply to area of study requirements for undergraduate students at JEU.

All undergraduate students at JEU are required to maintain a minimum average of C in all the credits applied to their degree (JEU and transfer credits) in order to graduate. All undergraduate students at JEU can only utilize a grade of C or better in the area of English composition in order to graduate.

Graduate students are required to maintain an overall minimum average of B in their JEU courses in order to graduate.

Students must also meet any minimum required GPA standards established by their School to graduate from JEU.

k) Credit Hour Policy

At JEU, a semester hour credit represents the amount of work typically needed for a student to achieve mastery of intended learning outcomes that have been established at the appropriate level and rigor for college-level work. Evidence of this mastery corresponds to minimum standards for the grade received.

Courses offered by JEU are designed with the expectation that students will need to spend approximately 4 hours on course-related work per credit per week. As such, for a three-credit, 12-week course, students should expect to spend up to 144 hours (12 weeks x 4 hours x 3 credits or 8 weeks x 6 hours x 3 credits) on course-related work. Credit awarded for prior learning or other non-traditional methods is based on mastery of the same learning outcomes as are found in JEU courses. This meets or exceeds the applicable federal, state, and regional standards.

Chapter (7)

Limitation of Academic Pursuit

a. Undergraduate Degrees

1. A student is allowed to postpone his undergraduate degree course for valid reasons (such as his illness, financial problem, economic problem and family problems).

2. He must submit his written letter to our university for postponing his study and our university, after deep discussion with him, will issue a permission letter to him.

3. However, a student must complete his B.A. degree program within (6) years at JEU. If he could not finish it within (6) years and he wants to continue his remaining academic years under BA degree, he must restart his academic program from the first year again.

b. Postgraduate Degrees

1. A student is allowed to postpone his postgraduate degree course for valid reasons (such as his illness, financial problem, economic problem and family problems).

2. He must submit his written letter to our university for postponing his study and our university, after deep discussion with him, will issue a permission letter to him.

3. However, a student must complete his postgraduate degree program within (5) years at JEU. If he could not finish it within (5) years and he wants to continue his remaining academic years, he must restart his academic program from the first year again.

Chapter (8)

Evaluation and Assessment

Evaluation and assessment of online courses, faculty and programs take place in the context of the policies and procedures of all existing academic programs. But where it is necessary, JEU Council can to define new or to develop existing policies and procedures to confirm the most effective implementation and support of online courses and programs. Multiple assessment methods, the professor and students can frequent communication through electronic that means telephone or in-person. These assessment methods can include participation in discussion boards and chat rooms, on-line group projects, progress reports, peer assessments or other interactive assessment techniques.

1. Assessment of Activities and Student Achievement Compared to Intended Learning Outcomes

The ability of a student to succeed in an online education class depends on his or her ability to understand the class structure, the technology and the assessment measures. The student informs what skills and technology are need for online education courses and they need to inform how they progress in the online course and to allow them the opportunity to do a self-assessment of their capability to succeed in the course. This will improve student retaining and success in the online course or program.

2. Evaluating the Level of Student Learning

Evaluating student learning depends on learning outcomes and student expected outcomes. Course content and learning outcomes are appropriate to the level of the course and the levels of the learners. Student learning is measured at the formative level using semester testing and quizzing, but also summative at the end of courses or programs. These quantitative data are closely analyzed and used as instruments in judging how to improve the overall quality of the courses or programs.

Regarding to the JEU Student Opinion of Teaching instrument, instructors should design assessments for students that join a diversity of feedback methods that are appropriate to the task. For example, reading activities involving web-based materials might use self-graded quizzes with links to answers, while large-scale projects might involve submission of electronic journals, progress reports, and collaborative first drafts. Criteria for arranged assessments should be clearly communicated. Fast feedback can often be found by using simple communication methods such as phone calls, e-mail, and chat rooms. On-line tests and quizzes can also be used for fast feedback, although instructors should realize that at the present time testing is not technologically possible. Paper examinations is presently available in video courses.

3. Evaluating Satisfaction with the Content and Delivery of the Course Experience

Evaluating the course content and delivery effectiveness in improving Online Student Learning Outcomes includes getting honest and direct feedback from students on what worked

well for them and what needs improvement. While such feedback should always be hard by the judgment of the teaching professional, this feedback when constructively considered can be invaluable in re-thinking course components.

Academic regulations require that students evaluate every University lecture or workshop course, including online education courses. The JEU Office of Institutional Research and Assessment is responsible for developing and coordinating the University's program. The JEU office focuses on the following measurable data collection questions:

a. Were discussions and interactions with faculty and peers satisfactory during course or program period?
b. Did actual learning experiences match expectations of the class?
c. Is the learner satisfied with the services they are receiving (e.g. advising, registration, access to course content, technical support, etc.)?
d. Was learner sufficiently focused on how to learn effectively online?
e. Were course learning outcomes useful for career, professional and academic development?
f. To what degree were library and learning resources used appropriately by the program's students?

4. Secure Login and Security of Exams and Course Activities

JEU Online uses the JEU's Online learning Management system. Through JEU's Online learning Management system, all students who register for a course have been assigned a unique identification. Pursuant to this process, prior to entering the system, students must login using their USER ID (or "S" number) and password that is unique to only that student.

5. Security of Personal Information During Assessments and Evaluations

Security of personal information is protected in the conduct of assessments and evaluations through the use of online proctored examinations and on-site examinations. Student data are stored securely in the JEU Learning System for retrieval and assessment. As with traditional courses, it is a departmental duty to insure not only that the integrity of online course content and its alignment to the whole degree program is checked, but also, that credit for the course is awarded based on the quality of student work and the collection of data that supports student learning outcomes.

Chapter (9)

Program Effectiveness Measurement

1. Measuring Program Effectiveness

Online Education Course Fact Sheets will be created for each online education program at JEU based upon information submitted by the instructor at the course and program levels. These will be the primary data used for evaluating online programs and for reporting.

Online Education Course Fact Sheets will contain general information about the class, what specific skills a student should possess, and the hardware and software requirements necessary to participate in the course. The fact sheets will also provide the instructor's name, e-mail, and phone number so students can contact the instructor with any questions regarding requirements prior to registering for the course. Students are encouraged to review the fact sheet for online education courses before registering.

Registration will establish the student's acceptance of the requirements necessary to participate in the course. Academic departments will evaluate online education course and program proposals for:

a. Appropriateness within the degree program;
b. Suitable course content and sufficient care;
c. Appropriate use of technology in course delivery;
d. The extent to which student learning matches both the goals of general education and the objectives of the major;
e. Cost effectiveness of the program to its students as compared to campus-based alternatives;
f. Results from students' routine end-of-course and program evaluations;
g. Documentation concerning access provided to students not previously served, through a combination of enrollment records and student surveys; and
h. Documentation of the institution's analyses that relate costs to goals of the program.

2. Institutional Evaluation of Online Learning Programs will be Consistent the Evaluation of All JEU Academic Programs

JEU will review the effectiveness of its online education programs to assure alignment with its institutional mission and priorities. The University considers well-developed online courses as building blocks for developing quality online programs. Therefore, applying current standards and best practices for course design is critical. All faculty members involved in course design and also have completed a course on online pedagogy.

Chapter (10)

Student Code of Conduct Students

Student Code of Conduct Students are expected to conduct themselves in a way that respects the cooperative standards of our community and accords with the University's educational mission. This includes obeying federal, state and local laws as well as the policies listed below. Not knowing or understanding these standards and policies is not a defense or excuse. Possible violations of University standards or policies include:

1. Disorderly conduct is any actual or attempted conduct that threatens the health or safety of oneself or others. This includes, but is not limited to, fighting, threats, assault, or harassment. Harassment consists of any unwanted conduct that is intended to cause, or could reasonably be expected to cause, an individual or group to feel intimidated, demeaned or abused, or to fear or have concern for their personal safety— where this conduct could reasonably be regarded as so severe, persistent, or pervasive as to disrupt the living, learning, and/or working environment of the individual or group.

2. Possession, distribution or use of weapons of any kind, including but not limited to firearms, BB or pellet guns, knives, bows and arrows, stun guns, paintball guns, and anything else that counts as a weapon as defined in the Weapons Policy.

3. Possession, distribution or use of any other items presenting an actual or potential threat to the safety and well-being of others (including combustible materials or other items in violation of the Fire Safety Code, available at http://www.safety.rochester.edu/homepages/fsu_homepage.html), or tampering with fire safety apparatus or operating it for any purpose other than its intended use.

4. Any act that constitutes harassment or discrimination under federal or state laws or regulations or any violation of our Sexual Misconduct Policy or Policy Against Discrimination and Harassment.

5. Any actions (whether on or off University premises) that relate to joining, or ongoing membership in, any group and that intentionally or recklessly create a situation that could reasonably be expected to cause physical or psychological discomfort, embarrassment, or degradation, regardless of a student's willingness to participate in the activity, as described in the University Hazing Policy.

6. Any alcohol-related violation of the University Alcohol and Other Drugs Policy (Alcohol and Other Drugs Policy).

7. Any (non-alcohol) drug-related violation of the University Alcohol and Other Drugs Policy (Alcohol and Other Drugs Policy). 8. Actual or Attempted: (a) theft of the property of the University or others, and/or (b) damage to the property of the University or others.

9. Unauthorized use or misuse of or entry into property or facilities.

10. Misuse of University computers and computing systems, including copyright infringement violations, as specified in the Computer Use Policies.

11. Fraud; misrepresentation; forgery; falsification or misuse of documents, records or identification cards; or intentionally providing incomplete information in connection with an investigation into alleged policy infractions.

12. Non-cooperation with any part of the process related to addressing student misconduct, including dishonesty or failure to comply with a directive of a conduct officer or body.

13. Failure to comply with any reasonable request of a University official acting within the scope of his/her/their duties.

14. Any act of intimidation or retaliation intended or likely to dissuade a reasonable person from making a complaint, furnishing information, or participating in a conduct process.

15. Complicity in misconduct. Students are expected to disengage themselves from all acts of misconduct, and are expected to report serious code violations to appropriate authorities.

16. Failure to take reasonable steps to prevent a guest from violating the code of conduct.

17. Behavior that negatively impacts the normal pursuit of academic, administrative, extracurricular or personal activities, or that violates any University policies or rules.

**If a weapon is discovered, Public Safety staff will confiscate it and turn the item over to the appropriate law enforcement agency. In cases where the term "weapon" is subject to interpretation, students are expected to comply fully with Public Safety staff directives. Possession of weapons may result in arrest, and suspension or expulsion from the University.

Chapter (11)

Academic Honesty Policy

Arts, Sciences and Engineering (AS&E) at JEU comprises a community of scholars who are committed to the pursuit of excellence in learning, teaching, creativity, and research. Honesty and integrity create the conditions of trust and open communications that are fundamental to our shared endeavor.

AS&E requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property. Academic dishonesty is a serious violation of the trust upon which the success of our community depends.

The AS&E Academic Honesty Policy is both an articulation of the kinds of behaviors that violate this trust and the means by which that trust is safeguarded and restored. All undergraduate and graduate students, staff, and faculty in AS&E must abide by the Academic Honesty Policy.

The student body and staff are opposed to all cheating, plagiarism, and dishonesty. To support this policy, certain safeguards are in place for academic security. For such a policy to be meaningful, the support of all students and parents is required.

1. **Cheating**: Any intentional giving/discussing/using of external assistance relating to examination, test or quiz without the express permission of the teacher.
2. **Fabrication**: Any intentional falsification or invention of data, citation, or other authority in an academic exercise.
3. **Unauthorized collaboration**: Intentional collaboration of an assignment between a student and another person, if such collaboration is not permitted.
4. **Plagiarism**: Any intentional use of another's ideas, words, or work as one's own. Plagiarism includes the misuse of published/copyrighted material, whether written or visual, and/or the work of other students.
5. **Theft or alteration of materials**: Any intentional or unauthorized taking, concealment, or alteration of student, teacher, office or library materials.
6. **Pattern of test avoidance**: A pattern of absences on test days or major assignment due dates for the apparent advantage of performing better at a later date or for gaining extra working/studying time.
7. **Pressure for unsubstantiated grade changes**: Any student request for a raised grade that is not based on mistakes in correction, recording, averaging, or other clerical error.
8. **Abusive conduct with computers and the network**: Includes, but is not limited to, prohibited use, damage or theft of system hardware or software; the altering of any system software or software configurations; placing unlawful information, computer viruses or harmful programs on any computer; and pirating copyrighted software.
9. **Prohibited Use** Transmission of any material in violation of any federal or state law is prohibited. This includes, but is not limited to, distribution of:
    - Information that violates or infringes upon the rights of any other person.
    - Defamatory, inappropriate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
    - Advertisements, solicitations, or political lobbying.
    - Information that encourages the use of controlled substances or the use of the system for the purpose of inciting crime.

10. **Unauthorized electronic entry**: Any entry without permission. Accessing, downloading and/or printing of materials that are considered by staff to be pornographic, unlawful, obscene, or otherwise objectionable.

All students will have due process in the handling of the infractions listed in this policy. Possible penalties for infractions include: parent notification, lowering of academic grade, removal from class with F, detention, suspension, and expulsion.

Inappropriate use may result in the cancellation of network privileges. The site system administrator(s) or district security administrator may close an account at any time if deemed necessary.

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