



Standard 5

Campus Policies

Overview

“Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.”

Higher Education accrediting bodies want to see that students get connected to the institution and can find information on various college procedures easily and connect with the appropriate department. Such information should be provided and linked in the syllabus and as well as from the course syllabus page as appropriate.

Examples of course and program level policies may include:

- Late Policy, Make-up and Incomplete
- Academic Honesty Policy and Plagiarism Policy
- Artificial Intelligence Statement
- Netiquette Expectations
- Disability Services and Accommodations
- Technology Privacy Statement
- Technology Requirements and Usage
- Email Policy
- Verification of Enrollment

Many of the necessary college-level CCRI policies are addressed in the [Student Handbook](#) or the [Syllabus Statement](#) site.

Practices

To orient students to the course level, program level and institutional level policies, CCRI instructors may use a variety of course activities:

1. Create an **Ask a Question** discussion forum in Blackboard specifically for question-and-answer type of interactions with the instructor and peers related to course policies, course expectations, clarifications on assignments, technology, etc.
2. Send a **Welcome announcement** at the start of the course and include links to important policies and expectations.

3. Create a Syllabus quiz or course contract assignment to scaffold the course level expectations and policies and program and institutional level expectations.

Examples

It might be challenging to get students to review policies and expectations. Prioritize what is most relevant and important to your class and your program and structure orientation activities around those expectations.

Example 1

Syllabus Quiz

The goal of a syllabus quiz is to familiarize students with the content of the syllabus. This helps the instructor reduce repeat questions and the volume of email to their CCRI account. The syllabus quiz shifts the onus onto students for their own learning. Create a quiz in the LMS with a variety of question types. Give the students multiple attempts to increase retention.

Example 2

Syllabus Scavenger Hunt

Reviewing a syllabus verbally in class can be ineffective. An effective practice to help students retain information is a syllabus scavenger hunt. Develop a few questions in a discussion that will highlight important policies in the syllabus. Ask students to find the policy and explain it in plain language. Follow-up with more in-depth examples of when the policies might come into effect. Make the discussion worth a few points for participation. You can also group students in pairs by using the Blackboard Group Tool.

Example 3

Course Contract

While the government has ruled that syllabi are not legally binding contracts, having the students fill out and sign a contract in which they confirm that they have read and understand the policies within the syllabus, helps you manage student expectations for the course work and familiarizes them with policies. Create a document that highlights the important policies in the syllabus in a checklist. Have students sign and date the contract. Students can then submit the document as an assignment.

Additional Resources

- [Student Handbook](#)
- [Sample Syllabus Questions from Arizona State](#)
- [OSCQR Standard 5](#)



Visit <https://www.ccri.edu/onlinefaculty> to learn more about OSCQR rubric and sign up to participate in a course review.



This standard aligns with the following federal guidelines:



New England Commission of Higher Education sets forward standards for quality distance education. A course syllabus should clearly communicate course-level policies.