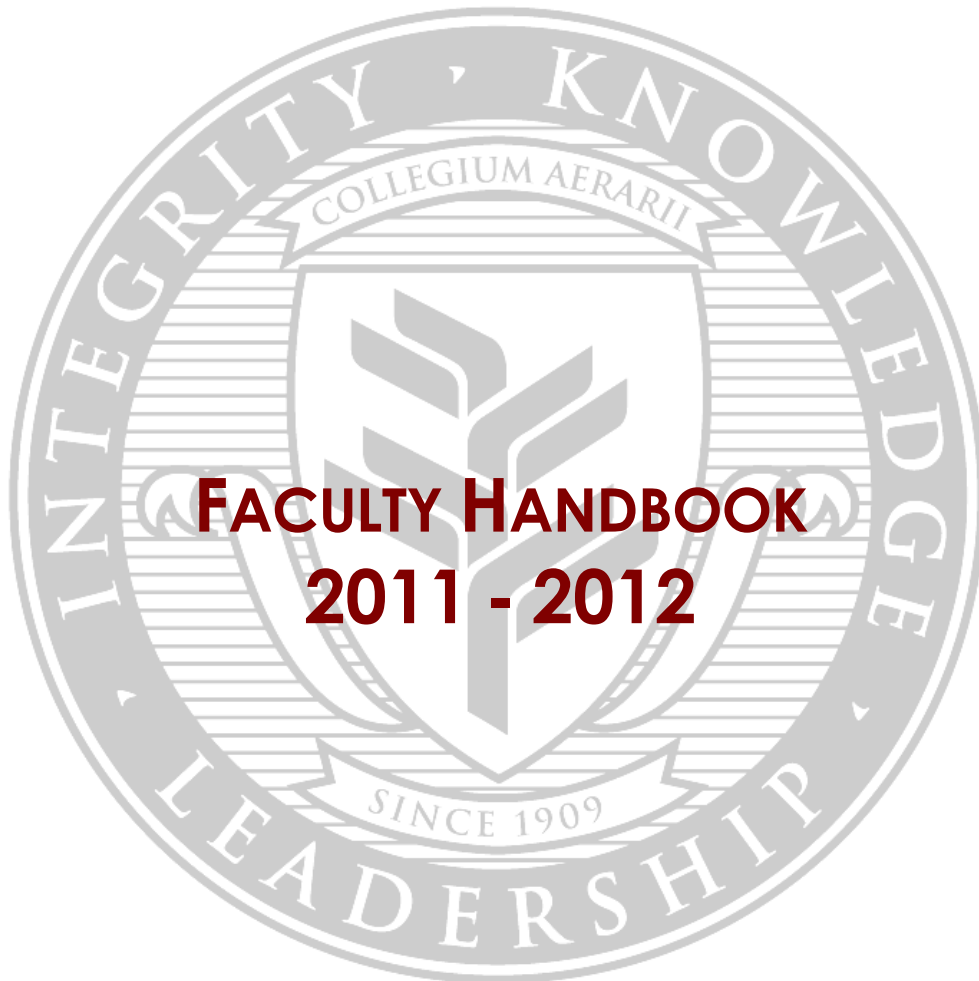




NEW ENGLAND
COLLEGE OF BUSINESS
AND FINANCE



**FACULTY HANDBOOK
2011 - 2012**

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PURPOSE OF THE FACULTY HANDBOOK

The purpose of the Faculty Handbook is to assist faculty in understanding the procedures and services at New England College of Business and Finance. Faculty members are encouraged to read and become familiar with this and other New England College of Business and Finance (a.k.a. "College") publications explaining responsibilities, policies, and procedures. If there is any conflict between any statement in this Faculty Handbook and the College Catalog (and any addenda), the official policies found in New England College of Business and Finance's Catalog prevail.

MODIFICATION STATEMENT

Every effort has been made to ensure that this Faculty Handbook is accurate upon publication. Any description, procedure, policy, etc, however, may be modified as deemed necessary by the administration of the College.

Revised: July, 2011

MISSION AND OBJECTIVES

MISSION STATEMENT

The mission of New England College of Business and Finance is to provide high quality undergraduate and graduate degree programs, as well as professional training, for students interested in careers in business and finance.

VISION STATEMENT

“The New England College of Business and Finance will provide industry-focused, accessible, affordable, high quality education and training for students interested in careers in business and finance through career development programs that help them achieve success in their personal and professional lives.

We will provide value for our students through:

Access: Our programs will be available anytime, anywhere through either traditional classes or interactive online instruction. Our support systems will be tailored for non-traditional students and working adults and will be based on a specific understanding of their needs.

Affordability: We will establish competitive tuition structures which provide compelling value for our member institutions and for individual students. We will pursue articulation agreements with other colleges and universities to provide opportunities for our graduates to transfer all their NECB credits in furtherance of their educational goals.

Quality: We will continually improve the quality of our academic offerings by ensuring that faculty members have excellent academic credentials, as well as industry experience, allowing them to impart instruction that is action-oriented and immediately useful in their work environment. We will take full measure to maintain our accreditation membership in the New England Association of Schools and Colleges. We will continually assess program quality through individual course and instructor evaluation, as well as College-wide review and analysis.

Relevance: We will continue to develop and deliver courses and programs that are relevant to the banking and financial services industry. We will nurture existing relationships in the industry by holding regularly scheduled Advisory Board and Committee meetings and maintaining an open line of communication. We will develop new relationships by pursuing individuals within the industry to participate on advisory boards and curriculum task forces, and to work as adjunct faculty and subject matter experts.”

New England College of Business and Finance is committed to providing adult learners with accessible and affordable undergraduate and graduate degree programs. It is our goal that program learning outcomes and curriculum align with the College's mission and that faculty are credentialed and qualified to deliver the highest quality courses.

General Education at New England College of Business and Finance is integral to the College's mission, vision, goals and objectives. NECB's undergraduate programs advance the critical, practical and necessary connections between the various disciplines in General Education and the necessities and demands of the business, banking and finance industry focus of the institution. Undergraduate programs actively guide students toward the attainment of intellectual and practical reasoning skills. To this end, NECB's associate and bachelor degree programs seek to empower students with an appreciation for commitment to life-long learning and to active participation in society.

Goal One

To provide a foundation of General Education through associate's and bachelor's degrees, certificates, seminars and customized training programs that build basic competency for sound decision making.

Objectives

- To provide the foundation of General Education to support an understanding and comprehension of concepts of college level English and mathematics.
- To deliver courses that enhance one's ability to analyze the major economic, political, social, and intellectual influences affecting the development of modern civilization.
- To provide opportunities across curriculum for learners to apply and master interpersonal, verbal and written communication skills essential to the student's daily environment.
- To promote a general understanding of and solution to environmental dilemmas and problems.

Goal Two

To provide specialized bank and financial services education as well as a broader-based management education through undergraduate and graduate associate's degree concentrations, professional development seminars and customized training programs that develop specific competencies within the student's areas of expertise.

Objectives

- To provide Concentration choices in areas including accounting, banking, financial, management and marketing.
- To offer high-quality curriculum taught by industry practitioners

Goal Three

To provide options to additional personal and professional growth whether through New England College of Business and Finance's program or through partnership programs and articulation agreements.

Objective

- To establish partnerships or articulation agreements with educational institutions whose mission statement and program offerings align with NECB's mission and program offerings.

Goal Four

To admit students whose interests, goals, and abilities are congruent with the mission of the college; and, once the students are admitted, to effectively utilize the full resources of the college to facilitate student learning and to reduce academic, cultural, linguistic, social, psychological, and financial barriers to their success.

Objectives

- To admit sufficient numbers of students who are adequately advised, academically qualified, and able to benefit from the college's academic programs.

- To provide a range of services, including financial assistance, academic advising, tutoring, and counseling that will effectively help students resolve problems that may interfere with their academic success.
- To maintain retention and cohort survival rates equal to or higher than those of comparable institutions.
- To facilitate, where applicable, the timely placement of graduates into employment positions consistent with their chosen career and level of preparation;
- To maintain placement rates that are equal to or higher than those of comparable institutions.

Goal Five

To provide an online learning experience that is academically sound and easily accessible to a diverse population.

Objectives

- To offer a variety of courses each term to ensure all students can complete programs within allotted time frames.
- To ensure curriculum is congruent between on-ground and online courses.
- To evaluate programs, courses, students and faculty to ensure learning outcomes are met.
- To ensure faculty are sufficiently qualified in their area of study and trained in Adult Learner and Online pedagogical concepts.

Goal Six

To maintain educational integrity coupled with financial stability in the management of NECB; to provide governance and administrative structures and services that assure overall institutional effectiveness, strategic planning, sound management of resources, and institutional renewal.

Objectives

- To maintain institutional financial health and renewal by closely monitoring expenditures and preparing strategic plans and budgets based on the results of assessment activities.
- To assure that administrators and staff are sufficient in number and have appropriate qualifications to effectively discharge their responsibilities; to assure that administrators and staff continue to develop in their professions.
- To maintain an active and diverse Board of Trustees that effectively carries out the governance responsibilities designated in its Bylaws.

Core Competencies: At the completion of their undergraduate degree programs, students should be able to:

- Demonstrate leadership and management skills
- Apply principles of organization learning in work environments
- Communicate effectively in writing and speaking
- Demonstrate information and financial literacy by analyzing and assessing business issues
- Think critically as demonstrated by analyzing and solving problems, and making sound decisions
- Apply an awareness of global business issues
- Apply ethical standards and behavior in their personal and business behavior and demonstrate corporate social responsibility
- Identify and analyze the major economic, political, social, and intellectual influences affecting the development of business and government
- Assess the implication of environmental issues to the business setting and apply solutions
- Demonstrate a comprehension of financial services fundamentals by applying them to industry-specific concentrations
- Apply the concepts of quantitative reasoning and computational skills in their professional work

Core Competencies: At the completion of their graduate degree programs, students should be able to:

- Lead teams in a virtual environment
- Produce professional, high quality projects both as a productive team member and individually
- Conduct empirical research to inform decisions and solve complex problems
- Write professional articles and/or research papers; develop comprehensive projects and plans
- Synthesize, analyze, and evaluate complex data as a means to produce reports and make sound business decisions
- Apply an awareness of global business issues
- Apply ethical standards and behavior in their personal and business behavior and demonstrate corporate social responsibility

HISTORY: FOR THE INDUSTRY, BY THE INDUSTRY

BACKGROUND

New England College of Business and Finance (NECB) is a unique academic institution in that it historically has been dedicated to serving the highly specialized educational needs of the banking and financial services industries. From the time of its founding in 1909, these industries recognized that even with the advent of business programs, traditional liberal arts institutions did not provide sufficiently detailed curricula to address the skills, training, and knowledge requirements of entry-level employees and middle managers in these industries. To further enhance the highly focused educational needs of banking and financial services, the college has historically operated as a membership organization where member companies directly influenced program and course offerings.

This membership model has evolved into a Partnership Model. Today, nearly 200 companies from every business sector partner with NECB so employees and their families can benefit from NECB's high quality, affordable educational programs. NECB also provides education to members of the military and their families.

In 2002, NECB received a generous grant from the Sloan Foundation to build online courses. Since then, the College has transitioned all of its courses to the online format. Today, all of NECB programs are taught online.

NECB's esteemed faculty is comprised of credentialed and qualified academic scholars and industry experts, some of whom have taught at NECB for up to 30 years. Until 2008, NECB offered an Associate in Science in Business Administration Degree (ASBA) Program and a variety of Professional Development Certificate Programs, primarily to employees working in the banking and financial services industry. In 2009, the College celebrated its centennial by introducing a Bachelor of Science in Business Administration (BSBA), a Master of Science in Finance (MSF), and a Master of Science in Business Ethics and Compliance (MBEC).

We provide great value for our students through...

Accessibility: Our programs are available anytime, anywhere through interactive online instruction. We understand the needs of adult learners and all of our academic programs, services, and support systems are tailored for working professionals.

Affordability: Our competitive tuition provides a compelling value for our students and our member institutions.

Quality: We are licensed by the Massachusetts Department of Higher Education and accredited by New England Association of Schools and Colleges (NEASC). Our courses and programs are designed to meet and, in many instances, exceed the highest academic standards resulting in tangible, measurable learning outcomes.

FACULTY

NECB faculty members are the cornerstone of the College's teaching success. Faculty members at NECB are comprised of a distinguished group of educators who have industry or professional experience, together with appropriate academic credentials and collegiate level teaching experience. Each faculty member brings a high level of expertise and wisdom to the online learning environment.

Collectively, faculty members are integral to the College's course and program assessment process, strengthening the College's reputation for high quality, rigorous courses through input and participation in continuous improvement. Faculty members are dedicated to academic achievement and professional education and they are recognized as subject matter experts by their academic and industry peer.

As experts, faculty members are expected to encourage and advise students when needed. Frequently, they offer individual advice and guidance in preparing students to enter a career or advance in their chosen careers.

In essence, NECB faculty members practice what they teach. Faculty members are dedicated and well-equipped to assure each student that his/her time in class and time throughout the student's degree program at the College are well spent.

ACCREDITATION AND AFFILIATIONS

REGIONAL ACCREDITATION THROUGH NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

NECB is accredited by the New England Association of Schools and Colleges to award professional certificates and the following degrees:

- Associate in Science in Business Administration Degree (ASBA)
- Bachelor of Science in Business Administration Degree (BSBA)
- Master's in Business Administration Degree (MBA)
- Master of Science in Business Ethics and Compliance (MBE)
- Master of Science in Finance (MSF)

New England Association of Schools and Colleges is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation.

New England Association of Schools and Colleges
209 Burlington Road, Suite 201
Bedford, MA 01730-1433
Phone: (781) 271-0022
Fax: (781) 271-0950

MASSACHUSETTS DEPARTMENT OF HIGHER EDUCATION

NECB is licensed by the Massachusetts Board of Higher Education. NECB has also been approved by the Massachusetts Commission on Higher Education to confer the following degrees:

- Associate in Science in Business Administration Degree (ASBA)
- Bachelor of Science in Business Administration Degree (BSBA)
- Master's in Business Administration (MBA)
- Master of Science in Business Ethics and Compliance (MBE)
- Master of Science in Finance (MSF)

STATEMENT OF OWNERSHIP

New England College of Business and Finance is owned by:

Whitney International University System
2200 Ross Avenue, Suite 3800
Dallas, Texas 75201

GOVERNANCE: BOARD OF TRUSTEES

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Virginia A. Meany
Independent Consultant

Vice Chairperson

Michael L. Williams
Executive Vice President
State Street Corporation

Ex Officio

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NECB President

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Former Attorney General, State of Massachusetts

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America's Business Culture at a Crossroad

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Author of Enterprise Risk Management

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Chief Compliance Officer
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Boston, MA

Frederic Chartier, MBA
NECB Faculty

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Bentley University
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Pearl Steinbuch, Ph.D.
Professor and Director School of Business
Mt. Ida College
Newton, MA

Mr. Richard Rowe, CPA
President and COO
Scituate Federal Savings and Loan
Scituate, MA

ACADEMIC AND STUDENT AFFAIRS COMMITTEE (ASAC)

Richard Rowe, Professor
ASAC Chair
Accounting

Dr. Carol Anderson
VP Academic Affairs and Professor
NECB

Jeffrey Cronin
Librarian and Professor
General Education

Dr. Christian Brocato
Dean of Academic Affairs
General Education Program Chair and Professor
BSBA Program

Kevin Shea
Professor
Management

Paula Bramante
VP eLearning
NECB

Sandra Owen
Professor
Financial Services & Investments

April Morin
Direct of Instructional Design
NECB

Dr. Christopher Weir
Program Chair and Professor
Business and Finance

Deborah Sementa
Program Chair and Associate Professor, MBE
NECB

GRADUATE COUNCIL

Dr. Christopher Weir
Program Chair and Professor
Business and Finance

Dr. Carol Anderson
VP Academic Affairs and Professor
NECB

Dr. Joseph Cronin
Member NECB Board of Trustees and
Former President, Bentley College

Deborah Sementa
Program Chair and Associate Professor,
MBE Program
NECB

Dr. Geoffrey T. Mills
NECB Professor
Dean of the Business School
Mercy College, New York

ADMINISTRATIVE STAFF LISTING

<u>Title</u>	<u>Name</u>
President	Howard E. Horton, Esq.
VP of Academic Affairs	Dr. Carol Anderson
VP of eLearning	Paula Bramante
Dean of Admissions and Student Services	Pamela Dellaporta
Dean of Academic Affairs and Chair, General Education	Dr. Christian Brocato
B.S.B.A. Program Chair	Roger Pao, Esq.
M.B.A. Program Chair	Dr. Carla Patalano
M.B.E. Program Chair	Deborah Sementa
M.S.F. Program Chair	Dr. Ian Hudson
Full-Time Faculty	Dr. Christopher Weir
Controller	Bill McDonald
Bursar	Wendy Abramo-Merrill
Partner Relations and Marketing	Joanne Lakin
Registrar	Robert Wagstaff
Assistant Registrar	Christine Rynne
Director of Instructional Design	April Morin
Enrollment Advisor	Caitrin Brisson
Financial Aid Director	Maria Morelli
Financial Aid Officers	Naida Greene
	Shawn Monks
Advising and Student Services	Charlene Smith
Advising and Student Services	Kate McCarthy
Receptionist	Peggy Allen

NECB TEACHING PHILOSOPHY

NECB: TEACHING INSTITUTION

Many systems of classification have been developed to describe this diverse universe of postsecondary institutions. The Carnegie system of classification commonly used in the United States classifies schools by highest level of degrees offered and by type of control (public, non-profit, for-profit, etc.).

A more fundamental distinction can be made on the basis of institutional mission. Some institutions emphasize teaching and learning, while others emphasize research and community service. Both missions have validity, and both contribute to the broader role that advanced education plays in moving society forward.

By this measure, for example, many state colleges, most liberal arts schools, and nearly all community colleges and for-profit institutions would be defined as teaching institutions. Most doctoral-level universities and many religious-affiliated schools would be defined as research/service institutions.

By its design and mission, NECB is a teaching institution.

WHAT DOES THIS DISTINCTION MEAN?

This teaching mission means, first and foremost, that the full resources of the College are assembled in furthering student learning and the transmission by the faculty of knowledge and skills deemed useful in the industry and society. Unlike a research university, faculty members at NECB are engaged in online teaching and learning. It is not a condition of employment for faculty to conduct academic research. Additionally, capital investments are dedicated to developing academic programs, upgrading technology, improving access to library and informational resources, and faculty development.

The role of faculty members is focused on three key activities:

- Teaching courses online;
- Curriculum development, in collaboration with NECB's Academic and Student Affairs Committee, eLearning instructional designers, and/or ad hoc curriculum task forces;
- Student mentoring, including academic advisement, tutoring, and service as faculty advisors.

Faculty members are not required to conduct formal academic research, assist in raising grant monies, or publish scholarly works, though they are welcome to enter into appropriate arrangements with the College institutions to do all three if they so desire. NECB supports the research efforts of full-time faculty by offering a Research Grant which is described in the faculty development section of this handbook. The job performance of faculty members, however, is not dependent on such activities.

A LEARNER-CENTERED APPROACH

NECB recognizes that the student is the consumer of education – the learner. We respect the fact our students are savvy consumers and they have choices in the type of institution they wish to attend, and that they have chosen NECB. A good portion of NECB's students have had prior college experience and/or are professionals returning to school to advance in their companies or change careers.

For nearly a century, NECB accomplished its mission by helping students to achieve professional and personal goals through education and training. Our faculty pride themselves on their success in acting as the catalyst in the learning process. Our faculty is dedicated to excellence in teaching and they are focused on the learner. They have educational credentials, practical experience, and a passion to pass their knowledge on to new generations. NECB faculty is comprised of qualified academic and industry experts who know what it takes to succeed in education and in business because they've done it. They are exemplary role models for students who also expect to succeed.

NECB DELIVERY MODEL: ONLINE VERSUS ON GROUND

NECB'S TRANSITION TO ONLINE DELIVERY

In 2002, the Alfred P. Sloan Foundation awarded NECB a generous grant to develop online courses. Since then, the College has shifted from the traditional on ground classroom delivery of courses to an online delivery format using the eCollege learning management system. Today, NECB courses are taught in the EPIC online delivery platform, which is a proprietary model used only by NECB.

NECB's online model is asynchronous, which means students and faculty can log on "anytime, anywhere." NECB courses are not, however, self-directed and students do not teach themselves.

N. B. NECB makes every effort possibly to comply with U.S. Government regulations which dictate online course delivery.

FACULTY AND QUALITY ONLINE TEACHING

Faculty often remark that teaching online is much more time consuming than teaching in a traditional on ground classroom. Students can and do log on at any time of the day – or night. Sometimes that translates into expecting faculty to be available 24 hours a day. NECB courses are designed to balance structure with the flexibility adult learners and busy professionals need and expect. We strive to set realistic expectations for both students and faculty to provide students with an exceptional online learning experience while at the same time maintaining a realistic time commitment from online faculty.

Online courses are developed using a standardized syllabus template, detailed grading rubrics, and various standardized components. This helps both faculty and students. All online courses have the same "look and feel." After the initial "learning curve" of becoming familiar with a new technology, the course content – and not the technology – becomes the main focus of the course.

WHAT KIND OF ONLINE TRAINING DO NEW FACULTY MEMBERS RECEIVE?

New faculty members attend training in the EPIC platform either in a group setting or individually. Faculty are further trained in EPIC through the 'Teacher's Lounge,' an outstanding resource that mirrors the online teaching and learning environment while providing all faculty members with significant resources needed for success in teaching. In addition to a myriad of information pertaining to faculty roles and responsibilities, faculty can participate in the discussion board at any time in the 'Teacher's Lounge.'

April Morin, Director of Instructional Design and the Program Chair work closely with new faculty as they learn the EPIC Platform and as they teach their first course or two. Should the College experience any issues with technology, faculty members are notified as quickly as possible.

Faculty meetings are held the second Wednesday of each month to keep lines of communication open between the College and its faculty. This is a forum to discuss teaching methods, best practices, new technology or other issues that might arise over the course of a month. Faculty members have access to Helpdesk assistance. Additional training also takes place at quarterly Faculty Development Workshops or as the need arises.

Faculty members are expected to remain current on NECB technology as it impacts courses at the College.

RECRUITMENT AND HIRING OF FACULTY

FACULTY RECRUITMENT AND HIRING CRITERIA

NECB is committed to hiring full-time and adjunct instructional faculty with expertise in a specific course or program content area while also meeting specific state and accreditation instructional criteria. Teaching experience, preferably online, at the college level or skills achieved through corporate or organizational training are assessed and evaluated in the decision to hire faculty.

Recruitment of qualified full-time and adjunct faculty is accomplished formally through discipline-related job postings in print or via the Internet, as well as informally through recommendations by faculty, staff or industry professionals.

Before an offer of employment is made the following typically occurs:

- Faculty vacancies will be advertised in locally and nationally recognized higher education publications and websites that provide recruitment sections.
- A current resume or curriculum vitae that illustrates the faculty member's expertise to teach in the assigned content areas is reviewed and approved by the school's chief academic officer or applicable Program Chair. Experience teaching in an online environment is desirable.
- Candidates must have academic qualifications. A master's degree is required to teach at the undergraduate level, and only in a very rare circumstance is a course taught by an instructor who does not have a master's degree. Exceptions will be evaluated based on course topic, teaching credentials and industry experience.
- A doctorate, or terminal degree in a relevant discipline, is generally required to teach in master's degree programs. Graduate level teaching experience is desired. Exceptions will be evaluated based on course topic, teaching credentials, and industry experience.
- A personal interview is held with the VP of Academic Affairs, Program Chair and other faculty members designated by the school's chief academic officer that addresses the faculty member's content and teaching expertise. In some cases, search committees will be established which identify more specific criteria for faculty qualifications. As well, where programs have established Advisory Boards, such bodies may be consulted to assist with selection criteria.
- All required Human Resource documents are submitted with correct, true, and accurate information.
- All official higher education transcripts are received. The degrees should be from accredited institutions of higher education and should be listed in the most recent version of the Higher Education Directory.
- All official required licensures and certifications to teach content areas are received, if applicable.
- A background check will be conducted on newly hired instructors.

Prospective faculty may be asked to submit a portfolio or other evidence to demonstrate their teaching ability prior to being hired.

FULL-TIME FACULTY OFFERS

Full-time faculty offers are made formally through an offer letter. Terms and conditions of the faculty assignment are outlined in the offer letter. Full-time faculty assignments are generally for one-year.

Teaching performance, adherence to NECB teaching and instructional design policies, student input, course evaluations, and one's ability to establish a cohesive and dynamic online learning community are considered before extending full-time faculty assignments beyond the first year or subsequent years.

A full-time faculty member will be notified, in writing, of the College's decision to renew or terminate the teaching contract approximately 30 days prior to the contract expiration date. NECB is under no obligation to renew a faculty member's contract.

Employment is at will, and employment may be terminated at the discretion of the institution. NECB does not have a faculty tenure system, and the fact that employment offers are made on a regular basis to individual faculty members does not confer *de facto* tenure rights nor supersede at-will employment.

ADJUNCT FACULTY OFFERS

Adjunct Faculty offers are made formally through the issuance of an Adjunct Faculty Assignment Letter (see Appendix I and Appendix II). This letter is generally reviewed in person or via telephone with a new adjunct faculty member by the Program Chair, Dean or Vice President for Academic Affairs. New faculty members are directed to the online Faculty Handbook at www.necb.edu to review current policies and procedures. The Faculty Development Reimbursement plan is also reviewed.

Adjunct Faculty employment offers are made for a specific period of time, usually one term. Adjunct faculty members who teach at the undergraduate level are contracted for eight-week academic terms.

Adjunct faculty members who teach at the graduate level are contracted for five-week academic sessions.

Employment is at will, and employment may be terminated at the discretion of the institution. A Program Chair or Program Chair, or the Vice President of Academic Affairs may dismiss a faculty member at any time during the term should the academic department determine it is in the best interest of the College and the students. NECB does not have a faculty tenure system, and the fact that employment offers are made on a regular basis to individual faculty members does not confer *de facto* tenure rights nor supersede at-will employment.

The following is a sample "Must Do List for Online Teaching." This check list may be modified or updated from time-to-time. However, it is representative of the checklist that is included in each Adjunct Faculty Assignment Letter. To ensure high quality academic and student services, all faculty members are required to adhere to the guidelines set forth in the Adjunct Faculty Assignment Letter and Faculty Check List.

FACULTY CHECK LIST – Check each box below to indicate that you have read and that you accept each of the terms. Boxes left unchecked will mean that the contract will be returned. The contract must be complete prior to submission.

"A Must Do List for Online Teaching"

- Prior to the term, review the entire course for dates and revisions and to ensure that any needed revisions are submitted at least two weeks prior to the first day of class. All revisions to a course must be approved by the College. This will ensure that any revisions that need to be made can will be submitted, approved and accomplished well in advance of the Term, especially if technical assistance is needed to affect them. You

are expected to check the syllabus and post contact information in your Welcome Letter and in the Class Introductions of the course.

- Send Welcome Letter to all students via e-mail by Friday of the week prior to the Monday, the first day of the term. That letter must include your contact information and the current NECB add/drop policy. This will enable students to see the very important factors involved in the first three days of the course:
 - a. Logging in;
 - b. Taking the student tutorial;
 - c. Potential updating of the student's computer system, especially EPIC;
 - d. Reviewing and studying the syllabus and course requirements;
 - e. Participating in the Class Introductions.
- Ensure that the appropriate NECB Department or Program Chair also receives a copy of the Welcome Letter via e-mail.
- Instruct students to introduce themselves in the 'Class Introductions' in the Course Home or Getting Started by posting their personal introduction on the **first** day of class. Instructors are expected to introduce themselves as the first introduction and then to participate in the Class Introductions by welcoming each student individually, an indication that you, too, are participating in the introductions just as in a traditional classroom setting.
- Week 1: For the undergraduate program, post attendance by Tuesday morning for the first day of the Term and again on Wednesday and Thursday of the first week. These postings enable the College to track whether or not students have introduced themselves and are indeed in the course within the first three days of the Term. Remember: The College requires students to participate within the first three days. (See add/drop policy for details.)

N. B. If a student has not participated, it is the faculty member's responsibility to contact the student directly. If the student does not respond, the faculty member will be expected to contact the Dean of Academic Affairs, the Department or Program Chair before Wednesday of Week 1 of the Term to facilitate the advising and retention efforts of the College.

- Post weekly attendance in the Faculty portal by Sunday (midnight, EST) for Weeks 1 – 7 and by Saturday (midnight, EST) for Week 8.
- Participate in the teaching and learning process of every unit, spending approximately 15-17 hours per week in the course. The College tracks faculty participation in its courses. If a faculty member does not comply with these requirements, s/he will be contacted by the College.
- Once the Term has begun, participate in the class every 24-36 hours, demonstrating faculty interest and participation as well as leaving no question unanswered. Regular communications within the Discussion threads, Q & A threads and/or e-mails are required for all faculty members throughout the Term.
- Faculty participation in each week's Discussion and Q & A is mandatory. Faculty members are required to be present and active in the Discussion for three days during the week, teaching and responding to student posts as determined in the Discussion Rubric. Undergraduate faculty members are expected to be in each week's Discussion and Q & A for a minimum of three hours. Graduate faculty members are expected to be in each week's Discussion and Q & A for a minimum of four hours. These standards are in compliance with Federal recommendations for classroom participation. Note: New regulations will be in place beginning July 2011 that will mitigate faculty participation in Discussions, the Q & A and all other aspects of a course.
- Ensure that all assessments within the course are graded within 72 hours of the due date of the assignment, the quiz, the exam, the paper, etc., with grades returned to students by the end of that period.
- Submit Mid-Term Grades at the conclusion of Week 4 and Final Grades at the conclusion of the course. A grade of WF should be submitted if appropriate. Please, see the WF Grading Policy.
- If for any reason you are scheduled to be away from your class for more than 36 hours or in the event of an emergency, you must contact Dr. Christian Brocato, Dean of Academic Affairs, or your Department or Program Chair to discuss class coverage during your absence.
- Complete the faculty evaluation at the conclusion of a Term for which one is issued.
- In support of the College's goals for teaching, learning and assessment, NECB VPAA, Dean of Academic Affairs, Department Chair or Program Chair may monitor your course for consistency with College online teaching and learning policies, evaluative purposes and Federal government compliance. The College's eLearning Team may monitor your course for technical purposes.
- If a Faculty Development Workshop occurs during the Term, participate in the Workshop either in person or via webinar/conference call. Participate in monthly faculty meetings if possible.

FACULTY PERFORMANCE AND EXPECTATIONS

Faculty performance and expectations are discussed with potential faculty members during the recruitment and hiring process. At that time, candidates are informed that their performance will be reviewed on the following areas:

- Teaching/Instruction:
- 1) Course Preparation, Delivery and Assessment, and
- 2) Administrative Instructional Responsibilities;
- Consistent Grading According to Course Rubrics;
- Service to Students and Qualitative Feedback;
- Attendance at Faculty Meetings and Faculty Development Workshops;
- Service to the Program, Institution and Community; and
- Professional Development

As representations of New England College of Business and Finance, faculty members are expected to conduct themselves professionally at all times. When communicating with students either in person, over the telephone, or in an online classroom, faculty are required to be respectful and professional. Faculty members must apply accepted Netiquette guidelines to all communications when responding to e-mails and posts on discussion boards.

Faculty performance and expectations may be addressed at any time. Should the College determine a faculty member is not performing in accordance with expectations, action may be taken, up to and including dismissal.

FULL-TIME AND ADJUNCT FACULTY

DEFINITION: FULL-TIME FACULTY

A full-time faculty member is defined as someone who works 32 or more hours per week for the College. Principle duties involve mostly online teaching, but may include teaching on ground courses, as well. Duties also include class preparation and student performance and evaluation activities. Full-time faculty also participate in a variety of administrative and academic duties including assessment, academic advising and student retention, course development, course revision, textbook review, graduation preparation, and activities relating to the NECB learning community. Full-time faculty members are expected to attend and/or run faculty meetings, faculty development workshops, training webinars or other activities.

Full-time faculty members generally teach online and a telecommuting schedule may be arranged between a full-time faculty member and the College. It is expected, however, that full-time faculty members will be on campus on a regular basis (usually several days per week) to attend faculty or other College meetings or to work on projects or assignments involving graduation, textbook review, assessment or other College business. Full-time faculty are expected to be available to attend off-site functions, meetings, seminars, workshops, or conferences or other College-related functions which may, at times, be held on weekends or evenings.

Full-time faculty members are typically expected to teach in both graduate and undergraduate courses, depending on their area of credentials and expertise. Full-time teaching load is outlined in the faculty assignment letter. Full-time faculty members are not required to do scholarly research as part of their contractual agreement with the College. Scholarly research skills are required and expected as the impact teaching. Full-time faculty members must hold terminal degrees in their disciplines.

DEFINITION: PART-TIME/ADJUNCT FACULTY

An 'adjunct' faculty member is defined as someone whose principal duties involve mostly online teaching and who typically works in that capacity fewer than 32 hours per week. Duties also include class preparation and student performance monitoring and assessment activities. By accepting appointment as an adjunct faculty member, an individual agrees to teach a specific course(s) for which he or she is academically credentialed, licensed or approved to teach and who adheres to the College's teaching expectations as outlined in the Faculty Letter of Agreement (contract). An adjunct faculty member may not teach beyond the maximum teaching load as established by accreditation, external regulatory or institutional policies. Specific arrangements are made at the time of appointment regarding the Terms when courses taught by an adjunct faculty will be offered.

A 'part-time' faculty member is an adjunct faculty member whose status is determined and approved by the Vice President for Academic Affairs. Part-time status is based on criteria that include but may not be limited to a minimum of six consecutive years of teaching at the College, a consistent teaching load of six or more courses per year, service to the College and outstanding student evaluations.

Part-time/Adjunct faculty members at the New England College of Business and Finance are expected to take an active role in the life of the institution. Faculty members are encouraged to contribute to all aspects of institutional effectiveness, including shaping curriculum, academic integrity and the delivery of student services at NECB. Throughout the year, there are a number of faculty meetings, Faculty Development Workshops and other events that are important enough to warrant faculty participation.

FACULTY SCHOLARLY RESEARCH

Faculty members are not required to do scholarly research for publication purposes as part of their on-going involvement at NECB. Faculty members are expected to employ scholarly research as it impacts teaching and learning and to be well equipped in utilizing the numerous NECB eLibrary databases for research and teaching purposes. The College values scholarly research as well as expertise in specific professional disciplines.

Since the College does not employ a system of tenure, scholarly research is not required as part of the requirements for hiring or to advance in rank at the College. NECB strongly encourages scholarly research as it very often factors into the depth and breadth of quality teaching particularly at the upper level for the undergraduate program and at the master's level in the graduate programs.

NECB faculty members are expected to be well versed in their disciplines and to have significant research skills. Faculty members are expected and strongly encouraged to guide students in qualitative research especially in the NECB eLibrary. They are expected to remain current in their particular discipline.

FACULTY TEACHING LOAD

A full-time faculty member typically teaches a maximum of ten (10) courses per academic year in addition to significant administrative responsibilities.

A program chair is expected to teach six (6) courses per academic year in addition to administrative responsibilities and may or may not be a full-time faculty member at the College.

A part-time faculty member is an adjunct faculty member who typically teaches six (6) or more courses per academic year and actively participating in monthly faculty meetings and quarterly faculty development workshops.

An adjunct faculty member generally teaches no more than four (4) courses in an academic year and attends monthly faculty meetings and quarterly faculty development workshops.

All faculty members at NECB are mandated to adhere to the teaching expectations as chronicled in the Faculty Letter of Agreement (contract) especially as outlined in the 'Faculty Checklist' of that document.

CLASS SIZE

It is the College's top priority to ensure that students receive a high quality education in courses where the faculty to student ratio allows for ample interaction between faculty and students, as well as meaningful exchange among students. Consistent with on-ground degree programs, classes in NECB's online programs vary in size depending on such variables as program enrollment, course topic, and core course vs. elective.

Core courses in undergraduate programs average between 25-30 students. An additional section of a course may be added at the discretion of the College to facilitate quality teaching and learning. In some instances, a teaching assistant may be assigned to assist with grading in larger courses.

Core courses in graduate degree programs average between 20-25 students per section. An additional class section may be added in the event class size increases beyond 30. All courses are taught by appropriately credentialed and qualified faculty members.

FACULTY ORIENTATION

NECB provides an orientation for new and returning faculty. Information on the College's mission, organizational structure, physical facilities, programs of study, and administrative policies and procedures are reviewed during this orientation. Faculty orientation may take place in a group setting, or one-on-one with the Vice President of Academic Affairs, Program Chair, or other NECB representative. All new, first-time faculty members, both full-time and part-time/adjunct, are required to attend the Faculty Orientation. A faculty orientation review is conducted at faculty trainings on an annual basis, typically the spring and fall Faculty Development Workshops.

TEACHER'S LOUNGE

All faculty members have access to the College's 'Teacher's Lounge' where many documents are available in a course that mirrors an online NECB course. Faculty are strongly encouraged to use the resources in the Lounge for learning how to teach in the College's online platform, for online best practices for successful teaching tips at NECB, for teaching and learning resources and to participate in the faculty discussion for discussing teaching and learning and offering mutual support and advice. The Lounge mirrors the online Learning Management System at NECB which also helps to prepare new faculty members to teach in the College's LMS.

ADDITIONAL DUTIES OF PART-TIME/ADJUNCT FACULTY

Office Hours

A part-time or adjunct faculty member's primary responsibility is teaching online. Faculty members teaching in the online environment are expected to be available to online students throughout the week through the Q&A board, discussion board, e-mail or other method appropriate to service the needs of online learners. Faculty are encouraged to establish set office hours at which time they can be available via online or phone for conference purposes

Faculty-Development Workshops

Part-time/adjunct faculty members are expected to attend four Faculty Development Workshops per year to maintain current knowledge of the institution's personnel, policies and operations. All workshops can be attended via Webinar. Faculty may attend the Fall and Spring Faculty Development Workshop either on campus or via Webinar. Faculty who cannot attend a Faculty Development Workshop the day it is offered are strongly encouraged to review the recorded session of the meeting. Attending NECB's Faculty Development Workshops on a regular basis (on campus, via Webinar, or accessing recorded Webinar sessions) is a condition of continued employment.

Academic Duties

At the sole discretion of the College, part-time/adjunct faculty members may be compensated for performing other duties such as curriculum development, service on faculty governance committees, faculty in-service development presentations, advisory board liaison, new student orientation, and attendance at faculty and College meetings beyond the minimum requirements.

CAMPUS MEETINGS

Periodically, the President conducts an all-staff campus meeting to review the College's performance against major goals and objectives, introduce future goals, and provide updated information on the campus facility, policies, special events, etc. All faculty members are strongly urged to attend, either in person or via conference call.

GRADUATION CEREMONY

All faculty members are strongly urged to attend graduation ceremonies. Graduation is held in June each year.

FACULTY DEPARTMENTAL AND COMMITTEE MEETINGS

Part-time/adjunct faculty members are encouraged to attend a minimum of two departmental or all-hands campus meetings per year, as well as to attend meetings of faculty committees upon which they sit.

EMPLOYMENT BENEFITS

Full-time faculty members are employees of the College and are eligible for benefits as outlined in the Employee Handbook or as provided by the Human Resource Department.

Part-time/adjunct faculty members are considered part-time or intermittent employees of the institution. Adjunct faculty members are eligible for reimbursement for approved professional development activities. See Professional Development Reimbursement Program for details or contact the Vice President of Academic Affairs. Part-time/adjunct faculty members are not entitled to a bonus, health benefits or other benefits. Such benefits are only available to regular full-time employees.

Faculty Members and Their Families Taking Courses at NECB

Full-Time Employees

Full-time (those employed 30 hours a week or more) employees and their immediate family members are eligible to take free courses, on ground or online, through NECB. Full-time employees are eligible for this benefit after one year of service with NECB as outlined in the NECB Handbook or posted by Human Resources.

Part-Time Employees/Adjunct Faculty

Part-time employees/adjunct faculty and their immediate family members are eligible to take courses online at 50% of the non-partner institution tuition rate after three years of consecutive teaching service with the College.

FACULTY PROFESSIONAL DEVELOPMENT

Professional Development refers to a planned set of activities designed to keep faculty current in their field(s) of study. At a basic level, such activities reflect the minimum standards set by various accreditations, regulatory, or professional licensure bodies to maintain current approvals and licensures necessary to teach at the postsecondary level. For example, an accounting CPA education program at a minimum may need to complete a certain number of continuing professional education hours per year to maintain membership in a professional association.

At another level, Professional Development encompasses specific activities designed to enhance a faculty member's knowledge of his or her field of study or improved methods of teaching. In the rapidly changing world of Information Technology, for example, continuous Professional Development is necessary for faculty members to keep up with new software releases.

EXPECTATIONS OF FACULTY

Each full-time, part-time and adjunct faculty member is expected to remain current in his/her field of expertise.

Under no circumstance are part-time and adjunct faculty members 'guaranteed' to teach particular courses at the College. Assigning courses for instruction is strictly up to the discretion of the College. Continued teaching at the College is determined by the College and is at the discretion of the College.

Faculty members are expected to attend Faculty Development Workshops sponsored by the College.

Full-time and adjunct faculty may be reimbursed up to \$350 per year through the Faculty Development Reimbursement program for attending approved courses, seminars or workshops. NECB reserves the right to approve reimbursement based on its relativity to NECB course content, regulatory issues in Higher Education, student services or pedagogical or assessment methodologies.

A faculty member who has attended an approved course, seminar or workshop and who expects reimbursement for that activity must provide documentation as evidence of participation as well as a summary of how the specific activity will improve competency in present assignments and help further long-term professional goals. This documentation will be reviewed as part of the faculty evaluation process and is a consideration in promotions in rank.

COLLEGE SUPPORT OF FACULTY PROFESSIONAL DEVELOPMENT

NECB recognizes that investment in faculty professional development benefits students, employees and the institution in an 'everyone wins' scenario. Faculty who see themselves as 'constant works in progress' and who invest time, money, and effort in self-improvement will be more satisfied and productive, enhancing the quality of the College's educational goals and outcomes.

It is with this realization that NECB provides support in a variety of resources for faculty professional development. These include:

- NECB offers four Faculty Development Workshops each year. Faculty members are strongly encouraged to participate in all Faculty Development Workshops. Workshops are generally held via Webinar which are recorded and archived. Faculty who do not participate in Faculty Development Workshops on a regular basis may be terminated by the College.
- NECB offers a reimbursement program for qualified faculty pursuing approved seminars, workshops or coursework at accredited colleges and universities (see details of the Faculty Development Reimbursement Program below). Tuition reimbursement funds may also be applied toward the purchase of books, training tapes, journals and publications designed to facilitate faculty professional growth.
- Part-time employees/adjunct faculty and their immediate family members are eligible to take courses at 50% of the non-member tuition rate so long as the faculty member has taught a minimum of two courses in a calendar year. In the event a faculty member has not taught two courses in a calendar year, tuition will be charged at the published non-member tuition rate. Standard admissions and tuition policies apply.
- Full-time faculty and their immediate family members are eligible to take courses as outlined in the Employee Benefits Handbook or as posted by Human Resources.

FACULTY DEVELOPMENT REIMBURSEMENT PROGRAM

To achieve its mission, NECB is committed to developing its faculty, maintaining quality curriculum and achieving student learning outcomes. NECB faculty members are expected to stay current in their field. They are also expected to stay current in NECB policies, procedures, processes, technological updates, and the like.

Faculty development at NECB takes place, primarily, through in-service faculty development workshops. Full-time faculty members are required to attend all faculty development workshops and training activities. Adjunct faculty members are strongly encouraged to attend a minimum of four (4) faculty development workshops. Adjunct faculty members receive a \$50 stipend if they attend a workshop or training in person and a \$25 stipend if they participate via conference call or webinar.

NECB believes it is important for faculty to continually improve in areas beyond those offered through faculty development workshops. To support faculty growth and development, NECB offers up to \$350 per year reimbursement towards any approved educational activity. For example, stipends may apply toward seminars, workshops, or advanced degree programs; scholarly journal subscriptions; or technology enhancements.

The Faculty Development Reimbursement Program is available to all active full-time, part-time and adjunct faculty members. Faculty members are encouraged to take advantage of this program as participation in faculty development activities will be considered as part of faculty evaluations. Maximum annual reimbursement under this program is \$350.00.

Professional Development Reimbursement Eligibility

1. To be eligible for reimbursement, developmental activity, seminar or workshop must be initiated and completed while faculty is in active status. Active status is defined as having taught, at minimum, two courses in an academic year.
2. Professional development programs or activities must be approved by the faculty member's Program Chair or the Vice President for Academic Affairs and must relate to higher education, online learning, or area of specialization.

Submit the following to the Program Chair or VP of Academic Affairs:

1. Faculty Development Reimbursement Request form (After completion of the course, seminar or educational activity)
2. Proof of attendance, if applicable (registration form w/receipt; program agenda, or course handouts).
3. A one-page overview of what you have learned as a result of this program or activity and how you will apply the knowledge and/or skills to your position as adjunct faculty at NECB.
4. A copy of professional development documentation will be retained in the faculty members file and used as part of the evaluation process.

FULL-TIME FACULTY RESEARCH GRANT

Although NECB is not a 'research' institution, the College recognizes the value and contribution research can provide to the College's institutional effectiveness. In particular, faculty who teach in the undergraduate or graduate programs may wish to apply for this grant to conduct scholarly research on behalf of NECB.

Research results will be used to enhance overall program quality, improve online pedagogical methods, and increase effectiveness of assessment outcomes. This stipend is generally awarded on an annual basis; however, it may be awarded any time at the sole discretion of the College. Depending on the nature of the proposed research, the College may award the \$5,000.00 research stipend to one faculty member or distribute

the stipend among two or more faculty. Disbursement is at the sole discretion of the College. In no case will there be more than \$5,000 awarded in any given year.

Research Grant: Call for Proposals

On September 1 each year, the College will issue a “Call for Proposals” to active NECB graduate degree program faculty.

- Proposals must be submitted to the applicable program chair or to the Vice President for Academic Affairs by October 31.
- The respective Program Chair will review proposals for content and relevance. If a proposal is deemed to have merit, the faculty member will receive notification that the proposal will be further reviewed by a Research Grant Committee comprised of members of NECB’s Academic and Student Affairs Committee, Graduate Council, Advisory Board Members, or other external readers. If the proposal is deemed not to have merit, the faculty member will be advised in writing.
- The Research Grant Committee will read all proposals by December 31.
- Recommendations for Research Grant awards at the undergraduate level will be submitted to the Academic and Student Affairs Committee for final approval at its Winter meeting held in mid-January.
- Recommendations for Research Grant awards at the graduate level will be submitted to the Graduate Council for final approval at its Winter meeting held in mid-January. Researcher(s) may be required to attend this meeting either in person or via conference call to clarify or explain any aspect of the proposal.
- Research award recipient(s) will receive formal notification via letter on or before January 31.

Research Grant: Criteria for Consideration

Faculty who wish to apply for the research stipend will meet the following criteria:

- Faculty member will have taught a minimum of four courses in the bachelor’s or master’s degree program in which he/she is conducting the research study.
- Faculty member will submit to the College for approval a detailed, scholarly research proposal outlining a scholarly project that relates to program assessment or enhancing the quality of one of NECB’s bachelor or master degree programs.
- Faculty will comply with conduct research in compliance with accreditation and regulatory standards and College policies.
- Research must be completed within a reasonable time period, not to exceed one year.
- Faculty member will sign a release permitting NECB to use research results in any form, including social media cites, websites, and written collateral.
- Faculty member will not receive the designed award stipend until the project is completed as agreed upon by the College.
- Faculty member must be in active status with the College to receive the research stipend.

PERFORMANCE EVALUATIONS

PURPOSE OF PERFORMANCE EVALUATIONS

In order to meet the needs of our students and fulfill the mission of the New England College of Business and Finance, full-time, part-time and adjunct employees are expected to do that which they have agreed to do by accepting employment with NECB. Performance evaluations are generally conducted annually for all employees, including faculty, to help assure that employees are adequately performing the tasks outlined in their job descriptions.

All employees, including faculty, have the right to expect periodic, documented feedback on their job performance. Importantly, performance evaluations are taken into consideration in determining merit-based salary increases and in considering internal applicants for promotion.

FREQUENCY OF FACULTY EVALUATIONS

Full-time faculty members are evaluated annually. Part-time/adjunct faculty members who teach courses on a continuous basis throughout the year are evaluated initially during their first course by their program chair or the Dean of Academic Affairs. Part-time/ adjunct faculty members who teach on an intermittent basis are evaluated initially at the end of their first term of teaching and thereafter at least once per calendar year. Any faculty member may be evaluated at any time.

ANNUAL EVALUATIONS

Typically, evaluations are conducted by the Program Chair. In some cases it may be the Vice President for Academic Affairs, the Dean or other member of the College's academic management team. All regular evaluations require review and approval by the faculty member's Program Chair, VP for Academic Affairs or Dean of Academic Affairs before they are finalized. The faculty member receives a copy of his/her performance evaluation. Typically, a copy is maintained in the faculty member's permanent file.

ELEMENTS INCLUDED IN REGULAR PERFORMANCE EVALUATIONS

Faculty performance reviews are based on the following areas:

- Teaching/Instruction as Defined by the College and Included in the Letter of Agreement (Faculty Contract)
- Course Preparation, Participation and Assessment
- Administrative Instructional Responsibilities
- Adherence to the College's Standards of Excellence in Teaching
- Service to the Program, Institution and Community
- Participation in Professional Development Opportunities Offered by the College

Regular annual performance evaluations shall include discussion and documentation of the following elements:

- Student evaluations completed within the evaluation period;
- Online class observations by academic management and/or faculty peers completed within the evaluation period;
- Review of the prior period's faculty development activities;
- Review of the faculty member's performance on annual goals established at the initial hire or the most recent annual evaluation, whichever is most recent;
- Review of the faculty member's job performance utilizing the NECB faculty performance evaluation form (See Appendix IV: Faculty Performance Review Form);
- Review of the faculty member's performance through student evaluations;
- Review of the faculty member's performance as seen in the Course, Student and Self-Evaluation (See Appendix V)

PART-TIME/ADJUNCT FACULTY

Part-time/adjunct faculty members are appointed to teach specific courses for a specific term. Reappointment of part-time/adjunct faculty is done for each academic term. Consideration is made primarily on the basis of need and the on-going assessment of quality in teaching and participation at the College for part-time/adjunct faculty to teach specific courses.

COURSE ASSIGNMENT PROCESS

1. As courses are identified on the Term schedule, Program Chairs receive the course list and identify what course(s) they wish to teach.
2. Program Chairs recommend faculty in their discipline to teach specific courses.
3. NECB contacts chosen faculty and verifies their agreement to teach the identified course.
4. If a chosen faculty member agrees to teach a course, NECB prepares the letter of agreement/contract, which is sent to the faculty member. The contract must be fully completed, signed and returned in a timely manner. If a chosen faculty declines, then the Program Chair and NECB Academic Affairs select another faculty member.
5. The executed contract is emailed to the identified faculty; the signed executed contract is emailed to the Program Chair or Vice President of Academic Affairs.
6. Completed contracts are signed by the Vice President of Academic Affairs, the Dean of Academic Affairs or the Program Chair.
7. Completed contracts are signed by the Vice President of Academic Affairs, the Dean of Academic Affairs or the Program Chair.
8. NECB has the right to cancel a course. Should that happen prior to the start of a term for which a faculty member has been contracted, the faculty member will be notified in writing stating that the course is cancelled and the contract for that term is null and void.

FACULTY COURSE EXPECTATIONS

NECB has strict guidelines for quality teaching in its online courses. Faculty expectations are clearly outlined in the course contract for each course. Faculty must fully complete the contract and sign it prior to submitting it to the College. Faculty support for teaching is also outlined in the contract. Contract revisions are subject to change at the discretion of the College. (See Appendix I, the Faculty Letter of Assignment/Contract)

TERMINATION

Employment at New England College of Business and Finance is on an at-will basis. Employment may be terminated at any time for a variety of reasons, including poor work performance, lack of work (i.e., student enrollment), student complaints, or employee misconduct. Faculty employment may be terminated either at the end of a regular period of appointment, through non-renewal of such appointment, or at any time during the term if the College deems it necessary and appropriate to remove a faculty from a course. Adjunct faculty members who do not teach, at minimum, two courses per year are not considered active.

NECB Faculty Grievance Policy

From time-to-time, conflicts or complaints arise between a faculty member and college administration. In most instances, these misunderstandings are resolved promptly, fairly, and informally. In the event a situation occurs that cannot be settled informally, a set of guidelines and procedures is required. The following statement of policy and procedures represents the guidelines and process faculty members and administration officers will follow in the event a formal grievance is filed by New England College of Business and Finance's faculty member(s).

DEFINITIONS

Coverage applies to any full-time or part-time member of New England College of Business and Finance faculty.

Discrimination is herein defined as the unlawful practice by an employer or institution of higher education to differentiate or distinguish an individual based on that individual's race, gender, age, religion, national origin, sexual orientation, disability, or military veteran status.

A **Grievance** is herein defined as a formal statement or complaint relative to a specific issue or situation that is deemed by a faculty member(s) to be unfair, discriminatory, unjust or improperly reached. All grievances must be submitted, in writing, to the President, Vice President of Academic Affairs, or other appropriate New England College of Business and Finance administrator.

Harassment is herein defined as outlined in NECB's Anti-Harassment Policy: New England College of Business and Finance is committed to providing a workplace free of all types of illegal discrimination and harassment. We prohibit sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religion, color, creed, national origin or ancestry, physical or mental disability, medical condition, or any other basis protected by federal, state or local law or ordinance or regulation. All such harassment is unlawful and violates the policy and practice of New England College of Business and Finance.

Sexual harassment may include unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature. No supervisor or other employee may threaten or insinuate either explicitly or implicitly that another employee's or applicant's refusal to submit to sexual advances will adversely affect that person's employment, work status, evaluation, wages, advancement, assigned duties or shifts or any other condition of employment or career development. Subtle pressure for sexual activities, jokes, flirtations, advances or propositions or any sexual comment or behavior that is perceived as unwelcome is considered sexual harassment and will not be tolerated in the workplace. Should you personally feel harassed, or should you witness or know of someone being harassed, it is imperative that you report said harassment to the Human Resources Department immediately.

GRIEVANCE POLICY

The faculty having cause for complaint shall make every effort to resolve the matter with the Program Chair, or Vice President for Academic Affairs before initiating the Formal Grievance Procedure herein described. Should the faculty member not be satisfied with the outcome and deem it necessary to initiate a Formal Grievance, the following Grievance Policy will apply.

I. What is included in the grievance?

The grievance is a written overview submitted by the grievant that includes the following:

- a. Concise statement of the problem;
- b. A detailed overview of significant facts and related circumstances;
- c. The name of the individual(s) to whom the grievance is directed;
- d. A copy of any pertinent College policies or regulations, Commonwealth statutes, contractual agreements or other documents of custom and practice upon which the grievance relies;
- e. The time-frame within which the grievable event(s) occurred;
- f. The impact of the action/inaction by the respondent(s) on the grievant's conditions of employment

II. What are the timelines of submitting a grievance?

The grievance will be submitted as soon as possible and in no event later than ten business days after the occurrence of the action or event causing the grievant to file a formal grievance.

III. To whom is a grievance submitted?

The nature of the complaint will determine who receives the grievance:

- a. A faculty member who has a grievance against another faculty member within his or her program concentration shall present the grievance to the Program Chair.
- b. A faculty member who has a grievance against another faculty member not in his or her program, with a grievance against his or her Program Chair, or with a policy or practice of the department shall present the grievance to the Vice President for Academic Affairs.
- c. A faculty member with a grievance against the Vice President for Academic Affairs or another College administrator, or a grievance against a College policy or procedure or the application thereof, shall present the grievance to the President of the College.

IV. What are the outcomes of submitting a grievance?

1. Informal Resolution: Every effort will be made by the individual who receives the grievance to mediate a prompt and satisfactory solution of the grievance. If an allegation of discrimination is involved, the College will review all of the facts provided by the grievant and will thoroughly investigate the alleged discrimination. The findings of this investigation and any proposed resolution of the matter will be communicated in writing to the grievant within 15 business days from the date the facts are provided to the College by the grievant. If necessary, the College may request additional time.

2. Formal Hearing: If an informal resolution is not reached, the faculty member may submit, in writing, a formal hearing request to the President of the College. A Grievance Hearing Committee will be convened to evaluate the grievance and hear the case. This request must be submitted within thirty business days after the informal attempt to mediate. The formal request for hearing should include the information outlined in Section I, as well as:

- a. A copy of any pertinent College policies or regulations, Commonwealth statutes, contractual agreements or other documents of custom and practice upon which the grievance relies;

- b. A list of witnesses to be presented at the hearing;
- c. The identification of any counsel adviser, or observer to be present during the hearing;

V. How is a Grievance Hearing Committee assigned?

The Grievance Hearing Committee consists of four New England College of Business and Finance faculty members, none of whom is connected with the grievance at hand. The Vice President for Academic Affairs will designate two members for the committee, one of whom will be chosen from the Faculty Advisory Council, and the grievant will select two members for the committee. Assignments will be made within ten business days of notification of the request for a hearing. The Grievance Committee will elect a chair from its membership to preside over the hearing.

VI. What procedures must the Grievance Hearing Committee follow?

1. The Chair of the Grievance Hearing Committee must prepare and distribute to each member of the Committee and to the President, within five business days after his or her appointment as chair of the Committee, a complete copy of the statement of charges.
2. The Grievance Hearing Committee will, within seven business days after receipt of the statement of charges, review the charges and determine whether or not the Committee will conduct a hearing. If the Committee determines by a majority vote that the charges do not constitute a grievance, or that they are frivolous and/or without merit, the chair of the Committee will advise the grievant in writing of this finding with a copy of this communication to the President. The action of the Committee is final.
3. If the Grievance Hearing Committee determines to conduct a hearing, the chair shall advise the grievant and a complete copy of the statement of charges will be provided to each person against whom the complaint is made. If the grievance is against the College or a policy, an action, or something other than an individual at the College, the statement of charges will be made against the President.
4. Upon receipt of the statement of charges, the person(s) against whom the grievance is lodged will, if he or she wishes to reply, have fourteen business days to present a response to the charges to the chair of the Grievance Hearing Committee. The response shall include:
 - a. A statement of the position taken by the person(s) against whom the grievance has been lodged with respect to the charge;
 - b. Any commentary the cited party(ies) may wish to offer concerning any of the documents contained in the statement of charges submitted by the grievant and any pertinent documents or materials which the respondent(s) relies upon;
 - c. A list of witnesses to be presented at the hearing; and
 - d. The identification of any counsel, advisor or observer to be presenting during the hearing.

The chair of the Grievance Hearing Committee will prepare and distribute to the grievant and to each member of the Committee a complete copy of the response within five business days after receipt of the response to the statement of charges from the party(ies) against whom the grievance has been lodged.

5. The chair of the Committee will schedule a hearing within fourteen business days after the distribution date of the response to the statement of charges. Should it be determined by all members of the Grievance Hearing Committee, after reading the response to the statement of charges and the response thereto, that the charges are frivolous and/or without merit, the Committee may convene and by a formal resolution declare that it does not find adequate grounds for the grievance to be heard and, therefore, declines to hold a hearing. This decision will be promptly transmitted, in writing, to the parties concerned and to the President, and the action shall be final.

6. At the discretion of the Grievance Hearing Committee Chair, a pre-hearing may be held, with all parties present, to define the issue involved and to resolve procedural matters for the hearing.
7. The following procedures are applied to the final hearing:
 - a. **Attendees:** Only the parties involved will be allowed to attend the hearing, including witnesses, counsel, advisers, designated observers, and members of the Grievance Hearing Committee. In instances where the grievant and the party(ies) against whom the grievance is directed both agree, the hearing may be public.
 - b. **Record of Hearing:** The Committee will assign a scribe to take notes of the hearing. The grievant may request the hearing be tape recorded. All notes and/or tapes will be retained by the Committee chair until thirty business days following resolution of the grievance, or in the case of an appeal, until final and conclusive action is taken. Once the case is resolved, notes and/or tapes will be destroyed.
 - c. **Conduct of Hearing:** The chair will convene the hearing. All parties will have the opportunity to present evidence and witnesses and to present a response to evidence and witnesses. Members of the Grievance Hearing Committee will have an opportunity to question all parties and witnesses. A concluding statement may be made by each party. No counsel, adviser, or observer may testify, present information, or participate in the conduct of any part of the hearing.
 - d. **Decision:** Once all parties have presented their case, the chair of the Grievance Hearing Committee will recess the hearing. The Committee will confer, either immediately after the hearing or at a later date agreed upon by all Committee members, to determine its findings and prepare its report and recommendations.
 - e. **Distribution of Decision:** Within ten business days after the hearing, the Grievance Hearing Committee will present its written report and recommendations, showing the vote of the Committee on the recommendations, to the President and to all parties to the hearing. Within thirty business days, after receipt of the Committee's report and recommendations, the President will communicate, in writing, to the parties involved and to each member of the Grievance Hearing Committee, his or her acceptance or rejection, in whole or in part, of the Committee recommendation.
 - f. **Appeal:** The decision of the President should be regarded as final. Should the grievant wish to appeal the President's decision, a request may be submitted, in writing, to the Chairman of the Board of Trustees within ten business days after the receipt of the President's decision. The grievant may be asked to furnish, at his or her expense, a transcript of the hearing. Within thirty business days after receipt of the notice of appeal, the Chairman of the Board of Trustees may either reaffirm the decision of the President or have the Board of Trustees review the case file. The decision of the Board of Trustees is final.

APPEAL PROCEDURES

Full-time faculty and/or part-time/adjunct faculty may not appeal non-reappointment decisions.

FACULTY RANK AND PROMOTION

BACKGROUND

NECB is fortunate to have adjunct faculty members who have taught at the college for one, two, and even three decades. The fact that a faculty member is a full Professor, as opposed to an Instructor, generally signals that the individual has attained higher levels of earned degrees and has consistently earned superior performance ratings for teaching, professional accomplishment, and service to the institution and the community. The use of faculty rank is encouraged as a means of conferring professional recognition upon deserving members of the faculty and of providing a defined path for promotion within the teaching ranks. Faculty rank and promotion are based on the Faculty Rank and Promotion Policy. In very rare circumstances, promotion may be awarded based on additional criteria other than those listed below.

FACULTY RANK AND PROMOTION POLICY

Instructor

NECB Instructors meet the following criteria:

1. Qualified and academically credentialed full-time or adjunct faculty members who have little or no prior college-level teaching experience are hired as Instructors at NECB.
2. Instructors may be eligible for the rank of Assistant Professor after three years of continuous or cumulative teaching and service at NECB, have consistent outstanding student evaluations and who have been assessed and evaluated by the Dean or Program Chair of their academic area.
3. Individuals who have documented college-level teaching or corporate training experience prior to joining NECB may be eligible for the rank of Assistant Professor after evaluation and assessment by the Vice President for Academic Affairs.
4. Individuals who provide evidence of achievement of rank of Assistant Professor from a regionally accredited institution may be hired at the same rank as at their previous academic institution.
5. Instructors are expected to hold a Master's Degree in their respective area of study. In rare cases, someone with a Bachelor's Degree may be an instructor who teaches at the 100 level.

Assistant Professor

NECB Instructors are eligible for consideration of Assistant Professor upon meeting the following criteria:

1. Minimum of three years of teaching and service at NECB as an Instructor, have consistent outstanding student evaluations and who have been assessed and evaluated by the Dean or Program Chair of their academic discipline.
2. Five years of college-level teaching, corporate training experience or demonstrate achievement of equivalent rank of Assistant Professor at a regionally accredited institution.
3. Documented evidence of attendance at required NECB faculty development workshops or college activities for each year of service.
4. Documented evidence of continued education in field of study (attendance at workshops or seminars; enrollment in an advanced degree program) for each year of service. Serve on curriculum task force or other NECB committee, as applicable, each year.
5. Performance reviews with a minimum evaluation of 'Satisfactory.'
6. Assistant Professors must hold a Master's Degree in their respective area of study.

Associate Professor

NECB Assistant Professors are consideration of Associate Professor upon meeting the following criteria:

1. Status of Assistant Professor at NECB for a minimum of three years or demonstrate achievement of equivalent rank of Associate Professor at a regionally accredited institution.
2. Documented evidence of attendance at required NECB faculty development workshops or college activities for each year of service.
3. Documented evidence of continued education in field of study (attendance at workshops or seminars; enrollment in an advanced degree program) for each year of service.
4. Serve on curriculum task force or other NECB committee, as applicable, each year.

5. Present a faculty development program each year (on ground at a Faculty Development Workshop or as an online workshop or seminar).
6. Mentor Instructors and Associate Professors, as applicable.
7. Performance reviews with a minimum evaluation of "Satisfactory."
8. Associate Professors must hold a minimum of a Master's Degree in their respective area of study.

Professor

NECB Associate Professors are eligible for the rank of Professor upon meeting the following criteria:

1. Status of Associate Professor for a minimum of three years, have consistent outstanding student evaluations and who have been assessed and evaluated by the Dean or Program Chair of their academic area
2. Documented evidence of attendance at required NECB faculty development workshops or college activities for each year of service.
3. Documented evidence of continued education in field of study (attendance at workshops or seminars; enrollment in an advanced degree program) for each year of service.
4. Leadership role (Chair, Vice Chair, or Secretary) of Faculty Advisory Council, Academic and Student Affairs Committee, or other College Committee for the period of one year.
5. Serve as member of the Academic and Student Affairs Committee (ASAC).
6. Present a faculty development program each year (on ground at a Faculty Development Workshop or as an online workshop or seminar).
7. Serve on a curriculum task force or other NECB committee, as applicable, each year.
8. Mentor Instructors, Assistant Professors, and Associate Professors as applicable.
9. Performance reviews with expected 'outstanding' evaluation.
10. Professors must hold a minimum of a Master's Degree in their respective area of study.

Faculty Promotion Process
<ol style="list-style-type: none"> 1. The Dean or Program Chair may recommend a faculty member for promotion or a faculty member may submit a written request for promotion. All criteria for consideration to the new rank must be met prior to the request for promotion. (See above.) 2. Dean or Program Chair verifies eligibility for promotion and submits recommendation to Dean or to the Vice President for Academic Affairs. 3. Vice President of Academic Affairs determines qualifications and approves promotion. 4. Vice President of Academic Affairs or Dean notifies Program Chair of decision to approve or reject request for promotion. 5. The Dean or Program Chair notifies faculty member of College's decision for promotion. 6. The Dean or Program Chair notifies the Controller/Human Resource department of faculty promotion if there is a change in faculty stipend typically as indicated in the Faculty Letter of Agreement (contract).

FACULTY RECOGNITION

INTRODUCTION

NECB's faculty is the College's most valuable asset. Many faculty members are industry experts and distinguished professionals in their field. When motivated students and dynamic faculty come together in a course, learning outcomes typically exceed expectations – those of the student and the faculty. Each year, one of these dynamic faculty members is recognized as the Outstanding Faculty for that year.

OUTSTANDING FACULTY AWARD

Faculty who meet one or more of the following criteria may be nominated by peers, students, or NECB staff for this award:

- Innovative contribution to curriculum or teaching methods
- Outstanding teaching skills
- Personal growth and development as an instructor
- Extraordinary time and effort devoted to academic area activities
- Student development and assistance outside of the online classroom

The recipient must have at least two years of continuous teaching service at NECB (teaching two terms per year satisfies this requirement). Written nominations/recommendations for this award are solicited annually from students, graduates, governance, administrators, and faculty members.

OUTSTANDING FACULTY AWARD (FORMERLY EDWARD E. SHAUGHNESSY AWARD)

RECIPIENTS

1987 – Richard L. Rowe, Jr.	
1988 – Christopher Cross	2000 – Kathleen L. Mitchell
1989 – Paul F. Mollica	2001 – Lynn C. Fitzgerald
1990 – M. Robert Rose	2002 – Ann M. McGill
1991- Stephen I. Sall	2003 – Kevin M. Shea
1992 – Anne M. McGann	2004 – Charles L. Ringleben
1993 – Lloyd L. Hamm, Jr.	2005 – Frederic Chartier
1994 – Daniel A. Hurley	2006 – Leonard Anctil
1995 – Sandra L. Owen	2007 – Deborah D’Alessandro
1996 – Richard T. Frederics	2008 – Kevin Shea
1997 – Stephen J. Craven	2009 – Richard L. Rowe, Jr.
1998 – Christopher M. Kovalsky	2010 – James Tempero
1999 – Warren W. Chase, Jr.	2011 – Jeff Cronin

ACADEMIC FREEDOM AND RESPONSIBILITY

OVERVIEW

The purpose of this statement is to promote understanding and support of academic freedom and agreement upon procedures to promote academic freedom at the New England College of Business and Finance. Institutions of higher education are contributors to the goal of the common good and are not established to further the interest of individuals. The common good depends upon the free search for truth and its free expositions.

Academic Freedom is the right of faculty and/or scholars in institutions of higher education to freely study, discuss, investigate, teach, and publish in order to expand knowledge levels.

Academic freedom applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom is fundamental for the protection of the rights of the faculty in teaching, and of the student's freedom in learning. It carries with it duties correlative with rights.

The faculty member is entitled to freedom in the online classroom and discussion board to discuss a subject but should be cautious when presenting the various scholarly views related to his/her subject. Avoid presenting totally unrelated material. Faculty should make efforts to distinguish between knowledge and belief.

Faculty members are free to discuss all relevant matters in the online classroom, to explore all avenues of scholarship, research and creative expression and to speak or write as a public citizen without institutional discipline or restraint.

Academic Responsibility implies that the concept of freedom needs to be accompanied by an equally demanding concept of duty and responsibility. The college educator is a citizen, a member of a learned profession, and an officer of an educational institution. When faculty member speaks or writes as a citizen, there should be freedom from institutional censorship or discipline, but the special position of the educator in the community imposes special obligations. As a person of learning and an educational officer, remember that the public may judge both the professional and the institution by one's statements. Hence, the faculty member should be accurate at all times, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that the s/he is not acting as an institutional spokesperson.

As teachers, faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties. Thus, teachers are entitled to freedom in the online classroom in discussing and in inviting discussion of their subject, but they should be careful not to introduce into their teaching any controversial matter, which has no relation to their subject.

Faculty members are responsible to faithfully present course content that meets the requirements and learning objectives of approved syllabi. They are expected to assist students in the learning process as stipulated in the NECB College Catalog, this Faculty Handbook and in the Letter of Assignment/Contract.

According to U. S. Government regulations, faculty members are generally expected to spend 15-17 hours in the College's online teaching and learning platform. They are mandated to fully participate in all aspects of the course, respond to students in a timely manner, assess and grade in a timely manner, post weekly attendance and complete all course requirements within 72 hours of the end of the Term, requirements as stipulated in the Letter of Assignment/Contract. (See Appendix I and Appendix II)

ONLINE CLASSROOM MANAGEMENT

ONLINE CLASSROOM MANAGEMENT

The term “classroom management” refers to the procedures and behaviors used by faculty in delivering the curriculum to students in the College’s online educational environment and in maintaining a professional decorum. Within the framework of NECB’s policy on academic freedom, there are nonetheless a number of mandated procedures and protocols faculty in all fields of study are required to follow. These classroom management requirements are the minimum essential ‘code of conduct rules’ that all faculty members are expected to follow.

Delivering the Curriculum: Online Courses

- Each course is to be taught using the current curriculum and course materials approved by the College. Faculty members are responsible for obtaining information prior to the first day of class regarding the current approved syllabus, required texts and materials, learning outcomes, etc., and for following the approved curriculum in teaching the course.
- Faculty members are responsible for teaching the full approved curriculum for each course without making deletions or substitutions.
- In the event a faculty member is contracted to develop a course, he/she will work with the Program Chair and eLearning specialists to identify projects, assignments, audio-visual materials or other accepted pedagogical methods that align with course and program learning outcomes. (See Appendix VI, Course Development Contract)
- A faculty member who is assigned to a course that is already developed in the College’s online learning management system will not make any changes to the course or course materials without written approval from the Program Chair.

Class - Online

- Faculty must comply with all terms and conditions as outlined in the faculty contract. Failure to comply may result in disciplinary action up to and including dismissal.
- Online faculty members are responsible for accessing their online course, usually daily, to ensure students are progressing through the course. Shall it be necessary for a faculty to vacate the course for more than one or two days, a substitute faculty must be identified.
- Faculty members are responsible for posting and holding office hours, at a minimum of one hour per week.
- Online faculty are responsible for interacting with each student via threaded discussions, e-mails, and other feedback mechanisms available through the online delivery platform. Faculty shall provide meaningful and timely feedback (typically within 36 hours) to course assignments, exams, and projects. Student questions and concerns should be addressed within 24 hours whenever possible.

First Week of Class Requirements

During the first week of class, faculty and students need to take time to communicate on essential information and expectations. Each faculty member is expected to review and to answer any questions students may have during the first week concerning course materials and requirements and to ensure

that students joining the class within the first three days of the Term have received similar communications:

- Welcome letter sent to all students prior to the start of the Term and posted as the first announcement in the course and interaction with each student through introductions;
- Information on the faculty member's name, title, office hours, phone number and other contact information such as an e-mail address;
- Information on class expectations and requirements including plagiarism and self-plagiarism as outline in the Academic Honesty and Integrity Policy of the College found in every syllabus of the College;
- A course syllabus, which includes the course description, learning outcomes, required texts and materials, weekly expectations and requirements, assignments and graded quizzes, including factors taken into consideration such as class participation or attendance in assessing progress and in awarding grades;
- Policy on late assignments in keeping with stipulated course Rubrics;
- Provide substantive quality feedback throughout the Term in the Discussions, Q & A and in assessing and grading of all assignments.

Online Classroom Decorum

Faculty members are expected to exercise common sense, good manners and tactful use of authority in maintaining online classroom decorum. Faculty are expected to adhere to the College's Netiquette Policy (See Appendix), serve as role models for students by refraining from conduct unrelated to their teaching and in their use of appropriate and professional language. Faculty members are empowered to enforce the College's student conduct code in ensuring that the online classroom is safe and conducive to student learning.

Faculty members are required to enforce all College policies. Faculty members are expected to help ensure class' well-being and safety and to prevent disruptive behavior that may interfere with the online educational process. Faculty members are required to provide written notice to the VP of Academic Affairs or the Dean of a student's disruptive behavior.

STUDENT ATTENDANCE

NECB sets its own policies on student attendance. Unlike many traditional colleges and universities, NECB keeps close track on student attendance. The College cares about its students and their educational success. The College realizes that student absenteeism begets a downward spiral that leads to dropouts. Consequently, faculty members are important partners in a process of posting attendance and tracking absentee students and reporting such students to the College in order to provide encouragement and assistance.

Faculty members are charged with contacting students who have missed noticeable time in class via e-mail or phone. For example, in an online environment a student who does not post on the weekly discussion board or turn in an assignment should be contacted to determine if there is a problem. In the event the faculty makes two or more attempts to contact a student without success, the faculty member must notify the Program Chair or Dean of Academic Affairs.

FACULTY RESPONSIBILITIES FOR RECORDING STUDENT ATTENDANCE

Faculty members are responsible for accurately recording class attendance. Attendance for online courses is posted in the faculty portal. Faculty members are provided with logon credentials to the faculty portal when they teach their first course.

Attendance for the first week of class must be submitted for Monday, Tuesday, Wednesday and Saturday. After the first week, attendance is required once per week prior to the Monday for the following week of the Term.

Faculty members are expected to adhere to the attendance policy of the College. Faculty members are encouraged to stress the importance of attendance when communicating with students, relating good attendance back to the achievement of learning goals and to the development of reliable work habits for future employers.

GRADING POLICIES

In its College Catalog, NECB establishes and publishes a system of grading, including letter or percentage grades and grades for course withdrawals, incompletes and repeated courses. Faculty members are expected to familiarize themselves with the institution's grading policies and adhere to them in assessing student progress and in awarding grades to students.

Faculty members are required to complete all grades within 72 hours of submitted assignments.

All faculty members are required to post Final Grades within 72 hours of the end of the Term. Faculty members teaching in the undergraduate program are required to post mid-term grades as determined by the College.

Students sometimes ask if they can complete an extra credit assignment if they fall behind in their course work. The College strongly discourages assigning extra credit work to one student when it is not an option for all students. Additionally in online courses, there is no grading mechanism built into the Gradebook to provide extra credit. In the event a student requests extra credit, the faculty must contact the Dean of Academic Affairs or Department or Program Chair for guidance.

ASSESSMENT AND GRADING PROCEDURES

- Faculty members are expected to adhere to all assessment and grading policies as determined and stipulated by NECB. Faculty members are expected to be flexible when possible but only when necessary. Faculty members are expected to be consistent and maintain high standards of quality assessment and grading in keeping with College requirements.
- Information on graded assignments is provided to all students within the College's online platform. Highlighting aspects of assessment and grading during the first week of classes is a best practice in teaching and learning in the online environment.
- All NECB online courses provide Rubrics for assessment and grading. Faculty members are expected to grade according to the rubrics and assist students in understanding the value and importance of rubrics in courses. Rubrics are designed to guide the assessment and grading process. It is expected that faculty will use professional judgment. In the event a faculty member has questions as to the rationale or relevance of a particular grading rubric, the Dean of Academic Affairs or Department /Program Chair should be notified. Rubrics are used to guide the grading and consistency in grading. Faculty should not arbitrarily deviate from a rubric without a substantive reason. Major deviations may inadvertently set a precedence with students whereby they expect other faculty will also deviate in substantive courses.
- Student quizzes, papers and other assignments must be assessed and graded within 72 hours of submission.
- Mid-Term Grades must be submitted within 72 hours of the end of Week 4 for undergraduate courses and Final Grades must be submitted within 72 hours of the complete of the Term for both undergraduate and graduate courses.

FACULTY ATTENDANCE REQUIREMENTS

- Faculty are required to monitor online courses on a regular basis as outlined in the faculty contract. Faculty should generally log into class each day to ensure students are on track. Online courses are faculty led, not self-study. At no time may a faculty vacate the course for a period of time causing students to query as

to the instructor's attendance. Extended absence may result in disciplinary action up to and including dismissal from the College.

FACULTY ABSENCES

- Full-time faculty members shall request and receive formal approval for all scheduled vacation and personal days off that overlap with scheduled courses.
- A part-time/adjunct faculty member who plans to be on vacation during an online class session must notify the Dean of Academic Affairs or the Program Chair. If the faculty is confident he/she can teach his/her course while on vacation without any disruption to the student, faculty may be assigned a course. The College reserves the right to not assign a course to a faculty member who has a scheduled vacation.
- Whenever possible, faculty members are required to provide advance notice to the Dean of Academic Affairs, the Program Chair or to the VP of Academic Affairs if illness or a personal emergency prevents them from participating in their course in order that appropriate substitute arrangements may be made.
- Should an online faculty member experience a personal emergency or illness that prevents logging into his or her course for two or more days, the Dean of Academic Affairs, Program Chair or VP of Academic Affairs must be notified. Failure to notify the College may result in dismissal.

FACULTY GOVERNANCE

FACULTY GOVERNANCE AT NECB

Faculty governance is a term which refers to the participation of faculty members in the process of policy development, strategic and operational planning and decision-making over the curriculum that, in the aggregate, helps the educational institution better achieve its mission and meet its quality objectives.

Faculty governance is not a substitute for the roles of a College's duly constituted management, nor is it a parallel structure to the formal organization. Rather, it is recognition that by virtue of education, experience, and daily student-customer contact, our faculty brings skill and insight to assist the college as it manages complex issues and decisions. Although most of the faculty at NECB are adjunct, NECB believes its faculty members are the key to student success and an essential part of the governance structure. NECB believes that faculty governance works best when:

- Roles are clearly defined;
- Governance organizations operate according to formal charters or Bylaws;
- The Mission of the college is used as the benchmark for all policies and decisions;
- Feedback is given on faculty governance recommendations; and
- Faculty members are recognized for their contributions to faculty governance.

ACCREDITATION AND FACULTY GOVERNANCE

NECB is regionally accredited by the New England Association of Colleges and Schools (NEASC) which requires faculty involvement in the governance process. NECB strives to meet and exceed all NEASC standards and to ensure that faculty is recognized for their participation in all activities, including their role in governance.

ACADEMIC AND STUDENT AFFAIRS COMMITTEE (ASAC)

The ASAC is a formal element of faculty governance at the College. The focus of this committee is academic policy, program integrity, curriculum development and oversight, input to the faculty selection and hiring process, and all matters relating to academic and student affairs and the achievement of the College's mission.

ASAC is comprised of NECB administrators and senior level, part-time adjunct faculty members, one of whom holds the position of ASAC Chair. Typically, ASAC members must achieve the status of Adjunct Professor prior to serving on ASAC. Current ASAC members include:

- Richard Rowe, Chair: Accounting
- Dr. Carol Anderson, VP of Academic Affairs, NECB
- Paula Bramante, VP of eLearning, NECB
- Dr. Christian Brocato, Dean of Academic Affairs, Professor and Chair of General Education, NECB
- Roger Pao, Esq., Assistant Professor and Chair of the BSBA Program
- Jeff Cronin, NECB Librarian and Adjunct Professor in General Education
- Dr. Christopher Weir, Professor in Business & Finance, NECB
- Sandra Owen, Adjunct Professor in Financial Services & Investments
- Kevin Shea, Adjunct Professor in General Education and Management
- Deborah Sementa, Associate Professor and MBE Program Chair
- April Morin, Director of eLearning Instruction

An additional annual stipend is provided for adjunct faculty serving on the ASAC. Service as an adjunct faculty member of ASAC assumes that one has achieved the status of Adjunct Professor and is at the top of the faculty pay scale. Participation on ASAC is taken into consideration as part of the faculty evaluation process. Full-time faculty and NECB staff members are not compensated for service on this committee.

GRADUATE COUNCIL

The Graduate Council is comprised of five members made up of NECB administration, graduate program faculty and external academic experts. The purpose of the Graduate Council is to review policies and procedures, oversee program and course content for rigor and relevance, evaluate incoming faculty, address disputes relating to the graduate programs, as applicable, and provide input and guidance to the development of new programs. Graduate Council members not affiliated with NECB are compensated with a stipend of \$100 per meeting. In-person attendance is required to receive this stipend. Graduate Council meetings are held quarterly.

CHAIR: Dr. Christopher Weir, Faculty Member,
Business and Finance, NECB

MEMBERS

Dr. Carol L. Anderson
Vice President of Academic Affairs, NECB

Dr. Christian Brocato, Dean of Academic Affairs and

Program Chair, General Education, NECB

Dr. Joseph Cronin, Board Member,
NECB Board of Trustees

Dr. Ian Hudson, M.S.F. Program Chair, NECB

Dr. Geofry Mills, Dean, Business School
Mercy College, Dobbs Ferry, New York

Dr. Carla Patalano, SPHR, M.B.A. Program Chair,
NECB

Dr. Leslie Hitch, Faculty Member
Northeastern University

Deborah Sementa, M.B.E. Program Chair,

GRADUATE PROGRAM ADVISORY BOARDS

NECB has a long history of providing banking and finance education. Historically, the College relied on a broad-based Industry Advisory Board to provide guidance and input to the curriculum from an industry perspective. Today, NECB's strategic initiatives include developing new programs beyond the scope of its traditional banking and finance curriculum. As such, the College seeks input and advice from industry experts and academics specific to new program development. To support the development of the Master of Science in Business Ethics and Compliance (MBE), the MBE Advisory Board was established. To prepare for a broad-based master's level business curriculum, the MBA Advisory Board was established. The MBA Advisory Board was established to inform development of NECB's proposed MBA program.

MBE ADVISORY BOARD

The Master of Science in Business Ethics and Compliance is the first of its kind in the nation. The College established the MBE advisory board comprised of experts in law, compliance, risk management, and academics to inform the curriculum and provide input and guidance as the program was implemented.

The MBE Advisory Board meets at least annually, or as required. Each member receives a stipend for his/her service on the Board. Following are MBE Advisory Board members:

Scott Harshbarger
Senior Counsel
Boston Office of Proskauer Rose w/practice in
Corporate Governance and Regulatory Strategy
Former Attorney General, State of Massachusetts

Jayne Donahue
Chief Compliance Officer
State Street Bank
Boston, MA

Dr. Tamar Frankel
Boston University School of Law
Author of Trust and Honesty:
America's Business Culture at a Crossroad

Frederic Chartier, MBA
NECB Faculty

James Lam, Professor
President, James Lam & Associates
Author of Enterprise Risk Management

MBA ADVISORY BOARD

In line with its strategic plan to expand degree programs at the undergraduate and graduate level, the college has established an MBA Advisory Board. The Advisory Board has provided input and guidance into the Master's Degree of Business Administration program which was proposed to the Massachusetts Department of Higher Education in November, 2009. This proposed MBA program is scheduled for review by a team assigned by the MDE May 13-15, 2010.

The MBA Advisory Board meets as required and board members are paid a stipend for attending. Following are MBA Advisory Board Members:

Arnold D. Scott, Vice Chairman & Director
First Common Bank
Newton Centre, MA

Alan N. Hoffman, D.B.A.
Professor of Strategic Management
Director, MBA and MS+MBA Programs
McCallum Graduate School of Business
Bentley University

Michael Shipman
Vice President
Talent Development, Human Resources
Rockland Trust Company

Pearl Steinbuch, Ph.D.
Director of Business Programs
Mt. Ida College
Newton, MA

Mr. Ken Rossano
Consultant
Kern/Ferry Corporation
Richard Rowe, MBA, CPA
CEO
Scituate Bank
Scituate, MA

Dr. Geoffrey Mills, Dean of the Graduate School,
Mercy College, Dobbs Ferry, New York

INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)

The Institutional Effectiveness Committee is responsible for developing an institutional effectiveness plan that provides the structure for evaluating the institution's processes, procedures and outcomes, and creates a mechanism for continuous feedback that then aids in change and planning for the future. The major emphasis is on student outcomes. At NECB, the IEC is comprised of a staff member from each department and two full-time faculty members. The VP of Academic Affairs chairs the IEC. Following are members of the IEC:

Dr. Carol L. Anderson
Vice President of Academic Affairs

Paula Bramante
VP eLearning and Instructional Design

Dr. Christian Brocato
Dean of Academic Affairs
Program Chair and Professor
General Education

April Morin
Director
eLearning and Instructional Design

Dr. Christopher Weir
Program Chair and Professor
Business and Finance

Pamela Dellaporta
Director of Admissions and Student Services

Bill McDonald
Controller

Robert Wagstaff
Registrar

Maria Morelli
Director of Financial Aid

Caitrin Brisson
Assistant Registrar

Wendy Abramo-Merrill
Bursar

STUDENT CHARACTERISTICS

NON-TRADITIONAL STUDENTS

NECB typically serves a segment of the higher educational population referred to as non-traditional students. In a study published by the U.S. Department of Education's National Center for Education Statistics, 73 percent of all U.S. undergraduates in 1999-2000 were "non-traditional," exhibiting one or more of the following characteristics:

- They delayed first-time college enrollment past the year of their high school graduation
- They attended college part-time at least part of the academic year
- They worked full-time (35+ hours per week) while enrolled
- They were considered "independent" of their parents or guardians for financial aid purposes
- They had dependents other than a spouse
- They were single parents

Additionally, seven out of ten students cited the following reasons for wanting to go to college:

- They wanted to get training for a specific career
- They wanted to be able to get a better job
- They wanted to be able to make more money.

CHARACTERISTICS OF NECB STUDENTS

NECB students share many of the characteristics of the non-traditional college student. Because of its deep roots in the banking and financial services industry, many of NECB's students are employed in the banking or financial services industry and they attend college part-time. Most students are looking to advance in their careers, or they seek to enter a career in a specialized business field such as banking, finance, accounting, or marketing. Most NECB students are independent; the average age is between 30-35. The majority of NECB's undergraduate students are enrolled in the BSBA Program. Students in the Master's of Finance program are primarily employees of the financial services industry. Students in the Master's of Business Ethics and Compliance program represent a diverse national population who work in such fields as banking and finance, compliance, education and entertainment. Students in the MBA program are from a variety of business related fields.

PARTNER INSTITUTIONS

Many of NECB students are employees of Partner institutions. NECB partners with approximately 200 companies throughout the Northeast. NECB offers reduced tuition rates to Partner employees and employee family members. Partner companies extend marketing opportunities to NECB, such as visibility on corporate websites, access to employees via onsite information sessions, e-mail blasts or newsletters.

AT RISK STUDENTS

IDENTIFYING AT-RISK STUDENTS

To accomplish its mission, NECB strives to identify at risk students and take action to ensure that every student can succeed through his/her program and, ultimately, achieve personal and professional success.

All faculty members are expected to proactively assist in identifying at-risk students and report them to the respective Program Chair or academic advisor.

In the educational arena, faculty should report as “at-risk” any student who:

- Has stopped posting discussions or participating in an online or on-ground class for any reason
- Receives a failing or near-failing grade on a mid-term examination or major class assignment
- Seems to be seriously lacking a grasp of the subject matter despite efforts by the faculty member to provide tutoring or other similar assistance
- Threatens to withdraw from the instructor’s course(s) for fear of academic failure.
- In the personal/behavioral arena, faculty should report as “at risk” any student who:
 - Confides to the faculty member a serious personal problem, such as despondence over a recent death in the family
 - Demonstrates a noticeable change in attitude or behavior in the online .

In summary, a faculty member is in a unique position through regular online classroom and e-mail contact with students to be the College’s “early warning system” for at-risk students. The current policy is that ‘at risk’ students are reported to College administrators at the end of the first week, following the mid-term assessment and grades and at any other time during a Term in which a student is no longer participating in the various activities of course requirements.

ASSISTING AT-RISK STUDENTS

NECB’s advisors and faculty members are available to assist ‘at-risk’ students. Student Services can assist students with problems such as identifying a person or department to contact about a grade, scheduling or financial problem. Faculty can assist students access online resources should a student need to brush up on basic skills, especially in reading, writing and mathematics through the College’s online tutoring service, Smarthinking. Faculty members frequently assist students through one-on-one tutoring or in small study groups. Online Q & A chats are used to address specific student questions. Faculty members are required to contact the College when attempts to reach-out to ‘at-risk’ students have not proven successful.

ACADEMIC ADVISEMENT

Enrollment Advisors, academic advisors and faculty are often called upon to provide various forms of academic advisement to students. Typically the following duties are included in the academic advisement category:

- Assisting students with the selection of courses appropriate for the student’s specific goals and interests during the enrollment process, either in person or via telephone or e-mail;
- Serving a group of students in the capacity of ‘academic advisor of record’ to be available during office hours and other scheduled times to provide impartial advice on course selection, suggest co-curricular materials and activities related to the student’s academic goals, and clarify the educational objectives of the overall curriculum;
- Meet with prospective students either in person or via phone to outline the course of study in one or more educational programs and to answer their questions about the curriculum;

- Assist student s throughout the term to clarify assignments and course objectives.

For more information about the role of faculty in providing academic advisement at NECB, please see the Dean of Student Affairs, the Dean of Academic Affairs, your Program Chair or academic advisor.

STUDENT HANDBOOK

Every NECB student and faculty member has access to a Student Handbook which can be accessed at www.necb.edu. The Vice President for Academic Affairs oversees the production of the handbook, requesting all department heads and the Academic and Student Affairs Committee to review and provide input.

The Handbook is typically reviewed annually. If changes or amendments are made during the year, a revised version is published online and also made available at www.necb.edu.

The NECB Student Handbook outlines the College’s mission and learning goals and objectives, as well as the following:

- Admissions procedures;
- Academic policies and procedures;
- Student Services;
- Rules, regulations and policies;
- Facilities and services;
- People to contact;

The Student Handbook is a supplement to the College Catalog in that it provides students with additional detail on some topics. If changes in policies are made after the publication of the Handbook, the College Catalog will take precedence over information found in the Handbook.

STUDENT RETENTION

What Is Student Retention and Why Is It So Important?

NECB has achieved its mission and sustained its reputation in the academic community because students succeed in the programs in which they enroll. Faculty members contribute to retention and ultimately student success in many of the following ways and more:

- Faculty are committed to the students they serve.
- Faculty are committed to the education of all, not just some, of their students.
- Faculty are supportive of the mission of NECB.
- Faculty assure students that they are valued and full members of the NECB community.
- The quality of the teaching and learning environment has a profound impact on the retention of students. The impression -- implicit or explicit -- students develop in either online courses can have a significant impact on their success.

Student retention is important because it is one measure—perhaps the most important measure—of how well a College is doing in fulfilling its educational mission. Mission success for NECB is defined as “providing high quality undergraduate and graduate degree programs, as well as professional training, for students interested in careers in business and finance.”

Retention Measurement

Some NECB students enroll in one or more single courses as a means of advancing in their careers and achieving success. Most students, however, matriculate into an undergraduate or graduate degree or professional certificate program. NECB measures retention by the number and percent of students who withdraw or who are dropped from a course each term. The percentage rate (‘attrition rate’) is computed by taking the student population at the beginning of the year and adding new students who start College each term and re-entering students. The result of this addition is then divided into the total number of students dropping out that term to yield an attrition rate.

NECB develops a retention ‘budget’ each term comprised of projected drop-outs and attrition rates based upon historical retention patterns and goals for improvement as a result of a variety of planned activities to manage retention. The College’s success in managing retention is measured by comparing actual results to the retention budget.

Attrition vs. Persistence

Numerous studies on student retention have identified two different timeframes within which students tend to drop out. Student ‘attrition’ comes from those who stop attending classes and who ultimately ‘disappear’ during the course of an academic term. Student ‘persistence’ or lack thereof comes from students who continue to return to their studies term-by-term.

The Role of Faculty in Student Retention

It is not feasible to think that every student who enrolls in a course or program will complete it. However, the College is proactive in managing retention to achieve its mission.

Faculty members are expected to play a strong role in helping to manage student retention. Faculty can and should become familiar with the student advising process and pledge to be pro-active in promptly referring students with questions or problems to the appropriate offices and personnel. This responsibility is particularly important for faculty as they are not on campus frequently and their office hours may be limited.

The key focus of effective retention is to address students who are likely to drop out of College (at-risk) before they complete the course or program in which they have enrolled. 'At-risk' is an indicator that a student may require assistance for any number of personal or professional reasons that have impeded the student's ability to succeed in college.

It is in the educational arena that faculty can play an even more vital role in retention. Without sacrificing educational quality or consistent, high standards and expectations, faculty can and should help all students succeed. Some of the things faculty should do include:

- Identify academically 'at-risk' students as soon as possible and contact the Dean of Academic Affairs, Program Chair or Academic Advisor to make arrangements for tutoring and other appropriate types of assistance;
- Take note of absent students and provide assistance by contacting such students to encourage them to return;
- Review the Q & A each time one enters the online course platform to ensure that no questions go unanswered, thus giving value to students and their questions;
- Provide flexibility who miss class due to illness
- Provide considerable flexibility and assistance to military personnel especially if they are in the field;
- Most importantly, be well-prepared for every online class, making the educational experience as interesting and informative as possible, and communicating workplace experiences whenever possible for application of learning potential for students;
- Maintain a positive and professional attitude and serve as a role model for students. Take every opportunity to build students' self-esteem and confidence.

STUDENT GRIEVANCE AND APPEAL POLICIES AND PROCEDURES

THE ROLE OF FACULTY MEMBERS IN STUDENT APPEALS AND GRIEVANCES

Students at NECB have defined formal rights to grieve or appeal certain administrative or educational decisions affecting their status. For example, a student may have a right to administratively appeal a decision to suspend the student from college for an alleged violation of a student conduct rule, or to appeal a class grade believed to be incorrectly calculated or unfairly awarded. In a number of cases, such appeals may be related to professional decisions made by a faculty member. In other cases, a faculty member may sit on a committee hearing the grievance or appeal.

In all cases, faculty members have a role to remain professional, dispassionate and neutral throughout the course of adjudicating student grievances and appeals. In many cases, the student's instructor is the first line of informal appeal. To the extent the faculty member can 'listen well' while remaining consistent and impartial in dealing with all students, a great number of such appeals will be resolved at the informal stage.

In cases of formal appeals, faculty have a responsibility to assist the institution in seeking truth and avoiding involvement in any situation where a student may feel pressured or persuaded to file a grievance or appeal, to withdraw a grievance or appeal, or to speak or act intemperately. Faculty members also have a responsibility to help ensure that no reprisals are ever threatened or taken against any student who successfully grieves or appeals an institutional decision.

STUDENT GRIEVANCE POLICY / DISCIPLINARY PROCEDURES

A student who has a grievance must first see the appropriate faculty or staff member with whom the complaint lies. If a viable solution is not reached on the part of the student and faculty or staff member, the student may seek the aid of the Program Chair or the Dean of Student Services. A student has ten days to file a complaint in writing with the Vice President of Academic Affairs if prior recourse has not been to the student's satisfaction. A special meeting of an *ad hoc* student grievance committee may be called.

The group will reach a consensus after the grievance has been heard. The decision rendered by the committee will be final. A student may also contact the New England Association of Colleges and Schools (NEASC), 209 Burlington Road, Suite 201, Bedford, MA 01730-1433, Phone: (781) 271-0022 or the Massachusetts Board of Higher Education.

Student grievance policies are outlined in the Academic Catalog as well as the Student Handbook.

NON-FRATERNIZATION POLICY

FRATERNIZATION WITH STUDENTS

Students attend NECB voluntarily for a clearly defined purpose. The role of staff and employees is to serve those students by helping them to achieve their personal, academic and professional goals.

At NECB, students and faculty work together as partners to accomplish a common objective. The college environment should be characterized by free expression, inquiry, and discussion.

Employees of the College and members of the faculty and staff are required to maintain professional relations with students at all times and to avoid personal relationships that may have the effect of compromising the students' education experience.

NECB strongly objects to employees becoming personally or socially involved with students in any way other than college-sanctioned activities. Student fraternization is not in the best interest of the students or NECB. Employees who disregard this policy subject themselves to disciplinary action, up to and including termination.

'Students' are defined as all students currently enrolled at NECB. In addition, 'fraternization' includes any social involvement such as socializing off campus or any activity outside of college sponsored activities up to and including a dating relationship.

If you have questions about these definitions or about this policy in general, contact the Vice President for Academic Affairs.

NEW PROGRAM DEVELOPMENT PROCESS

DEFINITION OF A NEW PROGRAM

NECB develops new educational programs to meet the demands of the employment market and to appeal to additional student populations. A new program is defined as a curriculum of study leading to a recognized certificate or degree:

- Is offered at a degree level for which NECB is currently licensed by the Massachusetts Board of Higher Education;
- Meet the qualifications and standards of the New England Association of Colleges and Schools;
- Must be targeted toward a market segment that is distinctly different from those currently served by the institution so as to avoid competing with existing programs;
- Is expected to generate a population growth large enough to sustain the program within two to three years.

Decisions to Propose New Programs

New program development requires considerable expenditure of time and resources. Typically, NECB conducts focus groups within the banking and financial services community to identify the knowledge, skills, and abilities required in the industry. The following criteria are considered in the development process:

1. How does the proposed program reflect the needs and interests of the student population in the targeted geographical location?
2. What regulatory requirements must be satisfied to offer this program? What is a reasonable timeframe for satisfying those requirements?
3. What type of investment will this program require? Will the facility need to be altered or expanded? What new equipment will need to be purchased? What faculty requirements will have to be met? What library requirements will need to be satisfied?
4. What career opportunities will be available to graduates of the proposed program? Do national and state market trends suggest a market for graduates of the program?
5. How does the proposed program address a need in the local employment market?
6. What kind of earnings potential will graduates from this program have? What salary ranges can be expected? Does the salary range justify the investment? Would the salary range allow students to repay loans?
7. What similar programs are being offered by competitive Colleges in your geographic region? What is the competitive advantage of your proposed program?

Once needs have been identified, a curriculum task force is formed. This task force consists of any of the following:

- College President
- Vice President of Academic Affairs
- Dean of Academic Affairs
- Program Chairs
- Representative faculty and Program Chairs
- Advisory board members
- Vice President of eLearning
- Director of eLearning & Instructional Design

The New Program Approval Process

The Academic and Student Affairs Committee reviews and approves new programs. In addition to Committee approval, NECB obtains approvals or notifies the following external agencies, as required:

- Approval from New England Association of Colleges and Schools (NEASC)
- Approval from the Massachusetts Board of Higher Education
- Approval from specialized accrediting agencies, if applicable

The Role of Faculty in New Program Development and Implementation

Faculty members have an opportunity to play important roles in assisting NECB with the process of developing and implementing new programs. Such involvement helps faculty members with professional growth and demonstrates evidence of institutional service for promotion portfolios. Faculty members are encouraged to seek out these opportunities through the Vice President of Academic Affairs. Appropriate roles and tasks for faculty include:

- Suggest new programs based on research and expertise;
- Participate on curriculum development task forces;
- Conduct research on competitive institutions;
- Serve as a member of faculty council committees developing and/or approving new program curriculum;
- Assist with preparation of regulatory applications;
- Research equipment and supply vendors;
- Assist the VP of Academic Affairs with identification, orientation, and development of new program faculty members.

ACADEMIC PROGRAM ASSESSMENT

PROGRAM EVALUATIONS

Formal curricula do not exist in a vacuum, especially in the case of institutions such as NECB that are geared to offering industry-current, career-related programs of study. Changes in technology, changes in the banking and financial services industry, and new theories of best practice and analysis all need to be taken into consideration in evaluating and improving curricula. Also very important from a number of viewpoints, including that of accreditation standards, is the utilization of student outcome data in evaluating and improving curricula.

At a minimum, all programs of study will undergo a thorough and systematic review at least once every three years. This review is influenced by data, not opinion, and is conducted using institutionally developed or standardized measurement instruments.

The review utilizes the expertise of faculty both inside and outside the program under review, as well as relevant administrators (such as the Dean of Student Services) and, where appropriate, outside experts and consultants. Budgets are developed with monies set aside for program evaluation, and the results of formal reviews are used to reshape and revise curriculum offerings, to bring them current and address new topics, technologies, and theories.

Formal program evaluations should address the following questions, among others:

- Are the current courses or study modules adequate? Are they all necessary? Are some of them out of date?
- Is the teaching equipment (including computer hardware and software) current, relevant, and in compliance with NECB standards and standards set by NEASC? Does the program possess adequate supplies of such equipment for its current population?
- Are all faculty in the program appropriately credentialed to teach in their fields?
- What do students, alumni, and employers have to say about the program?
- How does our admissions staff feel about the program? Are they proud to present it to prospective students?

PROGRAM REVISION

The result of formal program evaluations is often some kind of revision of a program of study. Outdated courses may be dropped, new courses added, existing course titles, descriptions or learning outcomes modified, etc. The process of program revision is driven by faculty involvement, both within their programs and departments, and as participants in the faculty governance process.

CURRICULUM CONSISTENCY AND ACADEMIC INTEGRITY

What Needs to Be Consistent?

Students who enroll in courses at NECB seek consistency in the delivery of the educational program or course in which they have enrolled. Consistency does not mean that faculty members are expected to follow a script to deliver their course materials, which would run counter to NECB's philosophy and adherence to the notion of academic freedom. All faculty members have a professional and ethical responsibility to deliver the complete curriculum as approved by the institution.

Consistent delivery of the curriculum entails the following elements among others:

- Full and active participation throughout the Term of course delivery;
- Following the sequence of topics or learning objectives set forth in the syllabus;
- Overseeing all elements of the course including discussions and assignments;
- Applying consistent standards of grading as required in course rubrics;
- Utilizing only the approved instructional materials and software for the course;
- Ensure steady progress throughout the delivery of the course in keeping with the requirements of the course;
- Assuring that guest speakers are informed about course outcomes and that their participation is relevant to the subject matter.

Maintaining Intellectual Honesty

Faculty members have an obligation to NECB, to our students and to themselves to maintain intellectual honesty in the delivery of curricula. Adhering to and maintaining intellectual honesty means that one consciously refrains, as a matter of deeply-held principles, from:

- Knowingly presenting as truth any false or unproven theories, falsehoods, misstatements of fact, or gross distortions;
- Attempting to badger, threaten, or belittle students who subscribe to views differing from the instructors on matters of opinion, including specifically politics, religion, and the arts;
- Injecting personal bias, wrongful discrimination, inappropriate stereotypes or other, similar constructs into the online classroom;
- Supporting the NECB Academic Honesty and Integrity Policy and all that it stipulates.

STUDENT SERVICES

NECB values its students and makes every effort to provide services that facilitate and promote a positive learning experience. NECB relies on its faculty members to support the institution and its efforts to serve students. All services are available to NECB students.

Student Services Overview

- Student Orientation
- Online webinars on such topics as Writing and eLibrary Research
- Provides tutoring services through a 24/7 online service
- Coordinates online library services
- Provides referrals to outside agencies as needed
- Assists students who wish to transfer to other institutions of Higher Education
- Provide career development advice and workshops

NECB Orientation

As part of the admissions process, enrollment advisors work closely with all students to orient them to the college. New students also attend an orientation webinar whereby they learn to navigate the learning management system.

Ongoing Services

- **NECB Alumni Association** is a virtual meeting space which includes the Community Bulletin Board, Special Interest Groups, Campus Directory, Classifieds, etc.
- **NECB Advisors** are available to answer your questions or concerns. They can be contacted by phone at 617.951.2350 or by contacting Pamela Dellaporta at Pamela.dellaporta@necb.edu
- **NECB Transcript Requests** can be ordered by downloading the NECB Transcript Request Form and mailing or faxing it to the Registrar's Office at New England College of Business and Finance, 10 High Street, Boston, MA 02110; FAX 617-951-2533.

eLibrary Services

NECB's eLibrary services offers access to over 160 electronic databases to faculty and students including:

- Databases with access to business and management publications
- Databases with access to business statistics and trends
- Over 7,000 Business and Economics eBooks;
- **Ask an Online Librarian** service providing a 24 X 7 librarian to guide and direct faculty and students toward pertinent resources
- Subject guides providing students with a search strategy, relevant books, periodicals, associations, and government resources, arranged by five categories: Allied Health, Arts, Business & Law, Science & Technology, and Social Sciences
- Step-by-step tutorials on navigating the Web and conducting research
- Government resources organized by subject, making them easy to access
- Information on APA Style and Formatting, the required writing style at NECB
- Information on Interlibrary Loans, Career Development, and Life & Leisure resources
- Information about how to access local Boston library resources and the Boston Public Library eCard

Workshops

NECB offers professional development webinars designed to increase the skill set of students. Workshops include Interviewing skills, Presentation skills, and Resume writing, Writing Skills, and Library Research.

BOOKSTORE

All New England College of Business and Finance textbooks are available for purchase at our virtual bookstore www.NECBbookstore.com. This easy to use service allows for textbook home delivery in approximately three business days.

APPENDICES

Appendix I: Undergraduate Faculty Contract Including Checklist (Contracts may vary):



NEW ENGLAND
COLLEGE OF BUSINESS
AND FINANCE

Date:

Faculty Teaching Assistant Name:

Academic Rank:

**RE: Adjunct Faculty and/or Teaching Assistant Assignment:
Undergraduate Term ____ Dates ____**

Course Rate: \$XXX

Dear

Welcome to New England College of Business & Finance! We are pleased that you have agreed to teach for us. In addition to welcoming you, this letter is to confirm our agreement regarding your teaching assignment as an online instructor for the Term as outlined above.

Please review the following details, check boxes and sign and return one copy of this agreement to Dr. Christian Brocato, Dean of Academic Affairs, or the Vice President of Academic Affairs via FAX at 617.951.2533, via mail or via e-mail with a scanned document attachment. This assignment letter will be maintained in your faculty File.

Course(s):

Course Title	Modality	Course Code	Credits
	Online		3
	Online		3
	Online		3

Compensation: \$XXX

You will be paid for the course at a course rate of \$ per course and/or per section for a total of \$ payable in accordance with standard NECB payroll policies. Instructors are paid on the 15 or the last day of the month, a flexible date depending on monthly payroll procedures. If you have a question, please contact me at 617.951.2350.

Note that online courses with fewer than five (5) students are considered Independent Studies and are paid at the following rate regardless of the faculty member's academic rank at the College:

One student Independent Study: \$ 400.00
Two-four student independent Study: \$1000.00

The final number of students will be determined as of the 4th day of the term, the day after the add/drop period. If a course exceeds 34 enrolled students for the undergraduate program or 25 in the graduate program, the College reserves the right to assign a Teaching Assistant to teach section(s) of the course with the faculty member both teaching a section of the course as well as overseeing the Teaching Assistant for the course.

NECB expects faculty members and Teaching Assistants if so instructed to participate in the class throughout the week with an absence of no more than 36 hours at any given period of time. It is your responsibility to contact your Department Chair to discuss class coverage if you are going to be absent for more than 36 hours as well as to notify your students to that fact as well. In the event of an emergency, please contact the appropriate Department or Program Chair as soon as possible. Faculty compensation will be reduced by the appropriate amount if evidence of communication with students is absent over a period of five consecutive days for whatever reason.

Final grades and all course obligations must be completed appropriately before the adjunct assignment is satisfactorily fulfilled. Grades are due within 72 hours of the last day of class.

If in the judgment of New England College of Business & Finance, the class does not have enough students to warrant holding the class, this agreement becomes null and void and no payment will be made.

If for some reason the class is discontinued after the start of the term, a pro-rated payment will be made for hours worked according to the hourly rate.

Instructional Support:

NECB course syllabi and course outlines follow a standardized template in each course. Faculty must use the official College syllabus template for each course taught. Prior to the term, review the entire course for dates and revisions and make all needed revisions prior to the first day of class. Reference the Faculty Check List (included in this document) for specific details.

Faculty members are expected to hold office hours at least once a week for a minimum of two hours in order to be available to students. Please, post the times you are available to students online and/or via e-mail. Note: NECB online courses are not self-study and should never be delivered as such. Participation in every aspect of the course as stipulated in the Checklist is mandatory and not optional.

All adjunct faculty members and teaching assistants can expect to be observed each term and may be evaluated. New faculty may be mentored by a senior faculty member.

Faculty and teaching assistants must to respond to student questions either in the Q & A or in e-mails within 24 hours. It is required that you facilitate open communication with your students on a regular basis throughout the term (several times a week online based on the subject matter of the course).

Faculty and teaching assistants are expected to promptly identify 'at-risk' students and refer these students to your Department or Program Chair for appropriate assistance. The goal at New England College of Business & Finance is to help each and every student achieve his/her

potential.

Administrative Concerns:

For the undergraduate program and during the first week of class, faculty members are expected to post attendance for Monday by Tuesday morning and again on Wednesday and Thursday mornings. These attendance records enable the College to track whether or not students have introduced themselves and are indeed in the course within the first three days of the Term. Remember: the add/drop policy requires students to participate within the first three days. If a student has not participated, it is the faculty member's responsibility to contact them directly. If the student does not respond, then, the faculty member will be expected to contact the Chair of the Department.

After the first week of class, all faculty must post attendance every Saturday in the faculty portal of the College's website. Grade books, final grade sheets, student evaluations, quizzes, papers, and file copies of final exams are due and final grades must be submitted within the online platform and also posted in the faculty portal within 72 hours of the last class session.

As an Adjunct Faculty member or Teaching Assistant, you agree not to use NECB materials to engage in activities that compete with NECB and its academic learning objectives and initiatives. Materials found in NECB courses are the property of the College and must not be used outside a course without prior permission. You will not engage in behavior that constitutes a conflict of interest as long as you are a member of NECB's faculty. You will adhere to proper online communication as outlined in the College's Netiquette Policy which applies to students and faculty alike.

NECB takes Faculty/Course evaluations very seriously. NECB's expectation is that quality teaching and learning in the online environment must be maintained at all times. Evaluative mechanisms are in place to help ensure that our students have the finest learning experience possible.

All faculty members are expected to meet the standards as outlined in this contract as well as those indicated in the current NECB Faculty Handbook.

Professional Development:

Faculty Development Workshops are scheduled periodically during the calendar year. You are required to attend a minimum of two faculty development workshops annually. If you are unable to attend the workshop on the day it is scheduled, you will be required to make up the session (which will be offered via an online format at a future date). Completion of these developmental workshops will maintain your eligibility for teaching assignment opportunities.

Note to all returning faculty: all previous training activities must be satisfied to be eligible for teaching assignments.

This is an at-will employment relationship, and this letter does not imply continued employment. You understand that you are being retained only for the purposes and to the extent set forth in this letter and that your relationship to New England College of Business & Finance is that of a part-time employee. As such, you are not entitled to any bonus, health, or other benefits, all of which are available only to regular full-time employees. Again, please be advised that you will not be compensated for any hours that you are absent from class.

Faculty members and Teaching Assistants are expected to comply fully with all policies, practices and procedures of New England College of Business & Finance as outlined in the Faculty Handbook and Academic Catalog. Faculty members are strongly recommended to attend the monthly Faculty Meetings via conference call or in person whenever possible. This agreement constitutes the entire agreement between the parties and supercedes any prior offer letter, discussion, agreement, whether oral or written.

No changes to the terms and conditions of your employment shall be effective unless they are in writing and approved by the Vice President of Academic Affairs. This agreement is contingent upon the receipt of all appropriate faculty credentials. These include official higher education transcripts for all institutions that you attended, current curriculum vitae, and all official licensures and certifications that are required to teach in specific content areas.

FACULTY CHECK LIST – Check each box below to indicate that you have read and that you accept each of the terms.

“A Must Do List for Online Teaching”

- Prior to the term, review the entire course for dates and revisions and to ensure that any needed revisions are submitted at least two weeks prior to the first day of class. All revisions to a course must be approved by the College. This will ensure that any revisions that need to be made can will be submitted, approved and accomplished well in advance of the Term, especially if technical assistance is needed to affect them. You are expected to check the syllabus and post contact information in your Welcome Letter and in the Class Introductions of the course.
- Send Welcome Letter to all students via e-mail by Friday of the week prior to the Monday, the first day of the term. That letter must include your contact information and the current NECB add/drop policy. This will enable students to see the very important factors involved in the first three days of the course:
 - a. Logging in;
 - b. Taking the student tutorial;
 - c. Potential updating of the student’s computer system, especially EPIC;
 - d. Reviewing and studying the syllabus and course requirements;
 - e. Participating in the Class Introductions.
- Ensure that the appropriate NECB Department or Program Chair also receives a copy of the Welcome Letter via e-mail.
- Instruct students to introduce themselves in the ‘Class Introductions’ in the Course Home or Getting Started by posting their personal introduction on the **first** day of class. Instructors are expected to introduce themselves as the first introduction and then to participate in the Class Introductions by welcoming each student individually, an indication that you, too, are participating in the introductions just as in a traditional classroom setting.

- Week 1: For the undergraduate program, post attendance by Tuesday morning for the first day of the Term and again on Wednesday and Thursday of the first week. These postings enable the College to track whether or not students have introduced themselves and are indeed in the course within the first three days of the Term. Remember: The College requires students to participate within the first three days. (See add/drop policy for details.)

N. B. If a student has not participated, it is the faculty member's responsibility to contact the student directly. If the student does not respond, the faculty member will be expected to contact the Dean of Academic Affairs, the Department or Program Chair before Wednesday of Week 1 of the Term to facilitate the advising and retention efforts of the College.

- Post weekly attendance in the Faculty portal by Sunday (midnight, EST) for Weeks 1 – 7 and by Saturday (midnight, EST) for Week 8.
- Participate in the teaching and learning process of every unit, spending approximately 14 hours per week in the course. The College tracks faculty participation in its courses. If a faculty member does not comply with these requirements, s/he will be contacted by the College.
- Once the Term has begun, participate in the class every 24-36 hours, demonstrating faculty interest and participation as well as leaving no question unanswered. Regular communications within the Discussion threads, Q & A threads and/or e-mails are required for all faculty members throughout the Term.
- Faculty participation in each week's Discussion and Q & A is mandatory. Faculty members are required to be present and active in the Discussion for three days during the week, teaching and responding to student posts as determined in the Discussion Rubric. Undergraduate faculty members are expected to be in each week's Discussion and Q & A for a minimum of three hours. Graduate faculty members are expected to be in each week's Discussion and Q & A for a minimum of four hours. These standards are in compliance with Federal recommendations for classroom participation. Note: New regulations will be in place beginning July 2011 that will mitigate faculty participation in Discussions, the Q & A and all other aspects of a course.
- Ensure that all assessments within the course are graded within 72 hours of the due date of the assignment, the quiz, the exam, the paper, etc., with grades returned to students by the end of that period.
- Submit Mid-Term Grades at the conclusion of Week 4 and Final Grades at the conclusion of the course. A grade of WF should be submitted if appropriate. Please, see the WF Grading Policy.
- If for any reason you are scheduled to be away from your class for more than 36 hours or in the event of an emergency, you must contact Dr. Christian Brocato, Dean of Academic Affairs, or your Department or Program Chair to discuss class coverage during your absence.
- In support of the College's goals for teaching, learning and assessment, NECB VPAA, Dean of Academic Affairs, Department Chair or Program Chair may monitor your course for consistency with College online teaching and learning policies, evaluative purposes and Federal government compliance. The College's eLearning Team may monitor your course for technical purposes.

- If a Faculty Development Workshop occurs during the Term, participate in the Workshop either in person or via webinar/conference call. Participate in monthly faculty meetings if possible.

We are very pleased and excited that you have accepted this assignment. We look forward to your contribution of your teaching here at New England College of Business & Finance. Please call us at 617-951-2350 if we can be of any assistance.

Sincerely,

Christian F. Brocato

Dr. Christian F. Brocato, Dean

I Agree and Accept the Terms and Conditions as Set Forth in this Contract. I Also Agree to Abide by Each Item in the Faculty Checklist. (The contract will be returned if all the boxes have not been checked at time of signing and returning.)

Adjunct Instructor Signature

Date

Dr. Christian F. Brocato, Dean of Academic Affairs Date

cc: Dr. Carol Anderson, VP of Academic Affairs
NECB Accounting & Finance Department

Institutional Mission Statement

The mission of the New England College of Business & Finance is to provide industry-focused, high quality education and training of students interested in careers in financial services through degree and career development programs that help them achieve success in their personal and professional lives.

Appendix II: Graduate Teaching Contract (Contracts May Vary)



NEW ENGLAND
COLLEGE OF BUSINESS
AND FINANCE

Date:

Faculty or Teaching Assistant Name:
Academic Rank:

RE: Adjunct Faculty and/or Teaching Assistant Assignment:
Graduate Session _____ Dates _____

Course Rate: \$XXX

Dear

Welcome to New England College of Business & Finance! We are pleased that you have agreed to teach for us. In addition to welcoming you, this letter is to confirm our agreement regarding your teaching assignment as an online instructor for the Term as outlined above.

Please review the following details, check boxes and sign and return one copy of this agreement to Dr. Christian Brocato, Dean of Academic Affairs or the Vice President of Academic Affairs via FAX at 617.951.2533, via mail or via e-mail with a scanned document attachment. This assignment letter will be maintained in your faculty File.

Course(s):

Course Title	Modality	Course Code	Credits
	Online		3
	Online		3
	Online		3

Compensation: \$xxx

You will be paid for the course at a course rate of \$xxx per course and/or per section for a total of \$xxx payable in accordance with standard NECB payroll policies. Instructors are paid on the 15 or the last day of the month, a flexible date depending on monthly payroll procedures. If you have a question, please contact me at 617.951.2350.

Note that online courses with fewer than four (4) students are considered Independent Studies and are paid at the following rate regardless of the faculty member's academic rank at the College. Please, note the distinction between junior and senior level graduate faculty as determined by advanced degree and by the VPAA.

Four or fewer students as independent Study:	\$1000.00
Junior faculty, five or more students:	\$2000.00
Senior faculty, five or more students:	\$3000.00

The final number of students will be determined as of the 4th day of the term, the day after the add/drop period. In a course exceeds 30 enrolled students, the College reserves the right to assign a coach(s) to teach section(s) of the course with the faculty member both teaching a section of the course as well as overseeing the coach(s) for the course.

NECB expects faculty members and Teaching Assistants if so instructed to participate in the class throughout the week with an absence of no more than 36 hours at any given period of time. It is your responsibility to contact your Department Chair to discuss class coverage if you are going to be absent for more than 36 hours as well as to notify your students to that fact as well. In the event of an emergency, please contact the appropriate Department or Program Chair as soon as possible. Faculty compensation will be reduced by the appropriate amount if evidence of communication with students is absent over a period of five consecutive days for whatever reason.

Final grades and all course obligations must be completed appropriately before the adjunct assignment is satisfactorily fulfilled. Grades are due within 72 hours of the last day of class.

If in the judgment of New England College of Business & Finance, the class does not have enough students to warrant holding the class, this agreement becomes null and void and no payment will be made.

If for some reason the class is discontinued after the start of the term, a pro-rated payment will be made for hours worked according to the hourly rate.

Instructional Support:

NECB course syllabi and course outlines follow a standardized template in each course. Faculty must use the official College syllabus template for each course taught. Prior to the term, review the entire course for dates and revisions and make all needed revisions prior to the first day of class. Reference the Faculty Check List (included in this document) for specific details.

Faculty members are expected to hold office hours at least once a week for a minimum of two hours in order to be available to students. Please, post the times you are available to students online and/or via e-mail. Note: NECB online courses are not self-study and should never be delivered as such. Participation in every aspect of the course as stipulated in the Checklist is mandatory and not optional.

All adjunct faculty members and teaching assistants can expect to be observed each term and may be evaluated. New faculty may be mentored by a senior faculty member.

Faculty and teaching assistants must to respond to student questions either in the Q & A or in e-mails within 24 hours. It is required that you facilitate open communication with your students on a regular basis throughout the term (several times a week online based on the subject matter of the course).

Faculty and teaching assistants are expected to promptly identify 'at-risk' students and refer these students to your Department or Program Chair for appropriate assistance. The goal at New England College of Business & Finance is to help each and every student achieve his/her potential.

Administrative Concerns:

For the undergraduate program and during the first week of class, faculty members are expected to post attendance for Monday by Tuesday morning and again on Wednesday and Thursday mornings. These attendance records enable the College to track whether or not students have introduced themselves and are indeed in the course within the first three days of the Term. Remember: the add/drop policy requires students to participate within the first three days. If a student has not participated, it is the faculty member's responsibility to contact them directly. If the student does not respond, then, the faculty member will be expected to contact the Chair of the Department.

After the first week of class, all faculty must post attendance every Saturday in the faculty portal of the College's website. Grade books, final grade sheets, student evaluations, quizzes, papers, and file copies of final exams are due and final grades must be submitted within the online platform and also posted in the faculty portal within 72 hours of the last class session.

As an Adjunct Faculty member or Teaching Assistant, you agree not to use NECB materials to engage in activities that compete with NECB and its academic learning objectives and initiatives. Materials found in NECB courses are the property of the College and must not be used outside a course without prior permission. You will not engage in behavior that constitutes a conflict of interest as long as you are a member of NECB's faculty. You will adhere to proper online communication as outlined in the College's Netiquette Policy which applies to students and faculty alike.

NECB takes Faculty/Course evaluations very seriously. NECB's expectation is that quality teaching and learning in the online environment must be maintained at all times. Evaluative mechanisms are in place to help ensure that our students have the finest learning experience possible.

All faculty members are expected to meet the standards as outlined in this contract as well as those indicated in the current NECB Faculty Handbook.

Professional Development:

Faculty Development Workshops are scheduled periodically during the calendar year. You are required to attend a minimum of two faculty development workshops annually. If you are unable to attend the workshop on the day it is scheduled, you will be required to make up the session (which will be offered via an online format at a future date). Completion of these developmental workshops will maintain your eligibility for teaching assignment opportunities.

Note to all returning faculty: all previous training activities must be satisfied to be eligible for teaching assignments.

This is an at-will employment relationship, and this letter does not imply continued employment. You understand that you are being retained only for the purposes and to the extent set forth in this letter and that your relationship to New England College of Business & Finance is that of a part-time employee. As such, you are not entitled to any bonus, health, or other benefits, all of which are available only to regular full-time employees. Again, please be advised that you will not be compensated for any hours that you are absent from class.

Faculty members and Teaching Assistants are expected to comply fully with all policies, practices and procedures of New England College of Business & Finance as outlined in the Faculty Handbook and Academic Catalog. This agreement constitutes the entire agreement between the parties and supercedes any prior offer letter, discussion, agreement, whether oral

or written.

No changes to the terms and conditions of your employment shall be effective unless they are in writing and approved by the Vice President of Academic Affairs. This agreement is contingent upon the receipt of all appropriate faculty credentials. These include official higher education transcripts for all institutions that you attended, current curriculum vitae, and all official licensures and certifications that are required to teach in specific content areas.

FACULTY CHECK LIST – Check each box below to indicate that you have read and that you accept each of the terms.

“A Must Do List for Online Teaching”

- Prior to the term, review the entire course for dates and revisions and to ensure that any needed revisions are submitted at least two weeks prior to the first day of class. All revisions to a course must be approved by the College. This will ensure that any revisions that need to be made can will be submitted, approved and accomplished well in advance of the Term, especially if technical assistance is needed to affect them. You are expected to check the syllabus and post contact information in your Welcome Letter and in the Class Introductions of the course.
- Send Welcome Letter to all students via e-mail by Friday of the week prior to the Monday, the first day of the term. That letter must include your contact information and the current NECB add/drop policy. This will enable students to see the very important factors involved in the first three days of the course:
 - a. Logging in;
 - b. Taking the student tutorial;
 - c. Potential updating of the student’s computer system, especially EPIC;
 - d. Reviewing and studying the syllabus and course requirements;
 - e. Participating in the Class Introductions.
- Ensure that the appropriate NECB Department or Program Chair also receives a copy of the Welcome Letter via e-mail.
- Instruct students to introduce themselves in the ‘Class Introductions’ in the Course Home or Getting Started by posting their personal introduction on the **first** day of class. Instructors are expected to introduce themselves as the first introduction and then to participate in the Class Introductions by welcoming each student individually, an indication that you, too, are participating in the introductions just as in a traditional classroom setting.
- Week 1: For the undergraduate program, post attendance by Tuesday morning for the first day of the Term and again on Wednesday and Thursday of the first week. These postings enable the College to track whether or not students have introduced themselves and are indeed in the course within the first three days of the Term. Remember: The College requires students to participate within the first three days. (See add/drop policy for details.)

N. B. If a student has not participated, it is the faculty member’s responsibility to contact the student directly. If the student does not respond, the faculty member will be expected to contact the Department or Program Chair before Wednesday of Week 1 of the Term to facilitate the advising and retention efforts of the College.

- Post attendance in the Faculty portal every Saturday of each of week of the Term.
- Participate in the teaching and learning process of every unit, spending approximately 15-17 hours per week in the course. The College tracks faculty participation in its courses. If a faculty member does not comply with these requirements, s/he will be contacted by the College.
- Once the Term has begun, participate in the class every 24-36 hours, demonstrating faculty interest and participation as well as leaving no question unanswered. Regular communications within the Discussion threads, Q & A threads and/or e-mails are required for all faculty members throughout the Term.
- Faculty participation in each week's Discussion and Q & A is mandatory. Faculty members are required to be present and active in the Discussion for three days during the week, teaching and responding to student posts as determined in the Discussion Rubric. Undergraduate faculty members are expected to be in each week's Discussion and Q & A for a minimum of three hours. Graduate faculty members are expected to be in each week's Discussion and Q & A for a minimum of four hours. These standards are in compliance with Federal recommendations for classroom participation. Note: New regulations will be in place beginning July 2011 and will mitigate substantive changes in faculty participation in Discussions and the Q & A.
- If for any reason you are scheduled to be away from your class for more than 36 hours, you must contact Dr. Christian Brocato, Dean of Academic Affairs, or your Department or Program Chair to discuss class coverage during your absence. In the event of an emergency, contact your Department Chair as soon as possible.
- Ensure that all assessments within the course are graded within 72 hours of the due date of the assignment, the quiz, the exam, the paper, etc., with grades returned to students by the end of that period.
- In support of the College's goals for teaching, learning and assessment, NECB Department Chairs and/or the VPAA may monitor your course for consistency with College online teaching and learning policies, evaluative purposes and Federal government compliance. The College's eLearning Team may monitor your course for technical purposes.

We are very pleased and excited that you have accepted this assignment. We look forward to your contribution of your teaching here at New England College of Business & Finance. Please call us at 617-951-2350 if we can be of any assistance.

Sincerely,

Christian F. Brocato

Dr. Christian F. Brocato, Dean of Academic Affairs

I Agree and Accept the Terms and Conditions as Set Forth in this Contract. I Also Agree to Abide by Each Item in the Faculty Checklist. The contract will be returned if all the boxes have not been checked at time of signing and returning.

Adjunct Instructor Signature

Date

Dr. Christian F. Brocato, Dean

Date

cc: Dr. Carol Anderson, VP of Academic Affairs
NECB Accounting & Finance Department

Institutional Mission Statement

The mission of the New England College of Business & Finance is to provide industry-focused, high quality education and training of students interested in careers in financial services through degree and career development programs that help them achieve success in their personal and professional lives.

Appendix III: Undergraduate 8 Week Syllabus – Sample Template:



NEW ENGLAND
COLLEGE OF BUSINESS
AND FINANCE

Course Syllabus

Course Name

Syllabus Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and weekly topics, outcomes, assignments, and due dates.

Consider this your roadmap for the course. Please read through the syllabus carefully and ask questions if you would like anything clarified. Please print a copy of this syllabus for reference.

Course Description

3 Credits

Prerequisite: None

Enter the course description here...

Course Outcomes

At the completion of this course, students should be able to:

1. List the course outcomes here
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Faculty Information

Faculty information will be sent to you via email from your course instructor prior to the start of the term.

10 High Street, Suite 204, Boston, MA 02110
617-951-2350 www.necb.edu

Updated: July, 2011

Materials and Resources

Required or Supplemental Text or Resources:

Provide proper citation(s) for the alternative text(s) here...

Bookstore Information:

Students can order books directly from the NECB Bookstore online. Just log on to www.necbbookstore.com and fill out the appropriate information. If your company pays for your textbooks, NECB's bookstore can directly invoice your company if it has a purchase order or file. Call NECB's bookstore at 1-800-876-4636 for more details.

Additional contact information:

Phone: 1-800-876-4636

Fax: 1-585-254-0152

Mail: NECB Bookstore, 844 Dewey Avenue, Rochester, NY 14613

Email: orders@necbbookstore.com

Library Services:

Detailed information about online and on-ground library services can be found in the Getting Started section of the course.

Help Desk and Technical Questions:

If you experience problems accessing your course, downloading content items, or posting discussion threads, your first troubleshooting resource is the Technical Services Help Desk. There are 3 ways to contact them:

- By phone at **1-800-997-1673**
- Using the **Student Support Request Form** at http://www.necb.edu/support_epic.asp
- By email at support@necb.edu

Additional Epic support and resources, including the **Student Support Request Form** (generates a ticket # to track your resolution) and Student Reference Guides, are available on our website: http://www.necb.edu/support_epic.asp.

Be sure to notify your professor of any technical difficulties you are experiencing since it may be impacting other students as well.

Week by Week Schedule

Week 1	Title of the Week
Outcomes	<ul style="list-style-type: none"> • • • • •
Readings & Resources	List reading assignments and resources here... <ul style="list-style-type: none"> • •
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none"> •
Discussion	Enter this week's discussion question(s) here...
Assignments	<ul style="list-style-type: none"> • Review and Study the Lecture Presentation(s) • Describe this week's assignment here...

Week 2	Title of the Week
Outcomes	<ul style="list-style-type: none"> • • • • •
Readings & Resources	List reading assignments and resources here... <ul style="list-style-type: none"> • •
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none"> •
Discussion	Enter this week's discussion question(s) here...
Assignments	<ul style="list-style-type: none"> • Review and Study the Lecture Presentation(s) • Describe this week's assignment here...

--	--

Week 3	Title of the Week
Outcomes	<ul style="list-style-type: none"> • • • • •
Readings & Resources	List reading assignments and resources here... <ul style="list-style-type: none"> • •
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none"> •
Discussion	Enter this week's discussion question(s) here...
Assignments	<ul style="list-style-type: none"> • Review and Study the Lecture Presentation(s) • Describe this week's assignment here...

Week 4	Title of the Week
Outcomes	<ul style="list-style-type: none"> • • • • •
Readings & Resources	List reading assignments and resources here... <ul style="list-style-type: none"> • •
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none"> •
Discussion	Enter this week's discussion question(s) here...
Assignments	<ul style="list-style-type: none"> • Review and Study the Lecture Presentation(s) • Describe this week's assignment here...

Week 5	Title of the Week
Outcomes	<ul style="list-style-type: none"> • • • • •
Readings & Resources	List reading assignments and resources here... <ul style="list-style-type: none"> • •
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none"> •
Discussion	Enter this week's discussion question(s) here...
Assignments	<ul style="list-style-type: none"> • Review and Study the Lecture Presentation(s) • Describe this week's assignment here...

Week 6	Title of the Week
Outcomes	<ul style="list-style-type: none"> • • • • •
Readings & Resources	List reading assignments and resources here... <ul style="list-style-type: none"> • •
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none"> •
Discussion	Enter this week's discussion question(s) here...
Assignments	<ul style="list-style-type: none"> • Review and Study the Lecture Presentation(s)

	<ul style="list-style-type: none"> Describe this week's assignment here...
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Week by Week Schedule (continued...)

Week 7	Title of the Week
Outcomes	<ul style="list-style-type: none">
Readings & Resources	List reading assignments and resources here... <ul style="list-style-type: none">
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none">
Discussion	Enter this week's discussion question(s) here...
Assignments	<ul style="list-style-type: none"> Review and Study the Lecture Presentation(s) Describe this week's assignment here...

Week 8	Title of the Week
Outcomes	<ul style="list-style-type: none">
Readings & Resources	List reading assignments and resources here... <ul style="list-style-type: none">
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none">
Discussion	Enter this week's discussion question(s) here...

Assignments	<ul style="list-style-type: none"> • Review and Study the Lecture Presentation(s) • Describe this week's assignment here... • Keep in mind, the course ends on THURSDAY. All assignments are due by Thursday (midnight, EST).
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Grading and Evaluation

Your grades will reflect the way in which you present and support your topics and positions in the various learning activities used in this course. The grades will be based on the quality and quantity of your comments and responses in the various activities.

The grades for the course will be based on an accumulation of points throughout the course. The various graded activities are weighted as follows:

Course Element	% of Grade
Progress Assessments	
Discussions	
Assignments	
Exams	
Total	100%

Please refer to the rubrics provided in the course for specific grading criteria.

The final course grading criteria is described in the table below.

Letter Grade	Grade %	Description
A	94 – 100%	Very Good to Excellent. Comprehensive knowledge and understanding of the subject matter.
A-	90 – 93.9%	
B+	87 – 89.9%	Good. Moderately broad knowledge and understanding of the subject matter.
B	83 – 86.9%	
B-	80 – 82.9%	
C+	77 – 79.9%	Satisfactory. Reasonable knowledge and understanding of the subject matter.
C	73 – 76.9%	
C-	70 – 72.9%	
D	60 – 69.9%	Marginal. Minimum knowledge and understanding of subject matter.
F	Below 60%	Failing. Unacceptable level of knowledge and understanding of subject matter.

Make-Up Exams or Assignments

To be determined by the instructor on a one-to-one basis.

All Assignments are due on time and the Mid Term and Final Exams must be completed during the stated exam period. There will be NO exceptions.

Reasonable Accommodations Policy – Individuals with Disabilities

NECB does not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations, including appropriate auxiliary aids and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by NECB. To request an auxiliary aid or service please contact the VP for Academic Affairs at NECB, 10 High Street, Boston, MA 02110

Individuals requesting an auxiliary aid or service will need to complete an Application for Auxiliary Aid. To enable NECB to timely provide an auxiliary aid or service, NECB requests that individuals complete and submit the Application for Auxiliary Aid six weeks before the first day of classes, or as soon as practicable. Disagreements regarding an appropriate auxiliary aid and alleged violations of this policy may be raised pursuant to NECB's grievance procedures.

Course Policies and Procedures

Learner Success Guidelines

These policies and guidelines will help you complete this course more successfully:

Participate in the class introduction activity on the first day of class.

Submit ALL assignments and take the Mid Term and the Final Exam by the posted due dates and times.

Check your emails daily.

Put your first and last name and your course number (i.e., Joan Brown, ENG101), on each of the emails you send to your Professor and/or other NECB staff.

Participate fully in all threaded discussions.

Contact the help desk by email (preferable) at support@necb.edu for resolutions to your technology problems.

Contact your Professor (by telephone or by email) if you have questions about an assignment or need additional help completing your work successfully.

Academic dishonesty is grounds for dismissal from the program.

Student Attendance

It is strongly **recommended** that students post class introductions the first day of class. In line with the College's Add/Drop Policy, it is **required** that students post attendance (log into the class and introduce themselves) within the first three days of the term. Students who are registered for a course must officially withdraw from the course within the first three days of the Term if they do not plan on continuing in the course. Registered students are not automatically

10 High Street, Suite 204, Boston, MA 02110
617-951-2350 www.necb.edu

Updated: July, 2011

withdrawn from any course. Students who withdraw from the course after the third day (Wednesday) will be subject to partial to full tuition charges as outlined in the College's Withdrawal Policy. NECB's add/drop and withdrawal policies can be reviewed on NECB's website in the Academic Catalog or Student Handbook.

Additional Expectations

Students will be expected to meet all the deadlines of the class as indicated throughout the course and in the syllabus. This is primarily so we don't get behind in the course. In addition, discussions cannot overlap from one unit to the next. This is to ensure that all discussions and submissions take place within the week they are scheduled in order to be of value to the entire class as well as to help you not get behind. If there are extenuating circumstances, you will need to communicate that to the professor and make arrangement accordingly, if appropriate.

Asynchronous and Synchronous Work

All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the Discussions, and submit assignments throughout the course week. Please carefully follow syllabus and the weekly checklists to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course.

Students are strongly encouraged to post questions to the Questions & Answers section in each of the modules. The Q & A is the optimum place for a discussion about questions that could affect the entire class with responses from the instructor/TA that could affect the entire class.

Feedback

You can expect frequent and consistent feedback from your instructor.

Academic Honesty, Student Integrity & Plagiarism

Academic honesty and student integrity are of fundamental importance at NECB. We want students to understand this clearly. Every member of the NECB Community is expected to maintain the highest standards of academic honesty. Plagiarism or self-plagiarism in any form is a serious violation of those standards and will not be tolerated at NECB.

A student shall not receive credit for work that is not the product of a student's own effort. A student's name on any written document constitutes a statement that the work is the result of the student's own thought and study, stated in the student's own words, and produced without the assistance of others, except in quotes, in-text citations, footnotes or references with appropriate acknowledgement of the source. Students must be aware that material (including ideas, phrases, sentences, etc.) taken from the College's eLibrary, the Internet and other resources must be appropriately cited using APA Style Guidelines in any written work turned in for any NECB class.

'Self-Plagiarism' or submitting one's own work to more than one course is absolutely prohibited by NECB. NECB does not allow a student to turn in the same assignment to more than one course without prior explicit written permission from the instructor of the second course. The reason for this is that a grade and credit for completed work has already been previously

received in a course. If a student submits work to a second course, the student is expecting to receive credit twice for a previously submitted assignment. In addition, a student is not allowed to submit work that has been completed in collaboration with someone else without prior explicit permission from the instructor. (This excludes 'group work' within a course as part of the course requirements.)

Failure to properly cite resources may result in a referral from the instructor to the Vice-President of Academic Affairs. The outcome of this action may involve academic and disciplinary sanctions, which could include but not be limited to such penalties as receiving no credit for the assignment in question, receiving no credit for the related course or suspension or dismissal from NECB.

Disclaimer

As a disclaimer, any materials in or related to this course are provided for educational purposes only and not for the purpose of providing any legal, accounting, tax or other professional advice or services. The information provided in this class is of a general nature, and it cannot substitute for the advice of a licensed professional in any respect. The application and effect of laws may vary widely depending on the specific facts and jurisdiction, and no representation or warranty is made with respect to the accuracy of any materials in or related to the course. Accordingly, the information provided is solely for General Educational purposes.

Caveat

The above schedule, content, and procedures in this course are subject to change in the subject field, changes in the knowledge base or other unforeseen circumstances.

Appendix V: Graduate 5 Week Syllabus – Sample Template



NEW ENGLAND
COLLEGE OF BUSINESS
AND FINANCE

Course Syllabus

Course Code and Name

Syllabus Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and weekly topics, outcomes, assignments, and due dates.

Consider this your roadmap for the course. Please read through the syllabus carefully and ask questions if you would like anything clarified. Please print a copy of this syllabus for reference.

Course Description

3 Credits

Prerequisite: None

Enter the course description here...

Course Outcomes

At the completion of this course, students should be able to:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Faculty Information

Faculty information will be sent to you via email from your course instructor prior to the start of the term.

Materials and Resources

Required or Supplemental Text or Resources:

Add textbook information here...

Bookstore Information:

Students can order books directly from the NECB Bookstore online. Just log on to www.necbbookstore.com and fill out the appropriate information. If your company pays for your textbooks, NECB's bookstore can directly invoice your company if it has a purchase order or file. Call NECB's bookstore at 1-800-876-4636 for more details.

Additional contact information:

Phone: 1-800-876-4636

Fax: 1-585-254-0152

Mail: NECB Bookstore, 844 Dewey Avenue, Rochester, NY 14613

Email: orders@necbbookstore.com

Library Services:

Detailed information about online and on-ground library services can be found in the Getting Started section of the course, or at www.necb.edu.

Help Desk and Technical Questions:

If you experience problems accessing your course, downloading content items, or posting discussion threads, your first troubleshooting resource is the Technical Services Help Desk. There are 3 ways to contact them:

- Using the **Student Support Request Form** at http://www.necb.edu/support_epic.asp
- By email at support@necb.edu
- By phone at 1-800-997-1673

Additional Epic support and resources, including the **Student Support Request Form** (generates a ticket # to track your resolution) and Student Reference Guides, are available on our website: http://www.necb.edu/support_epic.asp.

Be sure to notify your professor of any technical difficulties you are experiencing since it may be impacting other students as well.

Student Orientation Tutorial:

It is essential that you know how to navigate the online teaching and learning environment. If you have not yet taken the Epic orientation tutorial, it is essential that you do so before getting started with the course. It will be of great help to you.

Week by Week Schedule

Week 1	Title of the Week
Outcomes	<ul style="list-style-type: none"> • • • • •
Readings	List reading assignments here... <ul style="list-style-type: none"> • •
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none"> •
Discussion #1	Enter the discussion question here...
Discussion #2	Enter the discussion question here...
Assignments	<ul style="list-style-type: none"> • Describe this week's assignment(s) here...

Week 2	Title of the Week
Outcomes	<ul style="list-style-type: none"> • • • • •
Readings	List reading assignments here... <ul style="list-style-type: none"> • •
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none"> •
Discussion #1	Enter the discussion question here...
Discussion #2	Enter the discussion question here...
Assignments	<ul style="list-style-type: none"> • Describe this week's assignment(s) here...

Week 3	Title of the Week
Outcomes	<ul style="list-style-type: none"> • • • • •
Readings	List reading assignments here... <ul style="list-style-type: none"> • •
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none"> •
Discussion #1	Enter the discussion question here...
Discussion #2	Enter the discussion question here...
Assignments	<ul style="list-style-type: none"> • Review and Study the Lecture Presentation(s) • Describe this week's assignment(s) here...

Week 4	Title of the Week
Outcomes	<ul style="list-style-type: none"> • • • • •
Readings	List reading assignments here... <ul style="list-style-type: none"> • •
Discussion #1	Enter the discussion question here...
Discussion #2	Enter the discussion question here...
Assignments	<ul style="list-style-type: none"> • Describe this week's assignment(s) here...

Week 5	Title of the Week
Outcomes	<ul style="list-style-type: none"> • • • • •
Readings	List reading assignments here... <ul style="list-style-type: none"> • •
Lectures/ Videos	List titles of lectures and then titles of videos <ul style="list-style-type: none"> •
Discussion #1	Enter the discussion question here...
Discussion #2	Enter the discussion question here...
Assignments	<ul style="list-style-type: none"> • Describe this week's assignment(s) here...

Grading and Evaluation

Your grades will reflect the way in which you present and support your topics and positions in the various learning activities used in this course. The grades will be based on the quality and quantity of your comments and responses in the various activities.

The various graded activities are weighted as follows:

Course Element	% of Grade
Discussions	
Individual Assignments	
Group Assignments	
?	
Total	100%

Please refer to the rubrics provided in the course for specific grading criteria.

The final course grading criteria is described in the table below.

Letter Grade	Grade %	Description
A	94 – 100%	Very Good to Excellent. Comprehensive knowledge and understanding of the subject matter.
A-	90 – 93.9%	
B+	87 – 89.9%	Good. Moderately broad knowledge and understanding of the subject matter.
B	83 – 86.9%	
B-	80 – 82.9%	
C+	77 – 79.9%	Satisfactory. Reasonable knowledge and understanding of the subject matter.
C	73 – 76.9%	
C-	70 – 72.9%	
D	60 – 69.9%	Marginal. Minimum knowledge and understanding of subject matter.
F	Below 60%	Failing. Unacceptable level of knowledge and understanding of subject matter.

Make-Up Exams or Assignments

To be determined by the instructor on a one-to-one basis.

Reasonable Accommodations Policy – Individuals with Disabilities

NECB does not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations, including appropriate auxiliary aids

and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by NECB. To request an auxiliary aid or service please contact the VP for Academic Affairs at NECB, 10 High Street, Boston, MA 02110

Individuals requesting an auxiliary aid or service will need to complete an Application for Auxiliary Aid. To enable NECB to timely provide an auxiliary aid or service, NECB requests that individuals complete and submit the Application for Auxiliary Aid six weeks before the first day of classes, or as soon as practicable. Disagreements regarding an appropriate auxiliary aid and alleged violations of this policy may be raised pursuant to NECB's grievance procedures.

Course Policies and Procedures

Learner Success Guidelines

These policies and guidelines will help you complete this course more successfully:

Participate in the class introduction activity on the first day of class.

Submit ALL assignments and take the Mid Term and the Final Exam by the posted due dates and times.

Check your emails daily.

Put your first and last name and your course number (i.e., Joan Brown, ENG101), on each of the emails you send to your Professor and/or other NECB staff.

Participate fully in all threaded discussions.

Contact the help desk by email (preferable) at support@necb.edu for resolutions to your technology problems.

Contact your Professor (by telephone or by email) if you have questions about an assignment or need additional help completing your work successfully.

Academic dishonesty is grounds for dismissal from the program.

Student Attendance

It is strongly **recommended** that students post class introductions the first day of class. In line with the College's Add/Drop Policy, it is **required** that students post attendance (log into the class and introduce themselves) within the first three days of the term. Students who are registered for a course must officially withdraw from the course within the first three days of the Term if they do not plan on continuing in the course. Registered students are not automatically withdrawn from any course. Students who withdraw from the course after the third day (Wednesday) will be subject to partial to full tuition charges as outlined in the College's Withdrawal Policy. NECB's add/drop and withdrawal policies can be reviewed on NECB's website in the Academic Catalog or Student Handbook.

Additional Expectations

Students will be expected to meet all the deadlines of the class as indicated throughout the course and in the syllabus. This is primarily so we don't get behind in the course. In addition, discussions cannot overlap from one unit to the next. This is to ensure that all discussions and submissions take place within the week they are scheduled in order to be of value to the entire class as well as to help you not get behind. If there are extenuating circumstances, you will need to communicate that to the professor and make arrangement accordingly, if appropriate.

Asynchronous and Synchronous Work

All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the Discussions, and submit assignments throughout the course week. Please carefully follow syllabus and the weekly checklists to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course.

Feedback

You can expect frequent and consistent feedback from your instructor.

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A student shall not receive credit for work that is not the product of a student's own effort. A student's name on any written document constitutes a statement that the work is the result of the student's own thought and study, stated in the student's own words, and produced without the assistance of others, except in quotes, in-text citations, footnotes or references with appropriate acknowledgement of the source. Students must be aware that material (including ideas, phrases, sentences, etc.) taken from the College's eLibrary, the Internet and other resources must be appropriately cited using APA Style Guidelines in any written work turned in for any NECB class.

'Self-Plagiarism' or submitting one's own work to more than one course is absolutely prohibited by NECB. NECB does not allow a student to turn in the same assignment to more than one course without prior explicit written permission from the instructor of the second course. The reason for this is that a grade and credit for completed work has already been previously received in a course. If a student submits work to a second course, the student is expecting to receive credit twice for a previously submitted assignment. In addition, a student is not allowed to submit work that has been completed in collaboration with someone else without prior explicit permission from the instructor. (This excludes 'group work' within a course as part of the course requirements.)

Failure to properly cite resources may result in a referral from the instructor to the Vice-President of Academic Affairs. The outcome of this action may involve academic and disciplinary sanctions, which could include but not be limited to such penalties as receiving no credit for the assignment in question, receiving no credit for the related course or suspension or dismissal from NECB.

Disclaimer

As a disclaimer, any materials in or related to this course are provided for educational purposes only and not for the purpose of providing any legal, accounting, tax or other professional advice or services. The information provided in this class is of a general nature, and it cannot substitute for the advice of a licensed professional in any respect. The application and effect of laws may vary widely depending on the specific facts and jurisdiction, and no representation or warranty is made with respect to the accuracy of any materials in or related to the course. Accordingly, the information provided is solely for General Educational purposes.

Caveat

The above schedule, content, and procedures in this course are subject to change in the subject field, changes in the knowledge base or other unforeseen circumstances.

Appendix VI: Faculty Course, Student and Self-Evaluation Survey

Dear Faculty:

The purpose of this survey is to provide you with an opportunity to offer a candid assessment of the course taught, student performance, your own review of what worked and what you might have done more effectively as the instructor of the course. This will also allow NECB to compare and contrast your responses with those from students who completed the course evaluation in the final week of the Course. We appreciate your time and efforts in completing and returning the survey. Thank you.

Thank you for taking time to carefully and thoughtfully respond to each statement.

1. The course description and learning outcomes are appropriate for the course, are consistent with the materials in the course and were appropriately grasped by the students.
2. The course content is appropriate for the 100, 200, 300 or 400 or graduate level at which it is assigned.
3. Students were able to comprehend course lectures and videos, learn and process information as evidenced in the Discussions, the Q & A sections and written assignments.
4. Students demonstrated knowledge in the course as evidenced by my assessment of all elements of student participation and work submitted and my review of the grades for the Term.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

1 ml j ml j ml j ml j ml j

Strongly Disagree Disagree No Opinion Agree Strongly Agree

2 ml j ml j ml j ml j ml j

Strongly Disagree Disagree No Opinion Agree Strongly Agree

3 ml j ml j ml j ml j ml j

Strongly Disagree Disagree No Opinion Agree Strongly Agree

4 ml j ml j ml j ml j ml j

5. Students demonstrated the application of General Education skills, including but not limited to the following(choose all that apply):

Written and oral communication

e c

Scientific and quantitative reasoning

e c

Critical analysis and critical thinking;

e c

Capability for continuing learning, including the skills of information literacy

e c

Application of strategies and theories

6. Based on NEASC Standards, students demonstrated knowledge and skills based on a “mastery of the knowledge, information resources, methods, and theories pertinent to the particular area of inquiry.”

7. Based on NEASC Standards, students were able to understand the complex

structures of the particular “discipline of study and apply knowledge germane to the concentration and its interrelatedness to other areas of inquiry.”

8. Students demonstrated enthusiastic involvement and active participation throughout the course in (check all that apply):

9. Students responded positively to the course and the various instructional methodologies to meet the needs of various learning styles and to achieve student learning success.

10. In my opinion, there are substantive revisions that need to be made to this course prior to teaching it again (if applicable, please explain in #11, below)

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Strongly Disagree Disagree No Opinion Agree Strongly Agree

11. In my opinion, the following revisions to this course would make it more effective:

Faculty Self-Evaluation

1. I took seriously all the requirements as stipulated and as checked in the Faculty Letter of Assignment (contract) and followed through with those stipulations throughout the course.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

Knowledge and application of research skills

Threaded discussions

Assignments exhibited quality responses and writing ability

All elements of the course were completed as scheduled

Group projects

2. Prior to the beginning of the Term, I sent my students a Welcome Letter with my contact information in it, posted it as an Announcement and posted my personal welcome to the Class Introductions before the start of the Term.

3. I fully participated throughout the course spending a minimum of 135 hours from the beginning of the course until its conclusion at the end of the final week of the Term.

4. Within 24-36 hours, I responded to student questions in the Q & A or in emails throughout the course.

5. I completed the assessment and grading of all Discussions and Assignments with grades posted in the Gradebook within the stipulated 72 hour requirement in the Faculty teaching contract.

6. I consistently assessed and graded according to the Rubric requirements throughout the course and gave students substantive feedback in the Gradebook upon submitting grades throughout the course.

7. I believe that my participation throughout the course was exemplary and in keeping with the quality online teaching expectations of NECB as outlined in the Faculty teaching contract, the NECB Catalog, the Faculty Handbook and other materials at NECB.

Strongly Disagree Disagree No Opinion Agree Strongly Agree

ml j ml j ml j ml j ml j

Strongly Disagree Disagree No Opinion Agree Strongly Agree

ml j ml j ml j ml j ml j

Strongly Disagree Disagree No Opinion Agree Strongly Agree

ml j ml j ml j ml j ml j

Strongly Disagree Disagree No Opinion Agree Strongly Agree

ml j ml j ml j ml j ml j

Strongly Disagree Disagree No Opinion Agree Strongly Agree

1 ml j ml j ml j ml j ml j

Strongly Disagree Disagree No Opinion Agree Strongly Agree

ml j ml j ml j ml j ml j

8. Faculty meetings are generally held via conference call on the second Wednesday of each month from Noon to about 1:00 pm. They are not mandatory, but faculty are encouraged to attend, when possible. How many faculty meetings did you attend this term?

9. All faculty are required to attend four (4) Faculty Development workshops each year. How many have you attended in 2011?

10. How did you find working in the EPIC Platform in terms of your knowledge base and ease in navigation between the various components of the course?

1. Very much at ease: I was very well prepared to teach in EPIC.

ml j

2. At ease: I was prepared to teach in EPIC.

ml j

3. Struggled from time to time: I was not really well prepared to teach in EPIC.

ml j

4. Had many difficulties: I clearly was not well prepared to teach in EPIC.

ml j

11. Please, comment on any challenges you experienced while teaching in the EPIC Platform?

12. Any Additional Comments?

13. Please, indicate the following:

Term or Session and year;

Title of course (Which section if appropriate);

Your name.

*

Appendix VII: Course Development Contract (Sample)



NEW ENGLAND COLLEGE OF BUSINESS

To:
From: Dr. Christian Brocato, Dean of Academic Affairs
Date:
Subject: Online Course Development Contract for

This is to affirm our mutual agreement and understanding of the terms and conditions outlined below which will be utilized to design the following online course: _____.

Please print a copy of this contract and read it completely. Check off each box acknowledging you understand the conditions of the contract and the course development process. Initial each page, sign and fax or send a copy of the contract to NECB. Contracts with unchecked boxes will be returned.

- 1. **Compensation:** It is mutually agreed that you will be paid \$2000.00 to develop this course. Before this contract is submitted for payment, the Program Chair or designated administrator will review the course to ensure it has been developed in accordance with the Development Requirements outlined below. If corrections or revisions are deemed necessary, they must be made prior to payment of this contract. Once the course is approved, this contract will be paid in accordance with the stipend pay schedule posted in the Faculty Lounge section of the EPIC learning management system.
- 2. **Development Requirements:** NECB courses are developed in the EPIC Learning Management System with a focus on rigor and consistency. NECB courses are developed in four phases: 1) Pre-Development; 2) Weekly Templates and Content Development; 3) Syllabus Development; and, 4) Final Approval. Materials must be submitted for review and approval as outlined below and in accordance with the Course Development Schedule. Sample documents are attached for reference.

Development Phases

Phase I: Pre-Development

- 3. **Documents and Development:** A Weekly Template, Course Blue Print, Copy of Bloom's Taxonomy, Standard NECB Syllabus Template and Sample Rubrics will be sent to you for your work as the developer of the course.
 - a. Course developer will not use a textbook to develop this course. Expectation for a new course is that no textbook will be required. In the event the course developer wishes to use an e-book, customized book, case study or any other resource that a student is required to purchase, written approval from the Program Chair

or designated college administrator is required prior to commencement of course development. (Note: Two months' notice must be provided because of NECB Bookstore considerations.)

- b. Course description, course learning outcomes and weekly outcomes will be submitted to the Program Chair or designated administrator for review and approval prior to the start of course development and in accordance with the timeline below. Weekly outcomes will be written in accordance with Bloom's taxonomy to match the appropriate learning level of the course. Weekly learning outcomes will map to course learning outcomes.
- c. Course developer may be required to attend one or more meetings via webinar or on campus to discuss, modify, and/or review the course development process.

Phase II: Weekly Templates and Course Development

- a. Course developer will adhere to the Weekly Template design, submitting completed templates to the Program Chair or designated administrator for review and approval in accordance with the timeline below.
- b. Developer will work collaboratively with the eLearning Specialist assigned to the project whose expertise in course development and design will be offered for consistency in course design across the NECB curriculum.
- c. Course developer will use NECB's library for required course reading and resources. It is recommended that optional or ancillary course readings, videos or other resources used in the course also be available through NECB's library. (Various training videos and resource guides are available).
- d. Course developer will choose weekly readings that are scholarly in nature and appropriate for the course and program levels. Weekly readings should include an appropriate blend of primary and secondary sources. Peer reviewed academic journals should be used and from the College's own library whenever possible. Websites should be academic and/or professional in nature in that they contain information that can be verified, validated, and cited. Wikipedia or similar "pop-culture" type websites should not be used. Attention needs to be paid to the amount of pages per week for reading assignments: Suggested not to exceed 50 pages/week for the undergraduate program and 70 pages/week for the graduate program.
- e. Course developer will include a detailed rubric for each assignment, except in cases where a standardized rubric is used, e.g. Discussion Boards .
- f. Course developer will create a minimum of two audio or video lectures each week. Length of lectures may vary. Longer lectures should be segmented into two or three shorter (5-7 minute) lectures. Supplemental videos such as those found on YouTube or other sites are not considered lectures and must be ancillary to the developer's lecture.
- g. Course developer will comply with the American with Disabilities Act (ADA) and include a written script to accompany all PowerPoint, video and/or audio lectures. (Consider speech translation software such as Dragon NaturallySpeaking.)
- h. Developer will include no more than one discussion question per week in undergraduate courses and no more than two discussion questions per week in graduate level courses. Discussion questions cannot be written as assignments. Responses to question should be limited to a range of between 125-150 words and

foster an environment of idea exchange and active participation. Discussion assessment will be governed by the course Discussion Rubric.

- i. Developer will include a variety of assessments, including progress monitors, quizzes (True/False, Fill-in-the-Blanks or Matching Questions will not be allowed), written assignments, research papers and/or group project(s) following NECB's guidelines, attached. Assessments will be governed by topic specific Rubrics.
- j. Developer will work collaboratively with the eLearning Specialist assigned to the project whose expertise in course development and design will be offered for consistency in course design across the NECB curriculum.

Phase III: Syllabus Development

- Upon approval of the course content by the Program Chair or designated NECB administrator, the course developer will create a syllabus using NECB's standardized syllabus template. This syllabus will be posted on NECB's student portal prior to the start of class for access by students.

Phase IV: Final Course Approval

- Prior to payment of the course development contract, the Program Chair or designated college administrator will review the course to ensure all elements of the contract have been addressed and the course meets NECB standards and requirements.
- 4. **Development Schedule:** The course will be developed between the dates _____ with deliverables due as follows:

Deliverable	Timeframe	Due Date
Course Description and Learning Outcomes	12 weeks prior to start date	April 22
Week 1 Template	11 weeks prior to start date	April 29
Week 2 - 4 Templates (2 weeks to complete)	9 weeks prior to start date	May 9
Week 5 - 8 Templates (2 weeks to complete)	7 weeks prior to start date	May 23
Lectures	6 weeks prior to start date	May 30
Assignment Rubrics	5 weeks prior to start date	June 6
Progress Monitors / Quizzes	4 weeks prior to start date	June 13
Syllabus	3 weeks prior to start date	June 20
Final Course Review	2 weeks prior to start date	June 27

- 5. **Copyrights:** With your acceptance of this agreement you are certifying to New England College of Business and Finance that this course will contain no copyrighted material; approvals for citations and authorship have been obtained (in writing); and that there are no royalty costs or payments associated with copyrighted ancillary materials utilized in the course development process (i.e., articles, readers, etc.). You acknowledge that the College accepts no liability for copyright infringements associated with third-party materials incorporated into this course.

-
- 6. **Intellectual Property Rights:** It is understood and agreed upon that the requested course will be utilized as a distance learning deliverable course and you are being contracted as a “work for hire.” Accordingly, the rights to the completed course and all information therein will be considered property of the College. While you may use the course content and its various elements in support of your teaching, you agree not to use it in any way that conflicts with the College’s best interests and rights of proprietorship – nor to provide any NECB media-based course formats (video, online, CD-ROM, DVD) to external constituencies without prior written approval from the New England College of Business and Finance.

 - 7. **Pre-existing Material:** You may determine to incorporate pre-existing materials into the course’s creation and/or to which you hold the copyright. Under this agreement, you agree to extend the New England College of Business and Finance a non-exclusive license to utilize any materials provided/used within the course module. Please correspond any fees related to the provision of pre-existing material and direct this information with all applicable charges and price allotments to the eLearning Program Manager.

 - 8. **Course Revisions:** The College shall have sole right to determine who is “appropriately qualified” to revise and or edit course content. Any potential revisions to a course must be approved, in writing, by the Program Chair or designated administrator.

 - 9. **Repeat and Derivative Usage:** The course developed under this contract is the property of NECB. The College owns all rights to the individual components and finished offering which extend to its repeat usage via various media: to distribution and use in modified formats; and to abridgement for purposes of creating derivative works.

*Note: Master’s courses require five weekly templates and Undergraduate courses require eight weekly templates.

While it is envisioned that you will serve as the “Faculty of Record” in the development of this course, it is agreed that other qualified faculty members may be appointed by the Vice President for Academic Affairs, Dean of Academic Affairs, Program Chair or designated College administrator to teach and edit this course as deemed necessary. The Vice President for Academic affairs shall have sole authority to determine if such a faculty member is appropriately qualified.

Although this agreement is for NECB online courses, all items that are stipulated in New England College of Business and Finance’s faculty contract and addenda apply to online teaching opportunities and course developments.

Please, date and sign this contract and return it within two weeks. Any changes to this contract must be mutually agreed upon or will supersede this current contractual agreement.

Agreed to and accepted this _____ day of _____, 2011.

Course Developer and/or Faculty Signature

Dr. Christian F. Brocato, Dean of Academic Affairs

New England College of Business & Finance
10 High Street, Suite 204
Boston, MA 02110 Phone: 617.951.2350, Ext. 6907 FAX 617.951.2533

cc: Bill McDonald, Controller
Dr. Carol Anderson, Vice President of Academic Affairs

10 High Street, Suite 204, Boston, MA 02110
617-951-2350 www.necb.edu

Updated: July, 2011

NETIQUETTE POLICY (ONLINE ETIQUETTE)*

A common concern often expressed about the online learning environment is interpreting the intended tone of voice between correspondents. Certain limitations exist in all communication media. While online communication does lack the expression and emotion present in face-to-face communication, it also provides you with the luxury of time to collect and compose your thoughts prior to communicating information.

An online learning environment needs structure for effective communication to occur. Below is a list of guidelines for effective online communication:

1. Consider your language. Written text can very easily be misinterpreted by others in the online environment. Students are expected to be respectful of the teaching and learning environment and not post any comment or statement that uses language that is potentially inappropriate or that can be misinterpreted. A student who posts a text in the NECB EPIC Platform whether in a Discussion, a Q & A or an e-mail that has been deemed inappropriate by the instructor or the College will be asked to remove the text or it will be removed by the College.
2. Stay engaged and on task with relevant messages. Your insights and experiences are welcomed and encouraged. Remember that you want to stay focused on relevant topics of discussion to enhance your learning experience.
3. Reference your messages. When appropriate, you need to reference your course material or other sources to support your assertions or comments. Facts and statistics communicated in your message require a supporting reference.
4. Communicate using a respectful professional tone. Your colleagues bring different experiences and belief systems to the classroom, and each of your opinions is equally valid. At times, you may disagree with a colleague, but do so in a respectful, professional manner. You are not competing with your colleagues; you are participating in a collaborative learning environment. Using sarcasm to belittle a colleague's ideas, or ranting against a colleague in a post, is not the way to encourage diverse opinions. And as always, derogatory comments regarding race, gender, religion, age, or sexual orientation will not be tolerated.
5. Uphold the standards of academic integrity set forth by the College. Work submitted in the discussions and your assignments should be your own. Materials utilized from an outside source must be properly cited in APA Style and formatting.
6. Submit substantive responses to the Discussion. To receive credit in the Discussion, you must do more than agree or disagree with your colleagues. The Discussion Rubric governs all aspects of Discussion original responses and subsequent posts.
7. Do not type in all caps. Typing in all caps in the online environment is considered SHOUTING and should be rarely used and then only for strong emphasis. If you wish to place emphasis on an important passage, try using bold text instead of all caps, underlining, italics or single quotation marks.

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8. Recognize that you are participating in an online dialogue. You still want to ensure correct spelling and grammar in all forms of your writing (discussions, e-mails, assignments, etc.).
 9. Use written communication to your advantage. Prior to sending a message, check it a final time to ensure that you are not only stating what you wish to state in a concise manner, but that you are doing it in the tone you wish to convey. Think of how your words will be received.
 10. Multiple infractions of this Policy could result in disciplinary actions up to and including dismissal from NECB.

Just as you strive to improve your face-to-face communication skills, you must also develop these skills in online situations. Since you do not have the ability to interpret body language, tone of voice, and other visual or auditory cues during interactions, you must use your written communication skills to increase understanding and reduce confusion about your tone. For example, sending a message stating, "Write me back as soon as possible" communicates an immediate response, while "Please respond at your earliest convenience" communicates convenience on the behalf of the recipient.

Communicating in an online learning environment requires the time and effort of all participants. The success of your experience is dependent on the acquisition and development of effective online communication skills. Your ongoing effort to make online learning a success can create fulfilling experiences for everyone.

If you have a question about this policy or any part of the policy, please, contact your instructor.

*Policy as stipulated in the NECB College Catalog.