      i.   Students without pictures in Campusnet will receive an alert during course registration. Enabling this option on Campusnet is feasible, according to IS&T.

      ii.   When a student's picture is not available in Campusnet, the student has the option to provide a biographical statement and picture, or post a short introductory video (30-60 seconds) as a preliminary assignment.

      iii.   Where applicable (e.g., exams), alternate picture IDs, such as a State-issued driver's license or State ID cards, could be presented to the faculty, in lieu of campus ID card. How would this ID card be presented to the faculty? Through email, course messages?

2.   *A High-stakes test* is defined as any test contributing substantially ($\geq 25\%$) to the final grade. If the class is designed so that high-stakes closed-book testing is required (a course where students cannot display mastery of the course through alternative means), the test must be held on campus. Students who are unable to take such a test on campus will consult with Center for eLearning for off-campus options and reach an agreement with the instructor for alternative testing arrangements prior to the exam. There may be a fee associated with off-campus proctoring, for which the students will be responsible. Student picture IDs must be checked prior to administering high stakes exams such as final tests.

Recommended Practices : In addition to the required procedures outlined above, a set of "recommended practices" is listed below. These are general guidelines and up to the faculty member's discretion to implement based on course requirements, needs, and outcomes. These practices have been grouped into three separate categories for clarity.

1.   Testing:

      i.   Randomize questions in a test/quiz so that each individual student gets the questions in a different order. If possible, randomize the answers in multiple choice exams. This would minimize collaboration of two or three students who might try to take the test together, in a computer lab.

      ii.   Use of timed tests requires students to know the information prior to beginning the exam, and reduces the chance that they will discuss questions with distant or nearby "consultants." This also prevents students from looking up answers in their notes, textbook or on the internet.

      iii.   Use testing software that keeps track of the time a student takes to answer each question. At the end of the exam, instructors should be able to identify the outliers and patterns in the amount of time it takes to answer each question.

      iv.   N

ii. Instructors should establish a culture for academic integrity in online courses just as they would in an onsite course. Faculty can include an academic honesty statement for every assignment and exam. For example, include a "Yes/No" statement in online assessments: "I pledge my honor that I have not violated the Cleveland State University Honor Code during this examination." Alternately, have the students include that statement in their assignments.

3. Writing :
   i. Assignments that build upon each other (e.g., corrections to assignment 1 are included in assignment 2) can help the instructor look for consistency in writing, the student's method of addressing feedback, and consistency in performance.
   ii. All previous drafts of writing assignments should be submitted with the final draft and could include edited comments from the Writing Center for students who have gone there for assistance. The name of the tutor, date, and the time that student met with the Writing Center should be included.
   iii. Faculty can ask students to submit (or at least cite) copies of reference articles or books, annotated bibliographies, or previous drafts of their submission, to encourage authenticity of the written work.
   iv. Plagiarism can be addressed in distance education in ways similar to onsite courses. Faculty could use one of these tools (Turnitin, SafeAssign) for all submitted written work, where the work product lends itself to these tools (e.g. it doesn't work with Excel projects or Microsoft PowerPoint presentations). These two tools are available for free on Blackboard. However, output from these tools should be cautiously used by i6.1 (o05 Tc 0.(o)21.5 (n (i)-ut)26.1 (t)4..4 (ow)13.6 6ens)9 (i)

4. New student orientation programs, the Introduction to eLearning course, admissions documents, and student handbooks

Operational plan for conducting high- stakes testing in e Learning courses

It is difficult to propose a comprehensive plan of operation for all possible scenarios involved in such testing. The Center for eLearning will need to rely on instructors to seek assistance for any special situations. The operational plan outlined below was based on the proposals from the Center for eLearning, and in consultation with the Registrar's office:

1. Faculty offering eLearning courses should explore (if they aren't already doing so) the use of online proctoring tools in courses where high-stakes closed-book testing is required. Some of those tools, already available for free through CSU, were listed in the section above on "recommended practices".
2. Courses that have the face-to-face (f2f) exam requirement should be scheduled as blended courses with notes that indicate the testing dates and requirements for students. The testing dates should be published in the course scheduling/ registration system so that students could see that there are on-campus requirements when registering for the course. Scheduling them as blended courses will also allow the Center for eLearning to proactively identify the courses that will need this requirement, and reach out to instructors to help them coordinate the details.
3. Blended courses that have only f2f testing requirements should first utilize departmental space when possible, since general classroom space is at a premium. Each department would be responsible for providing a room for their own exams instead of relying solely on rooms from the general classroom pool. Such decisions about online courses needing f2f exams should be made well in advance by the instructor to secure classroom20eneral (r   (or)Cd [(c)14. dadv)30. 11 -864 re f*4 0 b

costs. Live online proctoring and live f2f proctoring at a testing center could have costs that typically start at $40 per testing hour, which