

Minutes of
THE FACULTY SENATE
OF
ARKANSAS TECH UNIVERSITY

The Faculty Senate met Tuesday, February 12, 2013, at 3:00 p.m. in Room 325 of the Ross Pendergraft Library and Technology Center. The following members were present:

Dr. Carey Bosold	Dr. Eric Lovely
Dr. Molly Brant	Dr. Kevin Mason
Dr. Ernest Enchelmayer	Dr. Cathi McMahan
Dr. Marcel Finan	Dr. Johnette Moody
Mr. Ken Futterer	Dr. Michael Rogers
Mr. Neal Harrington	Ms. Annette Stuckey
Dr. Sean Huss	Dr. Susan Underwood
Dr. Chris Kellner	Dr. Deborah Wilson
Dr. Robin Lasey	

Dr. Sherman Alexander, Dr. Annette Holeyfield, and Dr. David Ward were absent.
Dr. Christine Austin attended as a visitor.

CALL TO ORDER

President Futterer called the meeting to order and asked for a motion to approve the minutes of the December 4, 2012, meeting.

APPROVAL OF
MINUTES

Motion by Dr. Lasey, seconded by Dr. Moody, to approve the minutes as distributed.
Motion carried.

Dr. Lovely asked the Senate to amend the agenda to include a correction to the November 2012 minutes which had an omission of the Biology curricular items and also to add a discussion on procedures for revising the Faculty Handbook to New Business.

Motion by Dr. Lovely, seconded by Dr. Kellner, to amend the agenda to include a correction of the November 2012 minutes and to add this item to New Business. Motion carried.

NEW BUSINESS:
PRESIDENT'S
APPOINTMENT TO
SENATE

President Futterer announced Dr. Wilson had been appointed by Dr. Brown to replace Dr. Bullock and welcomed her to the Senate.

WIRELESS
INTERNET IN
RESIDENCE HALLS

President Futterer reported he would be discussing the availability of wireless internet in the residence halls, the age requirement to reside on campus, and the policy on obtaining visitor parking permits with Ms. Susie Nicholson, Vice President for Student Services and University Relations, but they had not yet been able to meet.

AGE
REQUIREMENT TO
RESIDE ON
CAMPUS

POLICY ON
OBTAINING
VISITOR PARKING
HANGTAGS

REPORT BY
SUBCOMMITTEE
REVIEWING
ACADEMIC
DISHONESTY

Dr. Rogers reported that he and Dr. Austin had visited Lyon College a few years past and observed a model of faculty, students, and administrators working together campus wide, using a clearinghouse to process honor code violations and to maintain permanent records. Dr. Rogers mentioned Lyon College was the only institution in the state to use this model and the institution took great pride in it.

Dr. Rogers suggested, with increasing occurrences of cheating, the university could develop an Academic Integrity Clearinghouse through which cases of alleged academic dishonesty and misconduct could be addressed. He noted that one central issue would be deciding where this should be housed. He distributed a document which included a flowchart (see Attachment A) demonstrating a proposed method for faculty and students to follow in these instances. Dr. Rogers stated he believed the philosophy should be to educate violators on appropriate academic conduct first, and punish second.

Dr. Kellner asked if students currently have a permanent record. Ms. Chronister responded that the Admissions Office creates an electronic permanent record for each student. Dr. Enchelmayer questioned how a violation would “follow” a student and asked if it would go on their transcript. Dr. Austin stated an “XF” could be assigned to a student failing a course by reason of academic dishonesty or misconduct. Dr. Enchelmayer suggested if students were to receive a mark such as this on their transcript or permanent record, there may be a need for a process to remove the mark through proper academic conduct training. Mr. Harrington questioned if faculty could use an academic honesty contract in each class and suggested that repetition could reinforce the university’s honor code. Dr. Austin added faculty could use standard language in course syllabi and also on exam blue books to promote awareness.

Motion by Dr. Kellner, seconded by Dr. Wilson, to move forward with a code of honor and academic honesty. Motion carried.

Dr. Austin presented President Futterer with a proposed honor code (see Attachment B). President Futterer stated he would present the flowchart and proposed honor code to Dr. Watson and he would also discuss with Legal Counsel any potential liability with assigning a student the grade of “XF”.

PROCEDURES FOR
REVISION OF THE
FACULTY
HANDBOOK

Dr. Lovely stated when the faculty were recently reminded to sign the Faculty Handbook acknowledgment page, he was approached by a faculty member who struggled to identify revisions from the previous year. Dr. Lovely also noted some changes in the handbook had not come through the Senate and were not covered in the press releases from the Board of Trustees meetings. He suggested the administration, as a matter of courtesy and respect, send revisions through the Senate for comment before being presented to the Board. He clarified that he was not asking for the Senate to vote on and approve revisions, but to provide comments to be taken to the Board.

President Futterer commented that a digest of revisions, comparing the previous version to the revised version, would be beneficial. Ms. Chronister stated, currently, faculty are provided with a list of changes and corresponding page numbers, but she would look further into distributing a digest and what that would entail from Academic Affairs. President Futterer asked if a subcommittee should be formed to develop a motion. Dr. Rogers suggested the Senate instead use the already existing subcommittee currently reviewing promotion and tenure issues.

Motion by President Futterer, seconded by Dr. Kellner, to task the subcommittee reviewing promotion and tenure issues with additionally reviewing procedures for revising the Faculty Handbook. Motion carried.

OLD BUSINESS:
REPORT ON
RETIREMENT
FUNDS

President Futterer stated he has submitted a written request for the name of the university's TIAA/CREF representative to Mr. David Moseley, Senior Vice President for Finance and Administration, for the purpose of asking the representative to address the Senate on the faculty's ability to borrow from retirement funds. Dr. Wilson suggested contacting TIAA/CREF directly to request information regarding the university's representative.

Dr. Mason asked if the issue with faculty being unable to borrow retirement funds was a matter of whether or not that faculty member was fully vested. He stated he was aware of faculty who had either obtained a portion of their retirement funds prior to retirement or prior to being of retirement age, and they did so directly from TIAA/CREF without involving the university. Dr. Underwood questioned if these could have been funds from employment at a previous university. Dr. Mason confirmed that was a possibility. Dr. Rogers suggested these faculty members may have been withdrawing rather than borrowing funds, which could also be the explanation.

REPORT ON
FACULTY HIRING
PRACTICES AND
REVIEW OF
INTERNATIONAL
FACULTY STATUS

Dr. Huss distributed the final draft of the faculty survey on hiring practices. He asked the Senate to provide any feedback they may have within a week, and emphasized the importance of the survey being dispersed this semester as this process began the previous year.

Motion by Dr. Bosold, seconded by Dr. Rogers, to submit the final draft of the survey to the faculty without revision. Motion carried.

Dr. Huss stated he would allow the faculty one week to respond to the survey and he anticipated having data to present at the following Senate meeting.

Dr. Lovely informed the Senate that Ms. Jennifer Fleming, Affirmative Action Coordinator, provides training to search committees on conducting proper faculty searches; specifically, how to address international applicants. Dr. Lovely suggested she be invited to speak to the Senate and answer any questions the senators may have on this issue. President Futterer stated he would extend an invitation to Ms. Fleming to address the Senate.

REPORT BY
SUBCOMMITTEE
REVIEWING
PROMOTION AND
TENURE ISSUES

President Futterer asked for a report. Dr. Lasey responded the subcommittee did not yet have anything to report.

REPORT BY
SUBCOMMITTEE
ON FACULTY
SENATE
MEMBERSHIP

Dr. Lovely requested the subcommittee remain in place until the results of the election were received. Dr. Kellner asked if the two issues (addition of tenure as a requirement for membership and removal of the appointed membership) were combined or if they were instead being voted on separately. Dr. Underwood answered that it was a separate ballot item. She questioned if, assuming the membership issues passed, the faculty could be electing senators who would then be ineligible. Dr. Lovely responded that while it was possible, the upcoming members would be "grandfathered in" without the need to qualify under the new criteria.

Dr. Rogers encouraged the senators to discuss these ballot items with their departments prior to the election to ensure the faculty are informed. Dr. Underwood asked the Senate to also encourage their departments to participate in the elections. She reported the current response rate is near 50% participation.

EVALUATION OF
ADMINISTRATORS

President Futterer reported Dr. Watson had visited with Dr. Brown in regard to inviting a consultant to campus for review of the evaluation process. He stated Dr. Brown is at present considering this action for the fall term, and mentioned this process could bring all aspects of the institution under inspection as part of a strategic planning initiative.

OPEN FORUM

Dr. Bosold stated she recently attended an event at UAMS and learned the faculty there had encountered an issue within Blackboard in which students could access and print exams they had taken previously. She discussed this problem with Computer Services and found the course instructor is able to resolve the issue by disabling this ability within Blackboard (see Attachment C). Dr. Bosold recommended this information be presented through a campus announcement as many faculty are likely unaware of this issue entirely.

Dr. Bosold mentioned an issue with the noise level on campus near Dean Hall due to heavy activity and events held during the day at the Hindsman Bell Tower. She stated her students have worn ear plugs during exams and students have noted the noise issue on course evaluations. President Futterer noted this matter will be added to New Business for the following Senate meeting and asked Dr. Bosold to bring supporting documentation to present.

Dr. Lovely questioned the revision of the academic calendar to have final exams scheduled the week prior to the holiday break. Ms. Chronister responded the final exam schedule was a result of classes beginning one week later for enrollment management purposes. She explained that by beginning the semester after other institutions have already began, the university is in a position to enroll those students unable to begin classes at an earlier date.

Dr. Rogers reported he was approached by a faculty member who was struggling to compile a schedule which allowed ten office hours. He stated other universities in the region had reduced the faculty requirement for office hours from ten to five. Dr. Underwood added that with the expansion of online instruction, she has noticed an expectation from online students for the instructor to be available immediately and constantly. President Futterer noted this combined issue will be added to New Business for the following Senate meeting.

Dr. Underwood stated she is unaware of the university procedure in the event of campus violence. She specifically expressed interest in a procedure for reporting students demonstrating unusual behavior and requested the faculty be given training. President Futterer noted in the past, Public Safety has provided a procedure for when the campus alert is activated, but the faculty need to know their course of action within the classroom.

ADJOURNMENT

The meeting adjourned at 4:31 p.m.

Respectfully submitted,



Ken Futterer, M.M., President



Sean Huss, Ph.D., Secretary

Honor Code Statement

In its earliest years, Arkansas Tech University (ATU) recognized the importance of truth and honesty in the pursuit of knowledge. As one of the earliest ATU student governments established, the primary guiding code of DO RIGHT is still applicable today. We continue to believe—as this early student government did—that the intent is to give each member of the ATU community “all the freedom that he/she can use for the good of him/herself, him/her companions, and his/her college.” Community members do not ask for more and should not be given less (adapted from cite). Thus, while respecting and promoting the pursuit of knowledge, we accept that academic integrity at ATU depends on the individual and collective efforts of students, faculty and the administration and staff to DO RIGHT.

In the area of academic integrity, all members of the ATU community are committed to promoting an educational environment free of cheating, plagiarism, and other forms of academic dishonesty. As the ATU mission states, we are a community dedicated to “nurturing scholastic development, integrity and professionalism.” This cannot be achieved without a university-wide emphasis on the highest level of integrity and ethics in academics.

Philosophy

- Education on correct behavior first, punishment second.

STUDENT ACADEMIC CONDUCT POLICIES

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires certain standards of academic integrity and conduct from all students. Arkansas Tech University expects an academic atmosphere to be maintained in all classes. This atmosphere is created by both the professor and the class to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner in class, and refrain from cheating, plagiarism, or other unfair and dishonest practices. Students should also realize that the classroom is under the control of the professor who will give students a statement of his or her classroom policies in a syllabus at the beginning of the semester.

Academic offenses involving dishonesty and misconduct are defined in the Definitions section. These definitions are not all inclusive, and conduct not expressly set forth in the definitions may also be considered academic dishonesty or academic misconduct.

*Amended Board of Trustees 10/18/07

PROCESS

A. Statement of Honor Code

While respecting and promoting the pursuit of knowledge, the community at ATU accept that academic integrity depends on the individual and collective efforts of students, faculty, the administration and staff to DO RIGHT.

A. Definitions

Academic Dishonesty. Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgment of source must be made in this case as well.

Excerpt from the Faculty Handbook, p. 74

B. Reporting Process

Since charges of academic dishonesty may have serious consequences, a professor who suspects a student of any category of academic dishonesty must have facts and/or evidence to support the charge.

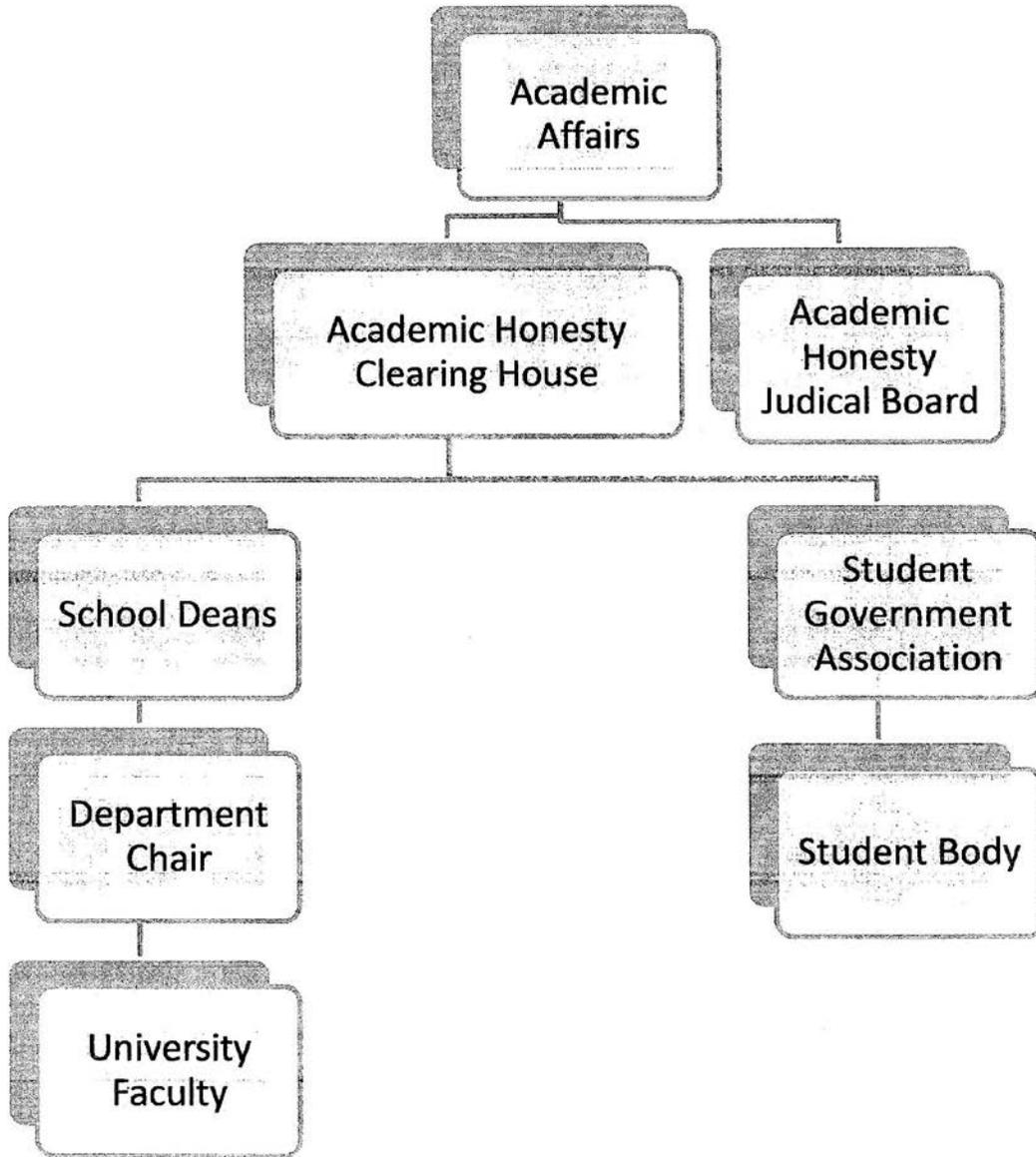
1. The professor will meet with the student and present him or her with a written outline of the alleged academic dishonesty and the evidence supporting the charge. Penalties for various levels of academic dishonesty vary from giving an 'F' on a particular quiz or exam, to giving an 'F' on a term paper or other written work, or giving the student an 'F' or 'W' for the course. The professor may also have different penalties for particular cases of academic dishonesty.
2. The professor will notify the Academic Integrity Clearinghouse (AIC) of the alleged violation, providing evidence and proposed academic penalty.
 - a. First time alleged offense of academic dishonesty

1. Faculty disposition to handle situation internally imposing academic penalty as per his/her syllabus.
 2. Faculty option to turn over case to Academic Affairs.
 - a. Academic Affairs collects evidence from faculty and student, hears the case and determines academic penalties and other actions, if needed.
 - b. Student has right of appeal as per steps 6-9 of faculty handbook, p. 75
 - b. Past offenses of academic dishonesty
 1. Academic Affairs handles the case.
 - a. Academic Affairs collects evidence from faculty and student, hears the case and determines academic penalties and other actions, if needed.
 - b. Student has right of appeal as per steps 6-9 of faculty handbook, p. 75
6. The student should then submit a written appeal to the Chair of the Academic Appeals Committee.
7. If the Academic Appeals Sub-Committee determines that academic dishonesty has occurred, it will confirm the recommendation of the professor concerning the penalty. Such a decision will be given both to the Chair of the Academic Appeals Committee and the dean of the college from which the appeal originated. The student will be notified of the Sub-Committee's decision by the Chair of the Sub-Committee that sat for the appeal. The Chair shall also notify the Vice President for Academic Affairs of the decision. The Vice President will review the case and forward the outcome to the Registrar after the three-day appeal period.
8. The student shall have the right to appeal the decision of the Academic Appeals Sub-Committee by filing a Notice of Appeal with the Office of the Vice President for Academic Affairs within three working days of receiving notification of the sub-committee's decision of the Chair of the Sub-Committee. The decision of the Vice President for Academic Affairs will be final.
9. If the Academic Appeals Sub-Committee determines that academic dishonesty has not occurred or evidence is insufficient, the sub-committee will forward all pertinent information to the Vice President for Academic Affairs. The Vice President will confer with the dean, department head, and professor to facilitate the return of the student to class without penalty. The department head will notify the student of the decision.

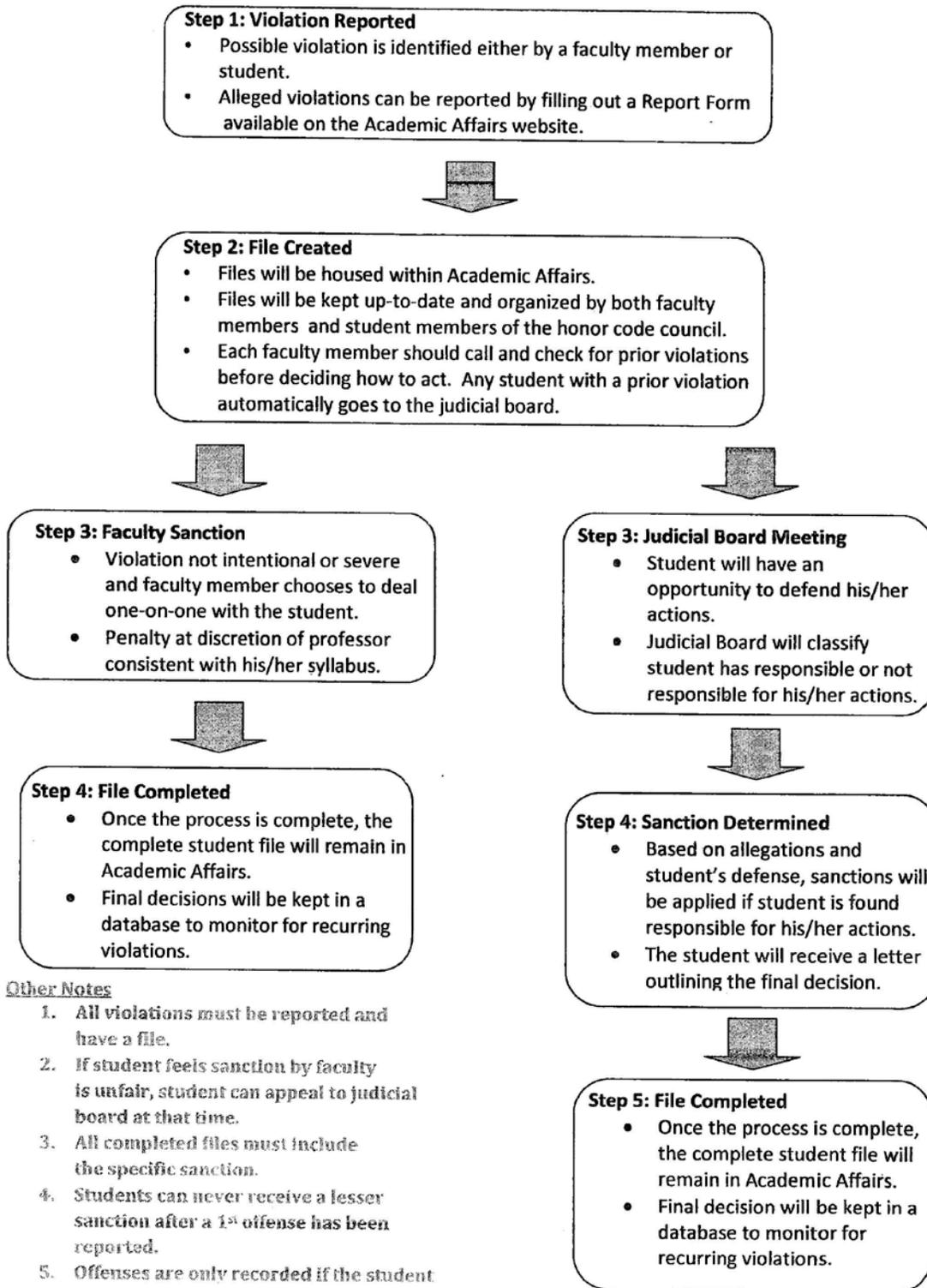
Excerpts from the Faculty Handbook, p. 75

(http://www.atu.edu/academics/docs/Section_IV_2009.pdf)

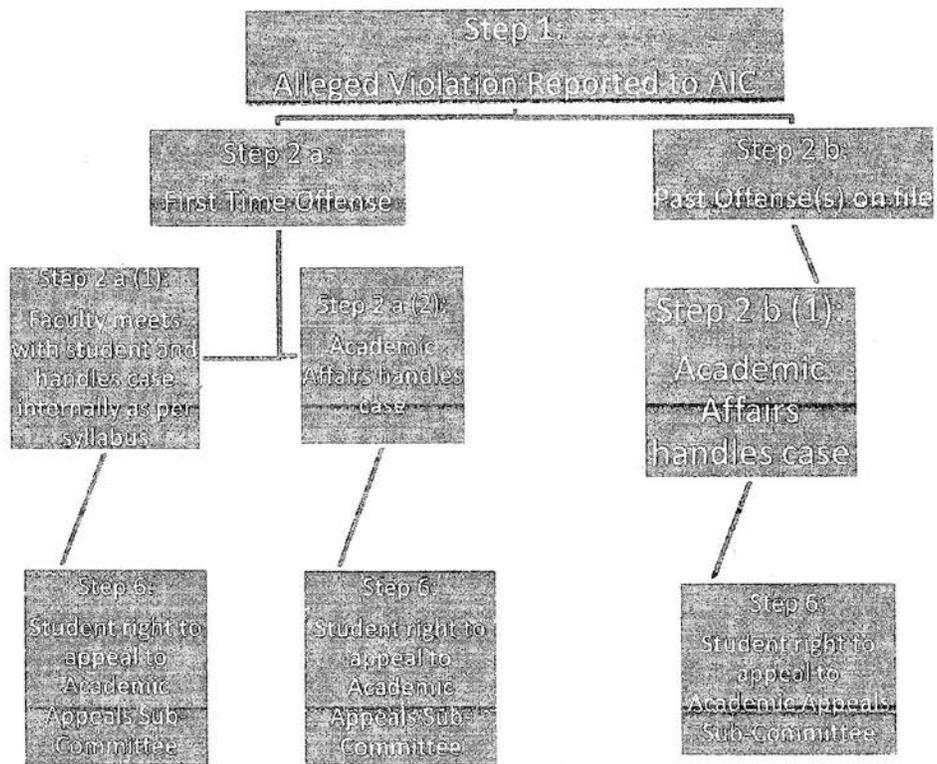
Academic Honesty Organizational Chart



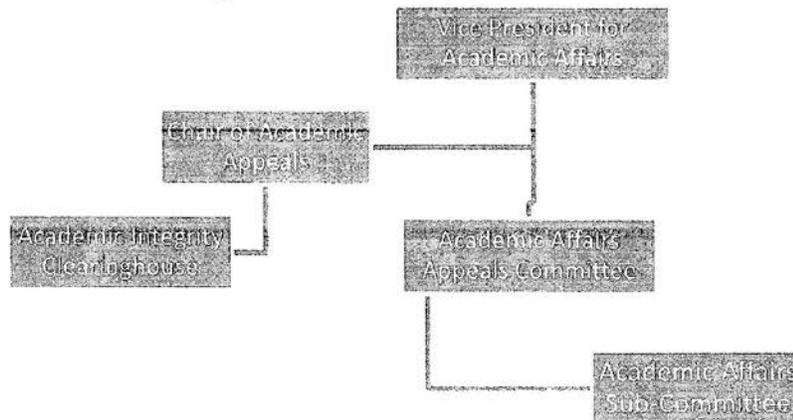
Flow Chart for Alleged Violations of Honor Code



C. Alleged Academic Integrity Violation Flow Chart



D. Academic Affairs Organization Chart



Plagiarism Contract

Plagiarism is a serious violation of the student code of conduct. You will fail this course for plagiarism. You can be expelled from the University for Plagiarism.

Here are two definitions of plagiarism from Arkansas Tech University publications:

From the Student Handbook, P. 12:

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

From the Faculty Handbook, P. 74:

Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

If you turn in a paper that has no in-text citations, you are committing plagiarism by lying because you are representing someone else's work as your own.

If you turn in a paper that has no in-text citations, you are committing plagiarism by stealing because you are taking someone else's ideas and information from them without their permission.

Committing plagiarism has nothing to do with intent, but is based solely on the paper you turn in.

If your term paper is plagiarized, you will fail this course and be referred to the Chair of the Department of History and Political Science for additional administrative punishment.

I have read this information, understand it, and am fully aware of the consequences should I commit plagiarism.

Printed Name:

Date:

Signature:

Attachment B

In order to assure support of the honor system on campus, the proposed honor code must be reviewed and discussed widely throughout the campus community. A final vote of approval must take place by early spring semester 2009 in order to implement an honor system by Fall Semester 2009.

Goal 1: To build consensus around implementing an honor code among key university constituencies.

- Create a working group to begin writing honor code. Involve students, faculty, university counsel, student services, etc.
- Begin discussion and revision of honor code with groups who are a part of consensus-building process (Faculty Senate, Student Government Association, upper administration—V-Ps, President, Board of Trustees, etc.).
- Initiate discussions relating to jurisdiction and adjudication structures.
- Hold informational sessions about the Honor Code process and timelines with various stakeholders: all academic departments, Graduate Studies, Admissions, athletics, Advising Center, CSP1013, Honors programs, International Student Office, Residence, Greek Life, various student services offices, Disability Services, etc.

Goal 2: To complete a draft of the honor code by Fall 2008, and revise for final approval by Spring 2009 which includes input from all parts of the university community.

- Create honor code and complete revisions with input from the groups who are a part of consensus-building process (Faculty Senate ad hoc committee, Student Government committee, and other university governance bodies).

Goal 3: To have the final vote of approval take place by _____.

- Gain final approval of Honor Code by Faculty, Staff, graduate and undergraduate students.
- Gain final approval of Honor Code by the Board of Trustees.

AWARENESS CAMPAIGN

The success of effective implementation of the Honor Code hinges on the entire community's knowledge and support of the honor system.

Goal 1: To create symbols and easy recognition of the honor code

- Design logo to be identified with the Honor Code Student Board and the Honor Code itself. Possibly, there can be one logo for both purposes.
- Design plaques or framed statements of the Honor Code to hang in classrooms and public spaces.

Goal 2: To publicize the Honor Code within the university community and externally.

- Create a fact sheet for use in on-going discussions and briefings about the Honor Code.
- Create a brochure on the Honor Code explaining philosophy, statement, and procedures.
- Conduct informational sessions about the Honor Code for the Admissions, Communications, and Alumni Development staffs to enable them to begin marketing and publicizing the Honor Code.
- Applications for new students should include a letter, informational brochure and statement for students to sign and return upon acceptance to the university.
- Have a symbolic first signing of Honor Code with a student athlete, Honors scholars, greek students, Student Senate, Honor Code student board, etc. Take publicity photos for on campus and off campus publications.
- Create traditions surrounding the honor code.
- Include the press in special events that highlight the Honor Code.

EDUCATION, EVALUATION, AND TRAINING

Academic integrity issues are complex. Training, workshops, and discussions will need to be ongoing to increase the overall campus knowledge about these issues.

Goal 1: Design sessions specifically addressing faculty concerns.

- Deliver a series of faculty workshops created and delivered by faculty on academic integrity topics (e.g. disruptive behavior in the classroom, effective syllabi use in creating academic integrity climate, recognizing cheating patterns, test and assignment design, etc.).
- Invite a nationally known speaker on academic integrity to address the university community. (Sally Cole/Don McCabe-National Center for Academic Integrity-effectiveness of honor systems).

Goal 2: Create a training program for university community members who will serve on the boards adjudicating academic dishonesty violations.

- Institute a training program for the Academic Conduct Review Board and the Appeals Board.

Goal 3: Continue to have opportunities for students to explore academic integrity issues.

- Hold academic integrity discussion in mentor groups and CSP1013 classes.
- Academic Integrity Days

Goal 4: Include the university staff in on-going discussions about the Honor Code.

- Hold Brown Bag lunch topics specifically targeted for staff.

Goal 5: Gather data to learn where the community currently stands on the issues surrounding academic honesty.

- Conduct an academic integrity survey to gain baseline results for comparison with future assessments after implementation of the Honor Code takes place.

HONOR CODE IMPLEMENTATION & INCORPORATION INTO CULTURE

Until this new culture is well-established at ATU (a process which generally takes at least five years or a cycle of an undergraduate class), explicit measures will need to be taken and repeated to demonstrate the University's commitment to this ideal.

Goal 1: Determine central location for housing records and reporting structure.

Goal 2: Create an Honor Code Student/Faculty Board that has primary responsibility for administering the code.

- Establish selection criteria for board members.
- Join Center for Academic Integrity and send representatives to conference.
- Train members on adjudication.
- Set up reporting and administration protocols.

Goal 3: Each current tradition at ATU needs to search for meaningful ways to incorporate Honor. Special new traditions focusing solely on Honor can also be developed to foster the new culture.

- University Convocation
- Orientation
- Greek Week/Convocations

Goal 4: Information about the Honor Code needs to be included in current events and programs at ATU. Sharing the philosophy and values of the Honor Code needs to begin with the first contact and continue through a student's matriculation at the University.

- Hold targeted sessions for students and their families during the following events: orientation, Homecoming, etc.

Goal 5: Establish new programs which will become part of the academic year calendar to keep Academic Integrity issues in the forefront of the campus consciousness.

- The Center for Teaching and Learning will create opportunities for faculty to design an event highlighting Academic Integrity issues.
- Academic Integrity Days will be held each semester prior to mid-terms to highlight issues of academic integrity and targeted specifically to student

needs. These can incorporate mock hearings, forums, movies, role plays, speakers, etc.

PUBLICATION INTEGRATION

A university's publications are essential to imparting the values of the academy. Reference to the Honor Code must be made in every piece of written material advertising or relating to the University.

Goal 1: Create a brochure on the Honor Code explaining philosophy, statement and procedures.

Goal 2: Incorporate the Honor Code into University publications.

- University Bulletin
- Student Handbook
- Admissions materials
- Faculty Handbook
- World Wide Web pages

Attachment C

Carey Bosold

From: Campus Support Center <campussupport@atu.edu>
Sent: Monday, February 11, 2013 5:06 PM
To: Carey Bosold
Subject: Ticket #16084-36680 Solved

**** Please do not change the subject line of this email or reply below this line if you wish to respond. ****



Dear Carey Bosold,

Your issue has been resolved.

This has actually turned out to be a case of user-error and not configuring course settings properly for an intended result.

First let me give a little explanation on a new feature. Course-to-Course navigation (the Home button in the upper left corner) allows anyone to easily switch from course to course, navigating from the same page in one course to the same page in another course. A very useful tool in itself. However, it apparently will allow access to My Grades in another course that was intending for My Grades not to be shown, if not done correctly by disabling the My Grades tool in Customization>>Tool Availability. If it is desired to not allow students to use the My Grades tool in your course, simply hiding the My Grades tool link is not sufficient. You must disable the tool, which essential closes what is being called a side door into My Grades of a course where the tool had been attempted to be hidden. Due to the nature of the Course-to-Course navigation feature, according to Bb, this is working as intended.

Compound this with having tests set so that all feedback options are showing (score, questions with responses and/or correct responses) upon completion or when clicking on the test's grade in My Grades, and this enables a way for students to redistribute completed tests. Not checking the boxes to show any feedback options other than score makes closing the "side door" a moot point.

However, aside from the above way to "close the door", if it is desired to still only hide

the My Grades link, you must also use Show/Hide to Users on the grade center columns to keep a student from seeing the grade or whatever feedback options you have chosen. Again a moot point by just not choosing certain feedback options.

If it is desired to show questions with responses and/or correct responses for review at a later time, then I suggest pre-tests using random blocks from a pool with different questions types between the pre-test and the real test. This does however require question pools to do.

Please let me know if you have any further questions.

Alex Manly
CMS Coordinator

Ticket Information:

Ticket #: 16084-36680

Summary: Blackboard Vulnerbility

Date Created: 2/11/2013 10:31 AM CDT

Assigned to: Alex Manly

To update or check the status of this Ticket:

1. Go to: <https://support.atu.edu/link/portal/16084/16101/Ticket/36680>
2. Log in, and you will be automatically taken to the Ticket page.

If you have any questions or still have an issue, you can submit a ticket via our support portal located at <http://support.atu.edu>, or email us at campussupport@atu.edu.

Jana Crouch

From: Carey Bosold
Sent: February 12, 2013 4:33 PM
To: Jana Crouch
Subject: Fwd: Ticket #16084-36680 Solved

Sent from my iPhone

Begin forwarded message:

From: Campus Support Center <campussupport@atu.edu>
Date: February 12, 2013, 11:52:23 AM CST
To: "cbosold@atu.edu" <cbosold@atu.edu>
Subject: Ticket #16084-36680 Solved
Reply-To: <campussupport@atu.edu>

**** Please do not change the subject line of this email or reply below this line if you wish to respond. ****



Dear Carey Bosold,

Your issue has been resolved.

My previous solution is meant as an individual answer to you as the person that notified Campus Support of a problem. What you do with the information is up to you. With that said, as I disagree with Blackboard's "working as designed" answer I am working with them on the technical aspect of this seemingly side door in an effort for them to fix it. As far as the best practices of test giving, since that falls under an instructional umbrella rather than technical, that is not my decision to make and I am notifying the proper people that would be the decision makers in an announcement like this.

Again thank you for contacting us about this.

Alex Manly
CMS Coordinator

Ticket Information: