



University of San Jose

Student Brochures

2024-2025

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Mission Statement

The primary mission of University of San Jose (**USJ**) is to provide excellent educational programs in the graduate levels to equip and prepare students with the right set of knowledge and skills for careers in the high-tech industry and competitive global business arena.

This mission is accomplished by leveraging Silicon Valley's expertise in technology and business sectors to:

- Provide students with a learning environment that utilizes the latest available technology in use in the work place;
- Prepare students with the practical skills necessary for performing at the highest levels in their chosen professions;
- Develop the capacity for independent and critical thinking; promote entrepreneurship by encouraging new ideas for business initiatives and product development.

ACADEMIC DISHONESTY

Given the lack of face-to-face contact in the distance learning environment, instructors invest a great deal of trust in distance learning students. High expectations are held for the level of maturity and integrity in the distance student.

The following is taken from the USJ Plagiarism Policy:

Whether intentional or unintentional, plagiarism is "the wrongful act of taking the product of another person's mind and presenting it as one's own" (Alexander Lindey, Plagiarism and Originality, 1952).

To view the entire Plagiarism Policy, including definitions of academic dishonesty, refer to your instructor's syllabus.

Interaction with One Another

The most common way to include interaction in an online course is through the use of online discussions. There are two types of online discussions:

- a. Synchronous – discussion occurs when everyone participates at the same time.
- b. Asynchronous – participants need not be present at the same time. The discussion occurs in a series of posts that can be read and responded to at any time.

While both formats are appropriate in an online environment, we expect asynchronous discussions to occur most often in our online courses - primarily because of the flexibility it provides for everyone to participate at any time, from any place. Discussion forums within our learning management platform will be used to facilitate asynchronous online discussion.

If discussions are an important part of assessing a student's learning, discussions will represent a significant portion of the overall grade. In this instance, rubrics used for grading online discussions should encourage students to supply high-quality postings on the discussion board given that their postings will directly affect their grade for the course. Instructors will communicate the minimum number of postings required of each student for each discussion and hold students to the criteria listed in the rubric. Due dates for primary and secondary postings on the discussion forum will be staggered so that discussion is deep and meaningful. For example, instructors will require that all initial responses by students be posted by Thursday of each week, while all secondary responses and beyond are posted by Saturday. This technique also helps students manage their workload for the class.

Student to student interactions will be developed in the following ways:

- The first week of an online class will be accompanied by an icebreaker activity that is meant to establish individual presence, open the lines of communication between and amongst students, and allow students an opportunity to practice using tools within the learning management system. It is during this first exercise/icebreaker activity when faculty will help students build a learning community in which they feel accepted and supported.
- A variety of communication options will be offered to students: email, discussion forums, chat, web-conferencing, and telephone are examples.
- Students will be engaged through collaborative learning assignments. In the case of classes with large enrollments, they will be divided into small online groups where they will:
 - Give and receive feedback on individual papers
 - Locate, share, and critique resources and report group findings to the entire class
 - Work through a case study online
 - Debate a topic
 - Discuss ways they would apply theories or concepts to real-world situations
 - Complete a research project and write a paper together
- Creation of a "Help or Assistance" discussion forum and encourage students to post questions or problems for their classmates to answer. This allows students to help one another.
- Creation of a social forum for students to use for discussions not directly related to the assigned course discussion. We will make it a place where casual conversation and sharing can occur.

Opportunities for Feedback

One of the challenges associated with teaching and learning online is that the participants lose the

physical cues that confirm when someone is following the concepts and materials related to the course. To compensate for the lack of physical cues, faculty will intentionally design online courses to include opportunities for giving and receiving feedback.

Instructors' Feedback for Students

Feedback that will be offered through the online courses include:

- Clear direct feedback to each student, periodically using email or in comments attached to digital assignments links on Google Classroom.
- Informing students of the method(s) to be used for providing individualized feedback and stating how often they can expect to hear from instructor.
- Tracking student progress weekly to identify and assist at-risk students promptly.
- Using the grade book in Google Classroom to record student progress. Encourage students to refer to the grade book to track their own progress.
- When possible, returning exams, papers, and assignments within one week of submission.

Instructors will also respond to students' discussion board postings in a timely manner. While not necessary to respond to every single posting, the instructor will acknowledge when students have posted exemplary work, are headed in the wrong direction, or are having an interesting discussion about course content. Acknowledging students' posts will demonstrate teaching presence.

Instructors will also create assignment links in Google Classroom so that students can confirm successful submission of their assignments and easily receive files and comments from the instructor. Assignment links are meant to improve efficiency by reducing email messages from students and provide persistent links to student work and instructor feedback.

When practical, upon submission of assignments via email, the instructor will reply to each student confirming receipt of the assignment. When possible, instructors will also let students know when they can expect to receive a grade on the assignment. This is meant to reduce student anxiety about whether or not their work has been received and creates a realistic timeframe for when students can expect to receive a grade and formal feedback.

Online office hours using web-based conferencing tools such as Zoom, Skype, or a live chat function will be offered.

Instructors will also create open book quizzes or games in Google Classroom to offer students opportunities to review course content and receive immediate feedback.

Instructors will also send / post a weekly summary message to the class to clarify any areas perceived as problematic for students and to acknowledge their work in the course for that week.

Student's Feed for Instructor

With regard to student feedback for instructors, each course will have a forum in Google Classroom where students can post questions for the instructor related to course materials, content, or assignments. These questions should pinpoint problem areas and identify where further explanation may be necessary.

The survey / poll will be used to conduct periodic anonymous surveys of students so that continuous improvements can be made to the course for the coming weeks and future terms of instruction.

TECHNICAL SUPPORT

A Help Desk is available to students enrolled in courses. The service of the Office of Information Technology is available to provide assistance to Internet students who have questions about using Zoom LMS and Google Classroom.

You may contact Technical Support via e-mail at info@usjus.org.

ONLINE LIBRARY

For students attending courses in USJ, access to on-line research and library resources are available for the purpose of student research and assignments.

ProQuest One Business:

ProQuest One Business is a comprehensive business research platform designed to provide a wide range of resources and tools for business professionals, researchers, and students. ProQuest provides the following:

- Academic Journals: Access to thousands of peer-reviewed academic journals covering a wide range of business disciplines, including management, finance, marketing, and economics.
- Industry Reports: Detailed industry reports providing insights into market trends, industry analysis, and competitive intelligence.
- Company Information: Comprehensive company profiles, including financials, SWOT analyses, and news updates.
- Trade Publications: Access to trade publications that offer practical insights and updates on industry practices and developments.

- Market Research Reports: In-depth market research reports that include consumer behavior analysis, market trends, and forecasts.

IEEE eLearning

The IEEE eLearning Library offers high-quality, peer-reviewed online courses on a wide range of topics. IEEE eLearning courses cover various subjects, including:

- Power and Energy
 - Automotive
 - Telecommunications
 - Cyber Security
 - Computer Science
 - Internet of Things (IoT)
 - Artificial Intelligence
 - Cloud and Edge Computing
 - Blockchain
 - Photonics
 - Engineering Leadership Skills and Career Development
- And more

LOGIN TO ONLINE LIBRARY RESOURCES

1. Login On-Campus

USJ Website E-library Login Page:

School Library instruction page: <https://usjus.org/library/>

Proquest One Business E-Library: <https://www.proquest.com?accountid=210227>

IEEE Xplore E-Library: <https://ieeexplore.ieee.org/Xplore/home.jsp>

STUDENT INTEGRITY AND ACADEMIC HONESTY

USJ's Honor Code expects students to pursue their studies with integrity and honesty.

The guidelines for academic honesty in on-campus courses also apply to students in online courses. Plagiarism, disruptive behavior (such as improper discussion posts or poor netiquette) and taking an exam for someone else are all violations of student conduct guidelines.

Unacceptable Academic Dishonesty

- Cheating
 - o Copying, in part or in whole, from someone else's writing, test, exam, project, or paper;
 - o Submitting work presented previously in another course, unless approved by the instructor; o Altering or interfering with grading;

- o During an exam or other class activity, using or consulting any sources, electronic equipment, including cell phones and PDAs, or materials unless approved by the instructor; or
 - o Committing other acts that defraud or misrepresent.
- Plagiarism
 - o Incorporating the ideas, words, phrases, sentences, paragraphs or parts of another person's writings, without giving appropriate credit, and representing the product as your own;
 - o Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own;
 - o Submitting a paper purchased from a research or term paper service, including the internet; or
 - o Undocumented Web source usage.

Detecting Plagiarism

Software and procedures will be in place to assist in detecting plagiarism in order to ensure the originality and consistency of student course work. We use "Anti-Plagiarism" software to detect plagiarism. The Software will check all students' papers for possible sources of plagiarism.

Preventing plagiarism

- Raise students' awareness by designing rules for academic honesty and classroom behavior as part of an initial class activity.
 - Provide external resources on how to avoid plagiarism (for example, Purdue OWL's page on plagiarism).
 - Give students examples and/or provide activities describing how to properly cite sources and how to paraphrase properly.
 - Ask students to provide their source material as part of each formal writing assignment.
 - Create a range of authentic assessments in the course design that measure critical thinking skills and knowledge integration instead of relying solely on objective tests.
 - Use test banks which randomize questions and answers on objective tests.
 - SafeAssign is web-based service which can be used directly with the LMS that identifies plagiarism in student work. The software then completes an Originality Checking process that compares student work against internet and database sources.
- Other Specific Examples of Academic Dishonesty
 - o Purposely allowing another student to copy from your paper during a test;
 - o Giving or selling your homework, term paper or other academic work to another student to plagiarize;
 - o Having another person submit any work in your name;

- o Lying or misrepresenting your work to an instructor or university official to improve your grade;
- o Stealing tests; or
- o Forging signatures on university documents.

In addition to violation of the Honor Code

The following unacceptable conduct may result in consequences:

- The use of threatening, harassing, sexually explicit language, or discriminatory language or conduct that violates state and federal law and UNIVERSITY OF SAN JOSE policy on sexual harassment or discrimination;
- Disruptive behavior online such as use of profanity, or disrespectful language used in course communication tools such as discussion forums, email, blogs, etc.;
- Unauthorized posting or transmitting content that violates state or federal law, UNIVERSITY OF SAN JOSE's Academic Honor Code. This includes University policy on academic dishonesty;
- Violation of the terms of service agreement for course software, including reconfiguring the software, or gaining unauthorized access.

Communicating the Standards of Academic Integrity

The University should continuously communicate the importance of academic integrity to its students and faculty. Examples include:

1. During Orientation sessions, each student receives information about the Code of Academic Integrity.
2. The University provides an informative web page on academic integrity, for public access, that clearly describes the standards of academic integrity, with examples of different violations.
3. Throughout the year, students are periodically sent a notice of the importance of academic integrity.
4. Deans and department chairs are encouraged to discuss the Code of Academic Integrity with faculty, including the need to report violations to the Center for Student Conduct and the fact that instructors are not authorized to apply sanctions for violations of this code.
5. Faculty are encouraged to refer to the Code of Academic Integrity on course syllabi and to discuss the standards of academic integrity and their expectations at the start of the semester in each of their courses. Advisors, student services offices, and other staff should discuss the Code with their advisees. Academic Integrity should become an integral part of university culture.

Procedures

A. Reporting Violations of Academic Integrity

Any student, member of the University staff, or faculty may report any perceived violation of this Code to the Center for Student Conduct. Upon receipt of a report from any source, the Center for Student Conduct will determine whether the report, if true, would constitute a violation of this Code. If so, then the procedures of this Code apply.

B. Reporting Violations that are Technical in Nature

Technical violations are those violations that occur without any perceived intent to achieve an unfair academic advantage. An instructor may not impose any sanction for a suspected violation, whether technical or not. However, an instructor may report a suspected technical violation to the Director of Student Affairs who also serves as the Compliance Designee.

The Coordinator of Academic Integrity will send a follow-up letter to the student, establishing communication and acknowledging the referral of the technical violation. Teaching assistants and proctors must report observed violations, including technical violations, to their faculty supervisors.

C. Reporting Violations that are Deliberate in Nature

All suspected deliberate violations of academic integrity (plagiarism, fabrication, collusion, or cheating) must be reported to the Compliance Designee within two weeks of discovery.

The instructor is also encouraged to provide a copy of the report to each implicated student. The instructor must submit all evidence and relevant information to the Compliance Designee.

In submitting the report, the instructor may recommend a sanction.

Sanctions

The Coordinator of Academic Integrity or designee and/or the Academic Integrity Council will impose sanctions after determining that a Respondent has been found responsible, or taken responsibility for violating this Code. When doing so, they may consider mitigating and aggravating circumstances.

Factors that will be considered include the following:

- Past academic dishonesty history of the Respondent, including the completion of sanctions from past academic integrity cases.
- Nature of the offense.
- Whether the Respondent promptly took responsibility for one's actions.
- Present demeanor of the Respondent.

- Any lack of honesty or cooperation by the Respondent during an investigation or student conduct proceeding.

The Academic Integrity Council has discretion to assign sanctions less than where they believe circumstances warrant a different sanction.

Sanctions which may be imposed include but are not limited to the following:

A Zero on the Indicated Coursework: This sanction will be applied by the instructor to the student's overall grade record.

Educational Sanctions: The Coordinator of Academic Integrity or the Academic Integrity Council may require completion of a variety of educational sanctions, which may include:

A reflective essay or a research paper on principles of academic integrity

- A formal apology, in writing or in person
- Academic integrity projects
- Statements of purpose
- Planning or attending educational programs about academic integrity

If the Compliance Designee determines that the violation was serious in nature, the Compliance Designee may recommend a temporary suspension from the University.

Suspension from the University: This sanction separates the student from the University for a specified period of time. This sanction prohibits attendance at any classes and participation in the University Study Abroad program during the suspension period. The student may not register or enroll until the stated period of suspension is completed and any requirements for the period of suspension are fulfilled.

STUDENT GRIEVANCE POLICY & PROCEDURES

The purpose of the student grievance policy and procedure is to provide an equitable and orderly process to resolve grievances. A grievance is a difference or dispute between a student and a university employee regarding the following:

- Grade dispute
- Final grade appeal
- Issue with an instructor or staff member
- Issue with a class
- Issue with a university procedure

Policy

To maintain good relationships, grievances should be initiated and processed as rapidly as possible. Every effort will be made by all parties to expedite the process. Informal resolution of grievances should be pursued whenever possible.

Effect of student failure to appeal within time limit

If a decision at the first step is not appealed to the next step within the specified time limit, the grievance will be considered settled on the basis of the last decision rendered. All written grievances and appeals will include the name of the student making the grievance and a brief statement of the nature of the grievance.

Procedure

The student must bring a grievance within the time frame listed below.

Grievance	Timeline to submit written grievance on Student Grievance Form
Grade Dispute (other than final grade in course)	Within five business days of notification of grade unless otherwise indicated by instructor
Final Grade Appeal	Within one month after the grade is posted
Issue with an instructor or Staff Member	Within one month of the incident (or within one month after the grade is posted for a courses)
Issue with a class	Within one month after the grade is posted
Issue with a University Procedure	Within one month of the incident

Step One

The student contacts the university faculty member or employee with whom the student has a difference or a dispute. Every reasonable effort should be made by all parties to resolve the matter informally at this level, and no written records of the matter will be placed in the student's official file.

Step Two

If the issue cannot be resolved at the first step, a Student Grievance Form must be submitted by the student within the time frame listed in the table above. The steps outlined on the form must be followed.

- **Step A:** The student provides a description of the grievance.
- **Step B:** For academic issues, the student schedules a meeting with the program head for that department. For non-academic issues, the student schedules a meeting with the supervisor of the employee or department with whom he or she has a complaint. Following the meeting, the program head or supervisor will have a chance to respond to the student's complaint. The head of the department or the supervisor will notify the student of the decision.

- **Step C:** If the student is not satisfied, he or she can schedule a meeting with the academic dean for academic issues or with the Dean of Student Services or appropriate Vice President for non-academic issues. The decision of the Vice President is final.
- **Step D:** If the student met with a dean in Step C and is not satisfied with the outcome of the grievance, he or she may appeal to the Vice President of Academic and Student Affairs following Step Three below.

Step Three

If the student is not satisfied with the outcome of the grievance as determined by the Completion of the Student Grievance Form with either an academic dean or the Chief Operating Officer then

1. The student must submit a written request for a hearing with the Vice President of Academic and Student Affairs within five business days of receipt of the decision given in Step C of the grievance process. If, based on the preponderance of evidence, the Vice President decides that the appeal and record of previous actions indicate an appeal is not warranted, the Vice President will notify the student, employee, and the dean within five calendar days after receipt of the appeal.
2. If the Vice President hears the appeal, he or she will set a date for a meeting and notify the student of the time and location in which the meeting will take place, but the meeting will take place no later than ten business days after receipt of the written appeal of the student. The Vice President will notify the student of the decision in writing within five business days after hearing the appeal.
3. A copy of the appeal and the decision of the Vice President will be placed in the student's official file, and a copy will be retained by the Vice President's office. The decision of the Vice President is final.

Step Four

Final Grade Appeal Procedure

The final grade appeal procedure provides an equitable and orderly process to resolve situations in which a student may contest a final grade assigned in a course during the previous academic quarter. Students should be aware that establishing course requirements and assignments, evaluating a student's work, and assigning a grade are the responsibility and the prerogative of the individual instructor. In the event that the final grade received in a course was assigned in a manner inconsistent with the course outline, or was assigned using a method other than that used to compute other students' grades in that course, the matter may be resolved through an informal or a formal procedure.

Timeline

Students are allowed to submit a grade appeal only if they do so within one month after the grade is posted.

Exception

In circumstances in which the student has mitigating documented circumstances, grade changes must be requested within one year of the receipt of the grade in question.

Informal Procedure

The student should attempt to resolve the final grade dispute with the instructor informally. If the situation is resolved informally and the instructor agrees that an error was made, the instructor will submit a Grade Change Form to the appropriate academic dean, who will forward it to the Records Office.

Formal Procedure

If final grade conflicts cannot be resolved informally as described above, students must adhere to the following:

1. It is the responsibility of the student to notify the Academic Dean within five business days of the instructor's decision to deny a grade change through the informal process using the Student Grievance
2. There are two grounds for formal grade appeal:
 - a. The assignment of a grade in a manner other than as described on the course outline or amended by the instructor without appropriate notice;
 - b. The assignment of a grade using a method other than that used for the other students in the class.
3. The Academic Dean will follow the Student Grievance Process using the Student Grievance Form. Course syllabi and evaluation materials will be included in the review of the disputed grade.
4. Following the Student Grievance Procedure, if the student is not satisfied with the Program Head's decision, the student may follow the process outlined on the Student Grievance Form to appeal the decision to the President and the Vice President of Academic & Student Affairs if necessary. The decision of the Vice President of Academic & Student Affairs is final.
5. If at any time it is determined that a grade change is warranted, a grade change form will be submitted to the Records Office.

*If a student has **exhausted all available grievance procedures established by University of San Jose** and did not receive a satisfactory resolution, he/she may contact SCHEV as a last resort in the grievance process: <https://www.bppe.ca.gov/enforcement/complaint>.*

INFORMATION EXCHANGE PRIVACY AND SAFETY POLICY

USJ is committed to protecting student confidentiality and privacy for students enrolled in all courses regardless of the mode of instruction (on-line, hybrid, classroom). All of the University policies regarding student privacy and information security apply to distance education courses. We verify the identities of online students by verifying their students' user IDs and passwords. All staff teaching distance education courses are expected to uphold these policies and follow these procedures, including:

- Teach distance education courses using the University's learning management system, in order to ensure security of student work and grades.
- Use the school's email system for all official, confidential communication such as providing feedback on student work, releasing grade information to students, etc.
- Keep student work, scores or grades confidential. Students in the course should not have access to other students' work or grades.
- Inform students not to share your login information with anyone, give anyone unauthorized access to the Learning Management System.
- Follow the University's guidelines for sharing student educational record information with other faculty, staff, parents or others outside the University.

FERPA

Our school's procedures and the Family Educational Rights and Privacy Act (FERPA) prohibit the unauthorized release of confidential information about individual students. However, directory information is not considered to be confidential and may be published or otherwise released. Directory information includes: name; addresses, including permanent, campus, local (off-campus), email, and campus computer network (IP) address; net ID; associated telephone numbers; date and place of birth; school or university; major and/or minor fields of study; degree sought; expected date of completion of degree requirements and graduation; degrees conferred (including dates of conferral); awards and honors (e.g., dean's list); full- or part-time enrollment status; dates of attendance; previous institutions attended; participation in officially recognized activities and sports; weight and height of members of an athletic team; and photographic or videotaped images of the student. Students may opt to have their directory information withheld. To exercise this option, the appropriate form must be obtained from the Office of the Registrar, completed, and returned to that office.

Rights with Respect to Education Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. Access to Education Records: Students have the right to inspect and review their education records within 45 days of the day the University receives a written request for access. Students should submit their request to the Office of the Registrar and specify the record(s) they wish to inspect. Arrangements will be made for access and the student notified of the time and place where the records may be inspected.

2. Request for Amendment of Education Records: Students have the right to request amendment of their education records if they believe the records are inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.

3. Disclosure of Education Records: Students have the right to consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to students' records and PII without students consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to students' education records and PII without students consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without students' consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Upon request, the University discloses records without consent to officials of another school in which a student seeks or intends to enroll.

Right to File a Complaint: Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-4605

Learning Resources for Students

The following Learn Resources are displayed on USJ's website for student:

Academic Resources

[Khan Academy \(YouTube\)](#): Salman Khan covers a diverse array of subjects from art chemistry, psychology to biology.

[SparkNotes](#): this site offers more than just literature explanations; it gives answers to basically every subject you will ever encounter at school. All the information is organized, succinct, and comprehensible.

[Crash Course](#): It is created by the famous vlog brothers, John and Hank. Their mini lectures on history (U.S., World), literature, and science (biology, ecology, chemistry) are literally crash courses on everything you learn in class, condensed in short 10-minute videos, filled with many colorful animations. It's a great resource to utilize because it makes learning a lot more interesting.

[Open Yale Courses](#): Another awesome site suggested by Elizabeth, Open Yale Courses provide online introductory university courses for a variety of subjects. The website is easy to navigate through and all the lectures for a course are labeled according to topic and posted on YouTube.

[Educreations](#): You can search for a particular concept, and a video will pop up if someone created a video lesson regarding that concept. It's even available on the app store!

[Purdue Owl](#): It provides so many great tips on the different steps when it comes to writing.

[ScienceDaily](#): This is basically the science version of NY Times. It's great for researching different topics and definitely a go to resource for science related research papers or projects.

Chemistry

[chemistNATE](#): chemistNATE explains everything slowly and clearly about Chemistry.

[MIT Fundamentals of Biology](#): MIT provides awesome lectures to introductory biology that all biology students can use.

Resources for Technical Skills

- [Digital Learn.org](#): tutorials between five and seven minutes on: email basics, web search, basics of Windows or Mac operating systems, and navigating a website
- [Teach-ease](#) (University of South Florida) how to use a web browser, and [Internet basics](#)

- [Overview of Google Drive](#): Video tutorials and basic instructions on the features of Google documents, sharing, storing and collaborating.
- [Chat and real-time collaboration](#), Google Drive

Resources for Academic Skills

- [OWL The Purdue Writing Lab](#): Purdue is the mother-of-all sources for writing help of any kind—from grammar help, to developing thesis statements, to report writing, citation help and more. The site features over 200 free resources, all of which are available to anyone.
- [Guide to Grammar and Writing](#) by Capital Community University Foundation. Very good site covering a breadth of topics to support various aspects of writing including essays, outlines and reports. Includes a section on grammar.
- [e-Tutoring.org](#) is a collaborative online tutoring program and platform for writing skills that provides one-on-one, online support to students from numerous subscribing university's within the US.

Resources for Study Skills

- [What Makes a Successful Online Learner?](#) by [iseek education](#) with Minnesota Department of Education and Minnesota Online High School
- [Effective Habits for Effective Study](#), Study Guides and Strategies Website
- [Five-Step Strategy for Student Success with Online Learning](#), Online Learning Insights
- [HowtoStudy.com](#): A clean, clutter-free site dedicated only to study skill development, and though it's geared to university students, any student may benefit from the concise and focused information provided. The site features twelve chapters, ranging from time management, to creating a study plan, note-taking, etc.
- [My Study Life](#), a new [and free] app—an online student planner designed for students to plan and manage their learning time.

Study Tips and Resources

Students can also find the following assisting materials in the USJ web site.

Study tips

- [University Success Skills \(Powerpoint\)](#): University can a tough time for many students. See what we have to say about being successful in university.

- [How To Study.org](#): Provides helpful tips for a variety of subjects.
- [Academic Success Videos](#): Dartmouth University provides an innovative and interactive way to learn new study skills.

Taking notes

[Taking Good Notes / The Cornell Method](#): From Princeton's McGraw Center for Teaching and Learning

Time management

- [Time Management \(PowerPoint\)](#): Struggle with time management? Review our PowerPoint presentation to discover a better way to manage your time.
- [Weekly Academic Schedule Plan](#)
- [Weekly / Monthly appointment book](#): A great example of a planner that will help you schedule assignments, projects, exams, and meetings.
- [Monthly Assignment Planner](#): A downloadable template for Microsoft Word to help you plan your assignments ahead of time.
- [Project Management to avoid procrastination](#): From the University of Pennsylvania.
- [Weekly goals worksheet](#): Set your weekly goals on Sunday night and never miss another assignment.
- [Weekly and hourly planner](#)
- [Weekly Schedule Plan](#): Plan out your week.

Writing

- [The Purdue Online Writing Lab \(OWL\)](#): Provides more than 200 free resources, including APA / MLA formatting guides, avoiding plagiarism, researching, grammar and mechanics, and developing a resume.
- [Materials for Writers](#): Detailed information covering steps in the writing process. From Dartmouth University's Institute for Writing and Rhetoric.
- [How to Write an A+ Paper](#): A free step by step guide from AResearchGuide.com to help you write an A+ research paper.
- [Write Well Mini-Lectures](#): Macalester University has created a series of video lectures that cover each step in the writing process.

SUPPORTING STAFFS

The names and email addresses of responsible staffs

Student Support Team	Name	Email address
Student Adviser/ Chief Academic Officer	Kedi Miao	kedimiao@usjus.org
Career Services	Phoebe Xiao	phoebexiao@usjus.org
Library Service	Daniel Tang	danieltang@usjus.org
Distance Education Coordinator	Richard Shi	richardshi@usjus.org
Technical Support	Amy Zhao	amyzhao@usjus.org
Admission and Supporting Staff	Karen Ren	Karenren@usjus.org

Self-Evaluation: Online Learning Readiness Questionnaire

(The following self-evaluation questionnaire can help students to determine if they are able to take Distance Education.)

Online Learning Readiness Self-Assessment

Instruction: Each question is assigned a point or points based upon your answer. You must answer each statement honestly for accurate results. Add up your points for each category. Using the Scoring and Feedback table below, you can determine your readiness level for participating in an online course.

Indicate your level of agreement with these statements: Strongly Agree (2), Agree (1), or Disagree (0).

Self-directedness

1. I am good at setting goals and deadlines for myself.
2. I finish the projects I start.
3. I do not quit just because things get difficult.
4. I can keep myself on track and on time.

Learning preferences

5. I learn pretty easily.

6. I can learn from things I hear, like lectures or audio recordings or podcasts.
7. I have to read something to learn it best.
8. I have developed a good way to solve problems I run into.
9. I learn best by figuring things out for myself.
10. I like to learn in a group, but I can learn on my own, too.
11. I am willing to email or have discussions with people I might never see.

Study Habits

12. I usually work in a place where I can read and work on assignments without distractions.
13. I can ignore distractions around me when I study.
14. I am willing to spend 10-12 hours each week per course.
15. I keep a record of what my assignments are and when they are due.
16. I plan my work in advance so that I can turn in my assignments on time.
17. People around me will help me study and not try to distract me.
18. I am willing to use email and other online tools to ask my classmates and instructors questions.

Technology Skills

19. I am pretty good at using the computer.
20. I am comfortable surfing the Internet.
21. I am comfortable with things like doing searches, setting bookmarks, and downloading files.
22. I am comfortable with things like installing software and changing configuration settings on my computer.
23. I know someone who can help me if I have computer problems.

Computer equipment capabilities

24. My computer runs reliably on Windows 10 or on Mac OS 10.14 or higher.
25. I have a printer.
26. I am connected to the Internet with a fairly fast, reliable Internet connection.
27. I have virus protection software running on my computer.
28. I have headphones, a microphone, and a webcam to use if a class is partly or entirely by videoconference.
29. My browser will play several common multimedia (video and audio) formats.

Scoring and Feedback

Use below table to assess your online learning readiness. Wherever your readiness level is, you will greatly benefit from our *Online Learning Readiness Course* [OLR101]. Please feel free to contact charliechi@usjus.org if you feel that you need help with online learning.

Self-directedness

0-3	4-6	7-8
From your answers, it looks like your time management skills and study habits (such as keeping yourself on track, meeting	You seem to be fairly well-organized. That's good, but please note that learning from an online	You seem to be well-organized. Good organization and time management skills are

<p>deadlines and working independently) need to be improved. An online class requires more independence in setting and following work goals and deadlines. In an online course you will have to pace yourself and figure out things on your own or with sometimes limited assistance from the instructor.</p>	<p>course usually requires more time and effort, because you will often have to pace yourself and figure out things on your own or with limited support from the instructor.</p>	<p>very important for online learning, as you will have to work independently much of the time. You are prepared to pace yourself. But you may still want to be even more organized and self-directed. Try resources like those found at USJ Center for Teaching & Learning Excellence.</p>
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Learning preferences

0-9	10-12	13-14
<p>To become a successful online learner, you should improve your basic learning skills, such as reading, listening, writing, and problem solving. To do this, you may need to stretch yourself to use different types of media, such as audio, to learn in an online course. You will also need to rely on yourself to solve minor problems or make decisions about your learning. You may need to work in an online group. That requires good communication skills.</p>	<p>You seem to learn fairly easily. But remember that Most online courses consist mainly of written text, but a lot of them now also include audio/video recordings or podcasts. You will also have to communicate in writing with the instructor and your classmates. You may need to improve your basic learning skills, such as reading, listening, writing, and problem solving.</p>	<p>Your learning style seems to fit well with online learning! You can figure out things on your own and communicate with people in writing. You seem to realize that taking an online course is more time consuming and requires more study discipline than a face-to-face class. But you may still want to improve some areas and learn how to be even more effective in your learning. Try resources like those found at USJ Center for Teaching & Learning Excellence.</p>

Study Habits

0-9	10-12	13-14
<p>You will need to carefully choose a study area compatible with your study habits, and plan on spending at least 10-12 hours each week there, for each online course. You need to devise a way to keep track of your</p>	<p>You seem to have fair study habits. You may want to improve your organization skills, such as allocating certain hours to work on each individual task to stay on track, to work on it the first thing each morning, and to keep a written record of your</p>	<p>You seem to have good study habits for online learning. Before starting an online course, you may still want to improve some areas of your study habits. Try resources at USJ Center</p>

<p>assignments and due dates, such as keeping a written record of your tasks and allocating certain hours to work on each task.</p> <p>You will need to be willing to reach out to your instructor, fellow classmates, and USJ DEC when you have questions.</p>	<p>tasks and assignments. These strategies will help you not fall behind in the class.</p> <p>You will need to be willing to reach out to your instructor, fellow classmates, and USJ DEC when you have questions.</p>	<p>for Teaching & Learning Excellence.</p>
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Technology Skills

0-6	7-8	9-10
<p>It seems that you are not very comfortable using the computer for learning. The ability to keep your computer up-to date, search the Internet and download files is very important for successful online learning. To improve your basic computer and Internet skills, you can find resources in USJ Online Learning Readiness Course and also at USJ DEC. You may also consider identifying someone to serve as your technological support person before taking an online course.</p>	<p>You seem to be fairly good at using the computer and the Internet, so you should have no problem interacting with the online course environment. However, you may want to improve your technology skills in some areas, in which case you can get help and resources at USJ DEC. Also, consider getting help from someone who knows computers pretty well when needed.</p>	<p>It looks like you are a very experienced computer user, and shouldn't have any problems accessing or interacting with the online course. If you do run into difficulties, you can visit USJ DEC website for help.</p>

Computer equipment capabilities

0-10	11-12
<p>It seems that your computer may need some upgrades or additional software installed on it to ensure the best possible online learning experience. You should have a modern, up-to-date operating system, an up-to-date browser, a fairly fast connection to the Internet, virus</p>	<p>It seems you have adequate computer capabilities. Make sure to check out USJ Academic Catalog and USJ CLTE website to be informed of and meet the most up-to-date technology requirements for online learning at USJ .</p>

protection, and possibly headphones with a microphone.	
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Our <i>Online Learning Readiness Course</i> [OLR101] will help you to develop and improve time management and self-directing skills. Please feel free to contact oit@usjus.org if you feel that you need help with online learning.

Good luck with your classes and let us know if we can help you in any way!

