

University of Arkansas at Monticello

Faculty Handbook for Distance Education

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University of Arkansas at Monticello

Faculty Handbook for Distance Education

The University of Arkansas at Monticello is committed to quality distance education as a method of improving education opportunities for students. This faculty handbook outlines policies and procedures that enable faculty and students to benefit from the opportunities afforded by distance education as well as provide the resource information faculty need to develop and teach effective interactive online courses.

Class Rosters and Attendance Verification

Each instructor should have a copy of the current enrollment roster prior to the start of each class. A student must be listed on the roster to be able to participate in the class. A student whose name is not on the roster and who attempts to participate in the class should be immediately referred to the Registrar to resolve the problem.

Each instructor should maintain attendance records via participation in online activities and submission of assignments. Criteria for initial attendance may include an orientation quiz, posting a student biography, participating in a first week discussion, or some other assignment that enables the instructor to verify the student's attendance and intention to continue in the course.

Each instructor will be asked to verify enrollment via the Enrollment Verification Form distributed by the Registrar. Any student who has not participated in the class should be noted on the form.

Class Size

Class size for a distance education course is determined through a consultative process that includes the academic dean and faculty member. Class size may be revised on a case-by-case basis following experience with course delivery. Students and faculty alike must be highly motivated and well organized to successfully complete a distance education course.

Compensation

Distance education online instructors will receive incentive pay for the first time a course is developed and taught online. Contact the Office of the Provost for details.

Copyrights

Under Section 107 of the copyright law (www.lcweb.loc.gov/copyright) passed in 1976, educators are given special exemptions from the law under the Fair Use Doctrine (<http://fairuse.stanford.edu>). Educators may use copyrighted works without first obtaining permission of the copyright holder, within limits. There are four criteria for determining whether copyrighted materials have been used legally under this doctrine:

- (1) Purpose and character of the use;
- (2) Nature of the materials used;
- (3) Amount and importance of the part used; and
- (4) Effect on the market of the use.

This site (www.cetus.org/fairindex.html) shows illustrations of the amounts of copyrighted work that may be used under the Fair use Doctrine.

Copyright and Online Instruction

The Technology, Education and Copyright Harmonization Act (TEACH Act) passed in 2002 expands the Fair Use Doctrine to cover distance education. Generally, exemptions given for face-to-face instruction will apply to online instruction. Please visit the American Library Association website for more information www.ala.org/washoff/teach.html.

Copyright Permission

The Fair Use Doctrine currently enables educators to use copyrighted materials without first seeking permission. An educator can also use any materials where copyright permission has been obtained. The following sites offer more information.

The Copyright Clearance Center (www.copyright.com) will obtain permission for educators; a fee is attached to this service.

The Copyright Management Center at Indiana University/Purdue University site has information on how to seek copyright permissions. (www.iupui.edu/~copyinfo/home.html)

The US Copyright Office (www.lcweb.loc.gov/copyright) allows one to search a database for copyright ownership.

Do you need a copyright?

The Library of Congress (www.lcweb.loc.gov/copyright) provides information regarding registering a work for copyright. Posting a copyright notice on a work, whether or not it is registered, may deter academic and intellectual piracy.

Course Management

Each instructor of an online course must maintain adequate electronic records of course materials including but not limited to:

- Maintaining back-ups, threaded discussions, student feedback, performance of students, and profiles of students who withdraw from the course;

- Reporting grades and “last date of attendance” as required;
- Making sure that each student has the opportunity and is encouraged to complete end-of-course evaluations;
- Remembering that a student can take the course from anywhere in the world, note the timeframes for due dates explicitly, i.e. 9 a.m. CDT.

Course Ownership

The University of Arkansas at Monticello follows the University of Arkansas Board of Trustees Policy 210.1 regarding course ownership. The link below provides more details. (<http://www.uamont.edu/Board%20Policies/200.htm>)

Expectations

Blackboard Construction and Maintenance Skills

1. Master the courseware functions (e-mail, bulletin board, chat, drop box, calendar, course content and testing, etc.) and assist students in using these functions correctly, diagnosing, and correcting reported problems as needed.
2. Master courseware functions to manage instructional outcomes (test construction, grading, monitoring student performance, changing student status and access, etc.).

Teacher-Student Interaction

1. Conduct an orientation for students (online) in each course at the beginning of each term to ensure each student understands the requirements of the course and can access the course. Advise students of the time and energy demands of the course as well as establishing clear limits on what the course is and is not.
 1. Provide students access (by e-mail, phone, appointment, fax, etc.) on a regularly scheduled basis.
 2. Publish office hours and response turnaround expectations on the Web in more than one place and consistently keep that time open for students. Provide alternative departmental contact for students who are unable to reach you.
2. Personalize the learning environment so that it feels like a "place" for class. Use an informal but clear writing style that creates complete and encouraging responses. Empathize with students' frustrations with technology and help students adjust. A sense of humor and patience is very helpful. Maintain weekly contact with students to praise and encourage their efforts and progress on a regular basis. Respond to concerns and questions promptly. Follow-up on promises, raise questions, check answers, clarify misunderstandings, and summarize as needed. Respect diverse talents and ways of learning.

3. Create a course structure that encourages students to complete assignments and projects in a timely fashion. Emphasize time on task. Communicate high expectations. Clearly state student outcomes and provide clear road maps of where students are going and what they can expect. Provide easy to find and easy to follow directions and instructions for all aspects of the course (projects, discussion assignments, etc.) and course navigation. Establish clear deadlines for work assignments and projects and consequences if deadlines are not met.
4. Establish guidelines for decorum and interaction among students. Monitor online behavior and address problems that arise immediately.
5. Inform students and adhere to "fair use" copyright laws as well as the University's policies regarding cheating and plagiarism. Enforce these rules and guidelines making sure that each student adheres to the policies.

Quality of Instruction

Ensure that the learning experiences included in the course are appropriate for the outcomes and are challenging to students.

Contribute to the on-going dialogue of faculty engaged in online teaching to improve the quality of instruction and service to students.

Faculty Workload

Any distance education course is a part of a teaching faculty member's standard workload.

Instructional Practices and Policies

Course Syllabus

The course syllabus must be posted on Blackboard no later than the day class is to begin.

An instructor is obligated to develop and to teach each distance education course with the same level of expectation as an on-campus course. Each instructor must prepare a course syllabus using the syllabus template (see Appendix A) based upon student learning outcomes for the course. A syllabus for each course must be submitted to the unit's academic dean in a timely manner so that the dean can submit each syllabus to the Office of the Provost no later than the first day of class each semester. A course outline will not suffice as a syllabus.

Each syllabus should include the following:

- Course objectives or student learning outcomes. The course objectives should be stated clearly and relate to the student learning outcomes for the course. General Education core courses should be identified as such and include appropriate student learning outcomes.
- Course description. (This may be copied from the current University catalog.)
- Prerequisites for the course as listed in the University catalog. No additional prerequisites may be required for the course.
- Course instructor and instructor contact information including e-mail address, telephone number, and fax number.
- Instructors must be available to interact with students: virtual office hours for email, chat and phone communication must be stated in the syllabus including times, availability, and the process students should follow to contact the instructor. A statement indicating that the instructor will respond to student e-mails within 24 to 36 hours on regular business days and within 72 hours on weekends should be noted.
- Textbook to be used including the title, author, publisher, edition, and ISBN number.
- Any supplemental material that the student will need to complete the course.
- Specific course requirements including skills, software, etc.
- A sequenced list of assignments and projects with due dates.
- A “first assignment” to verify course attendance.
- A sequence of course topics.
- Class participation requirements. If a student must participate in asynchronous or synchronous interactions with other students, this should be stated.
- A statement indicating that students should check for announcements and assignments a minimum of every three days.
- Grading procedures and grading scale.
- Course rules including participation, netiquette, etc. (See Appendix B for netiquette suggestions.)
- A statement regarding disability services available, as follows:
It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu

Library Resources

The Fred J. Taylor Library and Technology Center and website provides access to materials your students may need for your course. Hard-copy books, periodicals in print or microfilm, links to all e-journals, e-newspapers, electronic databases, etc. are available.

The library website is available from on- or off-campus at the following link:
<http://www.uamont.edu/library/>

Proctored Testing Information

Proctored final exams can be taken at the Testing Center located in Room 201 of Harris Hall or at an approved testing site. A list of approved testing sites can be found on the UAM Testing Center website ([http:// www.uamont.edu/StudentAffairs/CounselingTesting/home.htm](http://www.uamont.edu/StudentAffairs/CounselingTesting/home.htm)) A student may also find an alternate testing site if he/she lives more than 75 miles from UAM. ***The instructor must approve all remote testing sites prior to testing.*** An alternate testing site must be approved by having the student and proctor complete the Alternate Testing/Proctor Request Form (Appendix D) on or before Friday of the first week of class. The completed form should be emailed to the instructor.

Failure to secure appropriate off-site testing by a student who cannot use UAM's Testing Center or approved testing site will result in the student being dropped from the course unless he/she has communicated with the instructor. Once a student has selected a testing site, the student will not be allowed to change testing sites. The instructor will send testing materials to the indicated testing site.

It is the student's responsibility to check with the alternate testing site for the dates and times of operation if the student is taking the test at a site outside the UAM area or an approved testing site.

Choosing an Alternate Testing Site

Remote site testing must be at a college, university or military Educational Services Office. Test proctors must be authorized by UAM to administer tests or in the case of Educational Services Office; personnel must be assigned or appointed to the Educational Services Office department.

There are three ways that a remote test site can be identified:

- Contact the local college, university or Educational Services Office.
- Check the National College Testing Association Website at <http://testing.byu.edu/NCTA/Consortium>. This is a free referral service to facilitate distance learning testing.

These testing sites have been verified and confirmed as meeting UAM testing standards. Any testing fees charged by non-UAM testing centers are the responsibility of the student. Once a college, university or Educational Services Offices has agreed to proctor the tests, the student will need to work with the Educational Services Office to complete and return the Alternate Testing Site Location Form to the instructor before the first Friday of the class.

Syllabus Changes

Instructors should be aware that a student may plan other activities around the dates indicated in the syllabus; therefore, one week's notice should be given to students prior to any syllabus change.

Technology Requirements

The University of Arkansas at Monticello supports only Blackboard for online course development and delivery. This learning management system creates a course development environment that includes a repository for content files including documents, presentations, multimedia, and synchronous (chat) and asynchronous (threaded discussions); an assessment tool capable of randomly selecting items from a cadre, and a grade book function that can be created to weight components of the course.

It is the faculty member's responsibility to prepare the content in the learning management system prior to the official start date of the course. Each instructor of an online course should have access to the following technology to ensure proper completion of the course.

Computer requirements

- Current Blackboard standard computer requirements are necessary for online instruction.

Software requirements

- Faculty should save files in an open format such as .rtf (Rich Text Format).
- Individual courses may have additional requirements that *must* be listed in the syllabus.

Textbooks and Instructional Materials

Each instructor is responsible for completing the Textbook Order Form as required by the University Bookstore prior to April 1 and November 1 of each year. Each instructor is responsible for maintaining his/her own instructional materials.

Tests and Examinations

Tests and examinations are the responsibility of the instructor unless the academic unit requires a mandated final exam. Each instructor is encouraged to administer a sufficient number of tests and/or evaluated assignments to provide immediate feedback to a student indicating his/her progress in the course. It is important to have enough graded activities prior to the last date to withdraw from a course to permit a student to make a decision about withdrawing from the course with a "W" grade. The instructor should check with his/her supervisor concerning specific departmental test policies.

In order to minimize the possibility of cheating on a student assessment, instructors are encouraged to consider using some of the following evaluation techniques:

- Assign work and tests that are due frequently throughout the semester. Assign work that builds sequentially on prior submitted work such as the revision of drafts.
- Call students at random during the semester to administer an unannounced oral exam.

- Make all tests/quizzes take-home style.
- Debrief/interview a student concerning his/her test or quiz.
- Ask specific questions about student answers.
- Use alternative modes of student assessment such as a portfolio, rubric, self assessment, peer assessment, or contracts.
- Use multiple methods of measuring performance, mastery, and skill.
- Require assignment and test responses that relate the subject matter to the student's life experiences or test questions tied to current news events.
- Deliver test/quizzes "orally" through live chat.
- Meet with the students individually online and test/quiz them on course content.
- Require students to participate in discussion groups.
- Keep a log and review the writing styles of students.
- Use multiple methods of measuring performance, mastery, and skill such as:
 - Group projects
 - Creating a website
 - Developing a database
 - Solving a problem and explaining the process
 - Case studies
 - Research projects
 - Simulations, games and puzzles
 - Portfolios: samples of a variety of materials
 - Tests taken by teams instead of individual students
 - Peer collaboration; peer assessment
 - Have the student provide a presentation as either a website or PowerPoint presentation and post the presentation to the web
- Use appropriate Blackboard Quiz Settings.
- Randomly generate test questions from the Quiz Questions Database.
- Set quizzes to have only one question per screen to make printing of quizzes more difficult.
- Set quizzes to dis-allow return to previous questions.
- Limit accessibility to tests to specific time periods.
- Use timed online testing.
- Avoid posting test scores, answers and/or feedback until after all students in a course have completed the quiz.
- Use password protection for test proctoring arrangements.
- Possibly limit access to a test to a specific computer at a specific Internet address where a proctor can be present.
- Use Blackboard Student Tracking.
- Track the amount of e-mail and/or bulletin board messages generated by a student.
- Track how a student logs on for each test.

University Support for Distance Education

The Office of Academic Computing provides support for distance education faculty and students. This office also provides professional development for online course development and teaching. Contact the Office of Academic Computing for current schedules or more information.

The Office of Academic Computing is located in the Taylor Library and Technology Center, 2nd floor, Room 210, 460-1663.

Appendix A

UNIVERSITY OF ARKANSAS at MONTICELLO (Insert Name of) DEPARTMENT/PROGRAM/SCHOOL COURSE SYLLABUS

Course Title, Description, any Prerequisites:

Credit Hours:

Semester/Year:

Instructor:

Email Address:

Office Hours:

Virtual Hours:

Instructor Phone:

TECHNICAL SUPPORT INFORMATION

Issues with usernames, passwords, or UAM Email:

Contact Office of Academic Computing; phone 870-460-1036.

Open Monday-Friday, 8 a.m.-4:30 p.m.

Issues with Blackboard:

Help Desk at blackboard@uamont.edu or phone 870-460-1286

The Computer Lab is open:

Fall and Spring

Monday – Thursday 8 a.m. – 9 p.m.

Saturday – Sunday Closed

Summer

Monday – Friday 8 a.m. – 12:45 p.m.

Saturday – Sunday Closed

MINIMUM TECHNOLOGY REQUIREMENTS

For minimum technology requirements, please visit:

<http://kb.blackboard.com/pages/viewpage.action?pageId=38830689>

Example:

Access to a working computer with Internet capability.

Operating System: Windows 2000, XP, Vista or Macintosh OS X

Hardware: 256 MB of RAM, 1GB free hard disk space

Microsoft Office 2007 recommended

Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

REQUIRED TEXTBOOKS, WORKBOOKS, SUPPLEMENTARY MATERIALS

Include name of textbook, author, publisher, edition, and ISBN number

NETIQUETTE

General guidelines of acceptable behavior for electronic communication, details consequences for threatening or harassing language.

FEEDBACK SCHEDULE

Information regarding instructor response and availability. *Example:* Most often, a student can expect a response to email within....

METHOD OF DELIVERING ASSIGNMENTS

Example: Please submit work via.... All submissions should be titled with the student's last name accompanied by their first initial and course title (e.g., SmithJ_EDUC2225). Be sure to have anti-virus software installed on your computer and update it regularly.

ATTENDANCE POLICY /PARTICIPATION REQUIREMENTS

Specify any asynchronous or synchronous components.

EMERGENCY OR INTERRUPTION IN COMPUTER SERVICE POLICY

Specify how emergencies or interruption in service will affect assignment deadlines.

Example: Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

HYBRID COURSE INFORMATION

If this course is a blended course in addition to being taught online, add relevant information here including the number and duration of weekly face-to-face meetings, whether these are to be held in a regular classroom or lab, types of activities are to be handled face-to-face vs. online, etc.

DISCUSSION

Include guidelines regarding handling discussion questions and any group activities. Include at least one example of a discussion question either in the Discussion area or in the Calendar of Activities.

ASSESSMENTS

Cover all assessment activities including homework assignments, quizzes, examinations, projects, etc. Specify if quizzes and/or examinations are open or closed book, if the test/examination is timed, proctored, or has other special requirements. If a team project is required, it should be mentioned here with details provided below.

TEAM PROJECT

Provide details of any team project(s). Identify the following:

- How the team is to be selected
- Team member roles
- How the topic is to be selected
- Procedures for gathering data
- The required format and delivery of the project materials

UAM GRADE POLICY

UAM no longer mails grade reports to students. Students may access grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have grades mailed to you, complete the Grade Request Form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

GRADE ASSIGNMENT

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

STUDENTS WITH DISABILITIES

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

STUDENT CONDUCT STATEMENT

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

ACADEMIC DISHONESTY

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;

- d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be at the instructor's discretion up to and including expulsion from the course.

COURSE OUTLINE/CALENDAR

BIBLIOGRAPHY

Appendix B
UNIVERSITY OF ARKANSAS AT MONTICELLO
Netiquette

Source: <http://en.wikipedia.org/wiki/Netiquette>

Network Etiquette (netiquette) is "cyber speak" for etiquette on-line and in e-mail: manners, civility, and shared rules. The rules of netiquette apply to everyone who uses the internet or any kind of network to communicate to any other person in the world. Here are some very simple rules to follow that will help you to converse more smoothly with your fellow computer users.

Treat other people in cyberspace the way you would like to be treated. Remember that without facial expressions some comments may be taken the wrong way.

Review discussion threads before you enter the discussion. Be careful to write only relevant comments.

Maintain threads by using the "Reply" button rather than starting a new topic.

Limit the abbreviations that you use, such as "u" for "you," "k" for "OK", and "ne1" for "anyone". This will ensure that everyone understands your message.

Assume that the other person will not immediately know what you are talking about; give a little background information to help the reader understand your topic or position.

Respect other people's privacy.

Writing something in all CAPS is equivalent to yelling. Try to avoid this.

An emoticon is a text representation of an emotion. For example, :) is equivalent to a smile. Do not overuse emoticons, but they can be useful to avoid having a statement be misinterpreted.

Do not make insulting or inflammatory comments to other members of discussions. Be respectful of other's ideas.

Do not leave the subject field of an e-mail blank. Your e-mail provider may send it to BULK, or JUNK instead of the inbox of the receiver, or your anti-virus software may think that it is a virus of some kind. A subject also allows the receiver to tell what the email is about at a glance.

NEVER give out personal information of any kind via email, chat, or instant message. Phishing refers to the tactic used by criminals in which they will send a legitimate sounding email to your address and ask for information to verify an account. A reputable company, such as a bank, will not ask for usernames, account numbers or passwords through e-mail.

Appendix C

UNIVERSITY OF ARKANSAS at MONTICELLO Course Assessment Template

General Education Assessment/Student Learning Outcomes Assessment

Course:

Instructor:

Academic Year:

Date of Plan:

Student Learning Outcomes	Evaluation Method(s)	Assessment Results	Plan for Improvement
1.	1.	1.	1.

Appendix D
University of Arkansas at Monticello
Alternate Testing/Proctor Request Form

Students who wish to take any test at a site *other than the main campus* of the University of Arkansas at Monticello or approved testing site must complete and submit an **Alternate Testing/Proctor Request Form** to the course instructor for approval. The proctor must be a staff member at the alternate testing center of a college or university. A **proctor cannot be a family member.**

The instructor must approve all proctors and reserves the right to reject requests or proctors for any reason. The instructor is responsible for sending exams to the proctor. The instructor will contact the student if the proctor/testing center is not approved.

The student is responsible for any fees or postage charged by the proctor and/or testing center.

STUDENT AND COURSE INFORMATION – PLEASE PRINT
(Complete one form for each course.)

Student's Full Name:	Student ID:
Address:	Course/Section/Instructor:
Day Phone: ()	Night Phone: ()
Semester: Fall Spring Sum Yr. ____	
E-Mail:	
Reason for Request:	
Signature:	

PROCTOR INFORMATION –PLEASE PRINT (To be completed by proctor.)

Proctor Name:	Title:
Place of Employment:	Department:
Complete Mailing Address:	
Office Phone: ()	Fax Number: ()
E-Mail Address:	

_____ Approved _____ Not Approved

_____ Instructor Signature