




# Faculty Online Teaching Manual

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The University of Alabama at Birmingham (UAB) Office of Learning Technologies has worked collaboratively with units across the University to prepare the Faculty Online Teaching Manual – a support guide to help faculty and credentialed course instructors access University assets. It includes information on resources and recommends best practices, processes, and academic policies for teaching online students.

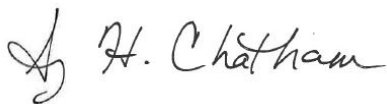
UAB has a rich history of delivering outstanding online courses from engaging expert faculty. As UAB continues to expand student access to the many excellent online courses and programs the University offers, UAB Office of Learning Technology, as part of the broader Center for Teaching and Learning, is available to support all campus faculty in delivering high-quality web-enhanced, blended, and online courses.

If you encounter questions not addressed in this guide, please contact the [Office of Learning Technologies](#). We want you to feel confident that you have the resources and support needed for your online teaching success.

In addition, we strongly encourage you to participate in our faculty development programs and workshops offered by the UAB [Center for Teaching and Learning](#) as you continue to grow as an instructor.

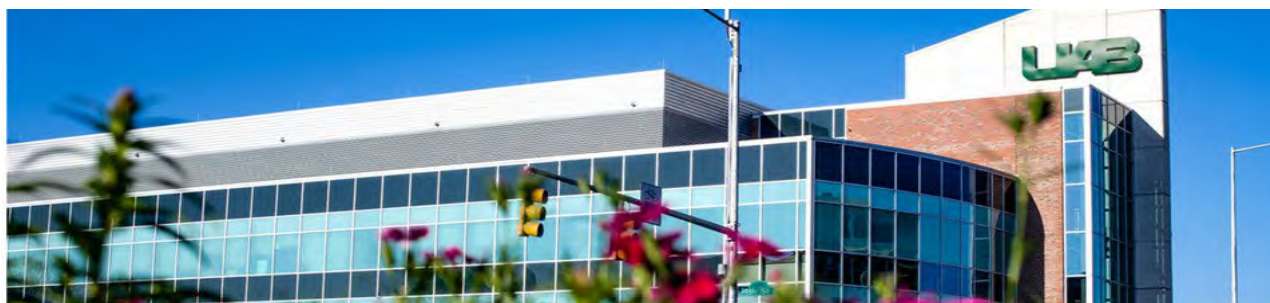
Thank you for your commitment to student success and quality online delivery.

Sincerely,



**Amy Hutson Chatham, PhD, MSPH**  
Executive Director, Center for Teaching and Learning  
Assistant Professor, Environmental Health Sciences  
UAB | The University of Alabama at Birmingham  
Lister Hill Library 454 | Birmingham, AL 35294  
O: 205.996.7080 | [abadham@uab.edu](mailto:abadham@uab.edu)





## Disclaimer

This manual is provided as a guide to assist faculty in teaching online courses. It is not a policy and may be subject to change.

## Policies

### Faculty Conduct

All faculty are expected to practice the values outlined in the [UAB Strategic Plan](#) and ethically conduct teaching and research as described in the [UAB Enterprise Code of Conduct](#), the [Policy Concerning the Responsible Conduct of Research and Other Scholarly Activities](#), and the [Title IX Sex Discrimination, Sexual Harassment, and Sexual Violence Policy](#). See below for required statements on Title IX for course syllabi.

### Family Educational Rights and Privacy Act (FERPA)

In an effort to protect the privacy of UAB students, faculty are expected to comply with the Family Educational Rights and Privacy Act of 1974. This is a federal law regarding the privacy and handling of students' educational records, and it protects specific rights of students. Read more about FERPA, what information can and cannot be disclosed, sample scenarios, and other resources on the [UAB FERPA webpage](#).

### Academic Integrity Code for Students

To promote academic integrity among UAB students, the university requires all students to adhere to the Academic Integrity Code. This policy supports UAB's academic mission and the expectation for UAB students to maintain and promote academic integrity in all academic work. This policy defines academic misconduct and outlines UAB's process for addressing allegations of student academic misconduct.

To educate students on the code, the university requires all students to complete an online Academic Integrity Code course in Canvas. If a student does not fully complete the course and all assignments therein, a hold is placed on the student's account, preventing them from being able to register for classes for the following semester.

If you suspect an instance of academic misconduct, please follow the procedures outlined in the Academic Integrity Code. To read the code and the answers to some common questions, visit the [UAB Academic Integrity Code webpage for Faculty](#).

### Copyright and Fair Use

An overview of copyright and fair use can be found on the [UAB Office of Scholarly Communications](#) website. The information contained in the [Best Practices for Online Course Design](#) has no legal standing, however, it provides a guide for using copyright materials made by others in learning, teaching, and research.



Please direct copyright related questions to [Jeff Graveline](#), Associate Dean for Research and Instruction, UAB Libraries, (205) 934-6364.

## Intellectual Property for Ownership for Online Courses

Faculty teaching online courses retain the right and responsibility to revise course materials to reflect course assessment, changes in pedagogical philosophy, advances in the discipline, and other matters that warrant course revision.

Ownership and use of intellectual property created by UAB employees, including faculty (including Credentialed Course Instructors), are governed by the University's [Patent Policy](#) and [Copyright Policy](#). In most cases, both UAB and an instructor who has designed materials for a course taught at UAB have the right to use the materials. In addition, use of intellectual property may raise issues under the [UAB Enterprise Conflict of Interest and Conflict of Commitment Policy](#), which applies to all faculty and staff. A list of [frequently asked questions](#) has been designed to address some commonly occurring concerns of faculty members as well as other paid teaching instructors.





## Course Format Definition/Instruction Types

The course format letter attributes below are Banner Schedule Codes that describe the instruction type.

<b>A - Lecture</b>	<b>M - Medical School</b>
<b>B - Lab</b>	<b>N - Blended – 50% out of Classroom</b>
<b>C - Lecture/Lab</b>	<b>P - Activity Performance</b>
<b>D - Independent Study</b>	<b>QL - Quantitative Literacy</b>
<b>E - Seminar</b>	<b>S - Education Abroad</b>
<b>F - Clinical</b>	<b>SL - Service Learning</b>
<b>G - Co-Op Work Program</b>	<b>UR - Undergraduate Research</b>
<b>H - Intern/Practicum</b>	<b>X - Cooperative Exchange</b>
<b>J - Studio Course</b>	<b>Z – Conversion</b>
<b>K - Clinic – Optometry Only</b>	







## Online Course Access

### Delivery Platform

UAB's [Digital Mass Communications and Content Policy](#) requires that course content be "administered through a local system of oversight." At UAB, that system is the Canvas Learning Management System. No other electronic system is permitted for this purpose including without limitation social media such as Facebook.

### Course Publishing

Canvas courses must be published by the instructor prior to or on the date classes begin for students to access the course. See how to [publish a course in Canvas](#).

### Teaching Assistant Access to Canvas Course Shell

By default, Teaching Assistants (TAs) have access to course grades. However, some schools/colleges may restrict access. Access to other parts of the course may differ depending on the permissions set by the school/college.

All TA requests are completed by the [school/college Canvas Administrator](#). Note: Canvas Support cannot add individuals to courses. Requests for enrolling undergraduate students as TAs may require approval from a Department Chair or school/college Associate Dean.

## Instructor Support and Services

### UAB Faculty Handbook

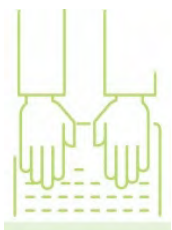
The [UAB Faculty Handbook and Policies](#) contains many of the policies applicable to faculty members at UAB, including the criteria for teaching effectiveness used in decisions in appointments, promotions, and grants of tenure. See section 2.10.

### UAB Red Folder

UAB is dedicated to the safety and well-being of students. The Red Folder is a resource for faculty and staff that provides information on how to promote student health and well-being, respond to students in crisis, and hold students accountable for behavior violations. It also provides resources that faculty and staff can share with students. View the [Red Folder](#).

### Faculty and Staff Toolkit

In support of the Blazer Welcome initiative, we encourage faculty and staff to engage students in and out of the classroom. View and download the [Student Engagement Guide for Faculty and Staff](#) and browse the [Faculty and Staff Toolkit website](#) for suggested ways to engage with students.







## Academic Calendar

View the [UAB Academic Calendar](#) to help plan course schedule and check academic holidays.

## Office of Learning Technologies

The [Office of Learning Technologies \(OLT\)](#) is dedicated to supporting schools/college and their departments and faculty. OLT provides support for using technology-based teaching and learning solutions in classroom, web-enhanced, and online academic and continuing education courses along with support for program development. Services include instructional design, quality assurance, technology solutions, training and support, program planning and management, state authorization, and more.

### Instructional Design

The OLT Instructional Design team provides services to help faculty design quality face-to-face and online courses and programs. Whether developing a new course or program, transitioning courses to another format, improving an existing course, or meeting accessibility and Universal Design for Learning (UDL) standards, the instructional designers have the skills to help. See “Online Course Development” later in this manual for an example of an online course design process that Instructional Designers may use when working with faculty.

The Instructional Designers in OLT also provide training on many learning technologies such as Canvas, Zoom, and Kaltura. Training can be delivered one-on-one or for groups (program, department, school/college). To work with an instructional designer or request training, [submit an Instructional Design Request](#).

### Professional Development

The [Office of Learning Technologies \(OLT\)](#) offers workshops primarily focused on course design, Universal Design for Learning, and Teaching with Technology. Attendance at these workshops can earn you the [Designing Your Course \(DYC\) Certificate](#) or the [Teaching with Technology \(TT\) Certificate](#). OLT also offers an asynchronous course in Canvas which can be completed to earn the DYC Certificate.

Additionally, OLT manages a variety of professional development subscriptions such as [Magna Learning](#).

### Canvas Requests

Instructors can submit requests for course copies, adding users, creation of sandbox courses, etc. on the [Canvas Requests webpage](#).

## State Authorization for Reciprocity with Other States in Distance Education

Alabama is a member of NC-SARA (National Council for State Authorization Reciprocity Agreements), and UAB is an approved SARA institution. The term “state authorization” refers to the authorization that UAB must obtain from states other than its home state of Alabama to operate in those states,

including through distance education. Generally speaking, every state has the right to regulate educational institutions operating the state.

For students, the SARA initiative seeks to provide greater access to academic programs, lead to better resolution of student complaints, increase the quality of distance education, and increase opportunities for student clinicals, practicums, and internships outside of Alabama. See the [UAB State Authorization webpage](#) for more information.

Also provided are Professional Licensure and Certification General Disclosures on whether an educational program would be sufficient to meet the educational licensure requirements in a particular state. See the [Professional Licensure and Certification General Disclosures webpage](#) for more information.

### **Direct Support within the College/Schools**

Canvas and Instructional Design support is also provided within specific schools/colleges. Contact information for schools/colleges that offer this support is available on the [Canvas Sub-Account Admins webpage](#).

### **Center for Teaching and Learning**

The purpose of the UAB Center for Teaching and Learning (CTL) is to provide UAB faculty with professional and teaching support programs and to encourage teaching effectiveness and innovation on campus, no matter what the teaching format may be. The CTL hosts several workshops and also partners with multiple units on campus to host additional workshops. Examples of workshops include Global Awareness, Teaching Effectiveness, and Teaching Foundations. See the full list of workshops under Upcoming CTL-hosted Faculty Events on the [Center for Teaching and Learning website](#).

### **Disability Support Services (DSS)**

The University of Alabama at Birmingham's mission is to enrich the academic experience for each student through education, research, and service. The University believes disability is an essential component of diversity on our campus and values the unique experiences of each student.

DSS provides an accessible university experience through collaboration with UAB partners. These partnerships create a campus where individuals with disabilities have equal access to programs, activities, and opportunities by identifying and removing barriers, providing individualized services, and facilitating accommodations.



DSS serves as the university-appointed office charged with providing institution-wide advisement, consultation, and training on disability-related topics which include legal and regulatory compliance, universal design, and disability scholarship.

See below for the required DSS Accessibility Statement required for all Canvas syllabi. Visit the [DSS website](#) for more information.

### **UAB Libraries**

Canvas courses automatically have a course navigation link called "UAB Libraries" that allow instructors and students to access [UAB Library Guides within Canvas](#).





The UAB Libraries provide access to an array of rich and diverse scholarly resources that inform intellectual, cultural, social, and economic transformation of its community. It also provides the essential expertise to support excellence in education, research, patient care, and community outreach that collectively advance the success and impact of the University of Alabama at Birmingham.

The UAB Libraries' collections include over 1.4 million volumes and more than 40,000 journals and serials, in addition to extensive electronic resources, rare books, microforms, and audio-visual materials. The UAB Libraries host nearly 1 million patrons each year and support students and faculty in advancing their learning, research, and teaching. Visit the [UAB Libraries website](#).

### **Blazer Core Curriculum**

Blazer Core Curriculum is UAB's transformative new general education program, debuting in Fall of 2023. Drawing on a multi-year process of feedback and collaboration with faculty, students, administration, and community members, the new Blazer Core Curriculum has been designed to provide students with inspiring opportunities to understand and respond to the opportunities and challenges of today and the future. Visit the [Blazer Core Curriculum website](#)

### **UAB Information Technology (IT)**

IT support is provided through Central IT or within the school/college. The following is the contact information for IT support for schools/college.

- College of Arts and Sciences: [CAS IT Helpdesk](#)
- Collat School of Business: [Phillip Cotton](#) and [David Childers](#)
- School of Dentistry: [Christopher Walker](#)
- School of Engineering: [eng-opr@uab.edu](mailto:eng-opr@uab.edu)
- School of Medicine: [DOM IT](#)
- School of Optometry: [UAB SO CADRE](#)
- All other schools IT Support: [UAB IT](#)
- All schools [Lecture Capture](#) Support: [UAB AskIT](#)

### **Service Learning and Undergraduate Research**

The UAB Office of Service Learning and Undergraduate Research connects UAB students, faculty, and community nonprofit partners to enrich student academic learning, promote civic engagement, and strengthen and support our local and global communities.

Through promoting service learning and undergraduate research opportunities, the office is a bridge between the instructional and service missions of UAB, enabling students and faculty to apply classroom knowledge and research with community partners to address community issues. Visit the [Service Learning and Undergraduate Research website](#).

### **Human Resources Learning & Development**

The Learning & Development team is dedicated to UAB's mission and employee success through a mindset of "learning is not a once-and-done event," but rather a

journey. The goal is to provide fun, engaging learning options on your journey to success.

Examples of learning opportunities include leadership and management skills, communication, professional effectiveness, and collaboration. [View L&D's workshop offerings.](#)

## Online Course Design

For guidance in writing measurable learning objectives and creating assessments, please view [the archived OLT workshops](#), sign up to [attend the live sessions](#), or complete the asynchronous [Online Design and Teaching Canvas course](#).

Timing	Phase	Explanation
<b>BEFORE COURSE DELIVERY</b>	<b>Analyze</b>	Gather as much information about your students' prior knowledge as it relates to the requirements of the course. Determine your broad goals for the course.
	<b>Design</b>	Decide how the course will be organized (number of modules, etc.). Identify course and module learning objectives: What specific skills and knowledge do you wish students to obtain? Develop ways to assess learning: How will you know if the students have achieved your learning objectives? Determine instructional materials and learning activities.
	<b>Develop</b>	Build modules. Create syllabus and schedule. Develop/build the assessments, learning activities, and instructional materials. <a href="#">See guidance for Canvas course templates and designing modules.</a>
<b>DURING COURSE DELIVERY</b>	<b>Implement</b>	Publish your course (to provide access to students). Deliver your course to students (provide feedback, grade work, facilitate the discussion boards, send announcements, etc.).
<b>AFTER COURSE DELIVERY</b>	<b>Evaluate</b>	Make updates based on student feedback and your own experience in the course. Were the learning activities, assignments and assessment outcomes met at the expected level? Did students learn? What feedback did you receive?

## Course Syllabus

### Syllabus Options

Instructors are encouraged to use [Simple Syllabus](#), a syllabus management tool in Canvas. Some units require use of Simple Syllabus. In Simple Syllabus, university and school/college-specific information is provided and updated by that unit. The instructor only updates the course-specific information.

Alternatively, instructors may create a dynamic syllabus in the native Canvas syllabus page. The term "dynamic" means that the syllabus is more than a static document and interacts with other features of the Canvas learning management system to easily communicate course requirements to students. A dynamic syllabus contains a text (HTML) syllabus, a hyperlink to a printable

syllabus, and assignments with due dates. [See detailed instructions on how to create a dynamic syllabus in Canvas.](#)

### **Syllabus Templates**

If using Simple Syllabus, the updated template is automatically included in the Simple Syllabus for each course in Canvas.

Each semester, an OLT syllabus Word document template is provided with suggested wording and formatting for course requirements and expectations. Download the [UAB Syllabus Template \(doc\)](#) (this will go to the Downloads folder on your computer).

### **Mandated Inclusion of Accessibility, Title IX, and AI Statements**

The following DSS and Title IX statements were endorsed by the UAB Faculty Senate and are required to be included in all course syllabi. The course instructor is responsible for including these statements in their syllabi.

#### **DSS Accessibility Statement**

Accessible Learning: UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services for information on accommodations, registration and procedures. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff. If you are registered with Disability Support Services, please contact me to discuss accommodations that may be necessary in this course. If you have a disability but have not contacted Disability Support Services, please call (205) 934-4205 or visit [the DSS website](#).

#### **Title IX Statement**

The University of Alabama at Birmingham (UAB) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to UAB's AVP & Sr. Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

UAB's AVP & Sr. Title IX Coordinator is Dr. Andrea McDew, AB1030-0110, 1720 2nd Avenue South, Birmingham, AL 35294.

For more information about Title IX please visit the UAB [Title IX webpage](#).

#### **Artificial Intelligence (AI)**

All course syllabi should include a statement regarding if AI use is allowed and if there are specific parameters for usage. To learn about AI and syllabus statements regarding use of AI, see the [UAB Task Force Report on AI \(pdf\)](#) for a starting point. Sample verbiage is provided in the Simple Syllabus template and OLT Syllabus Word document template. Additional resources regarding AI are provided on the [CTL AI Resources for UAB Faculty page](#).

## Canvas Course Shells

Academic for-credit courses, except for those taught in the School of Medicine, have a Canvas course shell.

Teaching faculty are automatically assigned a “sandbox” in Canvas. A sandbox is a course shell that does not have students enrolled and is used to practice and test Canvas features. Additional sandboxes and resource courses may be requested.

Contact your [Canvas administrator](#) for more information.

## OLT Canvas Course Templates

The OLT instructional designers use templates as a base for courses in Canvas to promote consistency in content and navigation among courses. Some units have their own Canvas course templates. Instructors can request to have all or specific components of the OLT course template placed in their Canvas course or import a course template from Canvas Commons on their own. The course template is automatically applied in sandbox courses. A navigation template (shorter menu and the UAB Policies and Resources Module) is applied to academic courses. Follow instructions to [import or request the Learning Technologies Canvas course template](#).

## Course and Module Organization

The best practice is to chunk or break course content into small, logical segments to make it easier to process and remember. Neuroscience and educational research indicate that students need to acquire new content in small, logical pieces. When chunking content into modules, use a consistent format for each module and use consistent terminology throughout the course. Read the two articles below to learn how to chunk course and module content. For further assistance in organizing and formatting modules, see the [Course Design Style Guide for Instructors \(pdf\)](#).

- [Chunking Course Content](#)
- [Chunking Module Content](#)

## Simplify Canvas Course Navigation Menu

Simplifying the course navigation menu can help streamline the Canvas course. Canvas includes a set of course navigation links that are shown by default on the left navigation menu. However, some links may point to areas that the instructor is not using in the course, which can be confusing for students.

It is recommended to keep only course navigation links that are relevant to the course and hide the ones that are not being used. Check the Canvas guide on [how to customize the Canvas course navigation menu](#).

## Lecture Capture

A variety of solutions are available for recording videos for online courses. Please review the [Video Solutions webpage](#) to learn more.

Captions are essential for videos as they enhance accessibility and help reach a wider audience. They enable individuals with hearing impairments to access the content and assist viewers in better understanding the material, particularly in low-volume settings or noisy environments. Additionally, captions engage a broader range of viewers, including those who may not be fluent in the video's language.





We recommend storing your videos in Kaltura because it provides two captioning options: automatic and professional. Automatic is a machine-generated caption that becomes available just minutes after you upload a video. Every video uploaded to Kaltura automatically receives these machine-generated captions. In contrast, professional captions are created by human transcribers, ensuring higher accuracy and quality.

You can request professional captioning through your OLT Instructional designer or the [DSS caption request form](#).

## Online Proctoring Services

UAB offers live proctoring and automated proctoring solutions to help increase academic integrity for online exams. Instructors are encouraged to [review these proctoring options](#) and select the solution that works best for their courses.

## UAB Approved Academic Technologies

UAB is committed to promoting innovative teaching and student engagement while protecting student privacy and maintaining system security. A list of approved learning technologies is available on the [UAB Learning Technologies](#) webpage. To request additional technologies, please review the process and [submit a request](#).

## Ready-made Course Activities

You can import each of these resources into your course from [Canvas Commons](#).

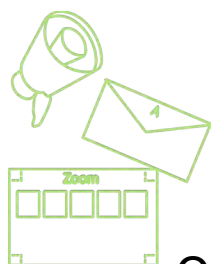
- **ProctorU Student Preparation** – This module includes educational materials, a quiz on ProctorU, and a practice proctored test.
- **Respondus LockDown Browser and Monitor Student Preparation** – This module includes educational materials, a quiz on Respondus LockDown Browser and Monitor, and a practice proctored test.
- **UAB Academic Integrity Code Module** – This module includes the information from the Academic Integrity Code course that students are required to take when they enter the university.
- **Time Management Activity** – This interactive page allows students to see how much time they have available to devote to schoolwork and provides resources for improving their time management skills. This is a page that can be added to a module.
- **Online-Learning Readiness Assessment** – This interactive page allows students to assess their readiness for online courses and read tips on how to prepare for online learning. This is a page that can be added to a module.

Additionally, UAB provides a variety of other [Student Academic and Support Services](#) that you may share with your students.

## Online Course Delivery

### Login Frequency

Engaging students in a course is crucial to their success. Frequent course check-ins help faculty build a presence and create a supportive environment for students. Faculty are encouraged to participate in the course daily. Participation may be achieved through monitoring and actively participating in the discussions, posting announcements, sending alerts and reminders, sending emails, etc. This provides an



opportunity to guide learning, build relationships, identify areas of challenges, offer assistance, and address common issues/questions.

Note: Frequent logins do not require 24/7 availability. Expectations for availability and response time should be clearly stated in the communication section of your course syllabus.

## Communication Tools

Canvas provides several tools for communication which are presented below. Indicate in the syllabus/Canvas the best way for students to contact you. Follow all [FERPA guidelines](#) when using these communication tools.

Tool	Description
<a href="#"><u>Canvas Inbox</u></a> <b>(Email System)</b>	Send reminders or updates to the whole class, groups, or individuals. Send or respond to email. Keep email organized by course. By default, email initiated within the Canvas Inbox is sent to the recipient's UAB email (unless email settings have been customized by the user).
<a href="#"><u>Announcements</u></a>	Announcements are delivered to the student's UAB email (unless email settings have been customized) and can be found in the course. Announcements can be scheduled to appear on a certain date/time. Communicate with students about course activities and post course-related topics. Email the whole class or specific sections (not groups or individuals).
<a href="#"><u>Discussion Boards</u></a>	Instructors can create discussion boards for the entire class or within groups. All students who have access to the discussion board will see instructor's and peers' posts on the board.
<a href="#"><u>Zoom</u></a> <b>(Web-conference)</b>	Host virtual Student hours (office hours), mini-lectures, review sessions, live presentations, etc. Provide access to all students or invite specific students. Guest speakers can also be invited. Virtual sessions can be recorded and posted for students to view later.
<a href="#"><u>Chat</u></a> <b>(Live text chat)</b>	Interact in real time with students. All users in the course can access the chat history. Students cannot delete chat comments.
<a href="#"><u>SpeedGrader</u></a>	The SpeedGrader is a tool used to annotate papers, or provide text, audio, or video feedback for assignments. Students can respond to comments.

## Email Responsiveness

Provide students with clear expectations regarding email response time. Faculty are encouraged to respond to student emails within 24 hours.

Example: Email will be answered within 24 hours (Monday-Friday, 8:00 a.m. - 5:00 p.m., excluding holidays). Emails received between 5:00 p.m. on Friday and midnight Sunday will be answered on the following Monday.

## Online Student Hours (Virtual Office Hours)

Online student hours (virtual office hours) provide students with the flexibility to receive individual help and feedback on assignments virtually. Regular office hours may reduce the number of emails students send to the instructor. It is recommended that faculty hold a minimum of 6-hours of virtual office hours each week. The Zoom feature of Canvas can be used for virtual office hours.

To maximize the benefits of virtual office hours, instructors can employ several practices such as:

- Allow students to make appointments or alternate between morning and evening hours for set office hours.
- Post recorded office hour sessions for future viewing. Ensure that students are aware that the session is being recorded and obtain permission from the students to share. Ensure that recordings do not include sensitive/private information such as grades.

## Online Communication Etiquette/Netiquette

To ensure a safe online environment for students and instructors, students are expected to follow the guidelines listed below. Instructors are encouraged to model the way to communicate by following the same guidelines.

- Respect: Each student's opinion is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way. Do not insult the person or their idea. Do not use negative or inappropriate language.
- Confidentiality: When discussing topics, be sure to be discreet on how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.
- Format: When posting, use proper grammar, spelling, and complete sentences. Avoid using ALL CAPITALS. This signifies that you are yelling. Avoid using shortcuts/text abbreviations such as "cu l8r" for "See you later."
- Relevance: Think before you type. Keep posts relevant to the discussion board topic.

## Online Class Schedules During Holidays and Emergency Closings

Altering the course schedule due to severe weather or other emergencies depends on individual course constraints. Consider the following factors prior to making course schedule adjustments:

- The University is closed.
- A significant number of students are impacted by power outages or dangerous weather events.
- Disruption of the access of the Canvas Learning Management System. If Canvas is unavailable, communicate with your students via BlazerNET.

[UAB Emergency Management](#) will be the official source of UAB information during any actual emergency or severe weather situation.

## Grading and Feedback

Faculty are encouraged to provide a meaningful assessment prior to the "Last Day to Withdraw" to allow students to make informed decisions. Provide students with clear

expectations regarding when grades and feedback for assessments and activities will be available.

Example: Quiz grades will be available upon submission of the quiz. Correct answers will be available after the due date. Grades for written assessments will be available one week after the due date.

### **Grade Publishing**

Grades can be exported directly into the Banner Student Information System (SIS) from the Canvas Gradebook. Grades can also be manually entered into the Banner SIS by the instructor.

The grading window opens one month prior to the grade submission deadline for each term. During that time, instructors will see a Canvas Sync icon on their [faculty BlazerNET profile](#) beside each course (requires login). Clicking this icon will pull the grades from your Canvas Gradebook into Banner for that course, if [the gradebook is formatted properly](#) for this purpose.

Instructors can then make any final adjustments, such as marking Incompletes or Pass/Fail, if necessary. This process can be done as many times as needed, until the grading window ends.

[See detailed instructions on how to export and post grades from Canvas to Banner.](#)

If the grading window has closed and grades need to be entered or changed, the instructor will need to submit the Grade Changes request to the Registrar. The Grade Changes request is located in [BlazerNET](#).

### **Canvas Alerts**

Canvas Alerts can be used by faculty to send automated alerts based on parameters such as academic performance or attendance (logins to Canvas). It can also be used to automate announcements regarding upcoming due dates. Messages can be customized by faculty. Instructors, academic advisors, and administration can view Canvas Alert reports. Visit the [Canvas Alerts webpage](#) for more information.

## **Course and Instructor Recognition**

### **Provost's Transformative Online Course Award (TOCA)**

The Provost's Transformative Online Course Award (TOCA) recognizes online courses developed by UAB faculty members that exemplify best practices and innovation in online education. For more information and to apply, visit the [TOCA Awards webpage](#).

### **Additional Awards for UAB Faculty**

UAB recognizes faculty for excellence in teaching, research, and service. See the [Faculty Awards webpage](#) for more information about the various faculty awards.

### **Online Course Showcase**

The Online Course Showcase page highlights a few of UAB's high-quality online courses. These courses employ many best practices for online course design and Universal Design for Learning principles. This provides current and potential students as well as faculty with an opportunity to see examples of well-designed online courses. Access to these courses is publicly available on the [Online Course Showcase](#) page.



# Learning Technologies Glossary

Below is a list of terminology used in this manual, Canvas, and/or Banner.

- **Banner** – Banner, or BlazerNET as it is called at UAB, is an online portal for students to register for classes, view financial information, and access grades and transcripts. Faculty use Banner/BlazerNET to submit final grades, email their class roster, program Canvas Automated Alerts, etc.
- **Canvas** – Canvas is UAB's approved learning management system.
- **Course shell** – A course shell is the course site within Canvas.
- **Cross-listing** – Cross-listing is combining two or more course shells in Canvas so that students in both courses interact in the same shell.
- **Group** – In Canvas, you can create groups of students so they can work on group projects or have groups discussions. These groups are made within the Canvas course. A Group is not the same as a Section (see Section below).
- **Kaltura** – Kaltura is a media management system used to host video and audio files. Students and faculty can also record media with Kaltura. Kaltura is known as My Media and Media Gallery inside the Canvas environment.
- **Non-Q section** – Courses with a section code that does not begin with a Q are on campus courses. Some on campus courses may be taught in a blended or web-enhanced format.
- **Q section** – Courses with a section code that begins with a Q (BUS 102-QX, SPA 101-QL, etc.) are online courses.
- **Section** – A Section refers to an offering of a course that students register to take. For example, SPA 101-QL and SPA 101-QA are different sections as indicated by the section codes (QL and QA). A student would either register for the QL section or the QA section. The two courses may be cross-listed so all students are in the same Canvas course or kept as two separate courses.

