



FACULTY ONLINE TEACHING MANUAL



eLEARNING AND
PROFESSIONAL STUDIES

The University of Alabama at Birmingham

Last Updated 12/13/2023

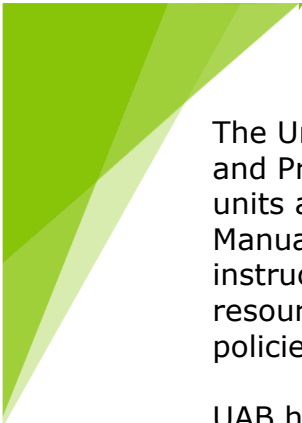
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Letter to the Faculty

A green geometric graphic consisting of several overlapping triangles of varying shades of green, located to the left of the first paragraph.

The University of Alabama at Birmingham (UAB) Division of eLearning and Professional Studies (eLearning) 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 (ccis) 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 eLearning 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 eLearning](#). We want you to feel confident that you have the resources and support needed for your online teaching success.

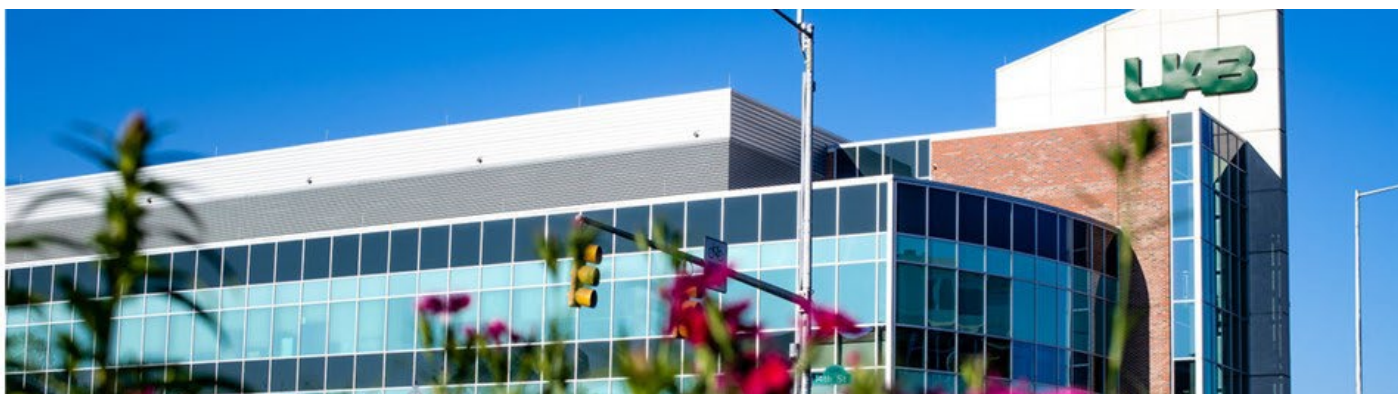
In addition, we strongly encourage you to participate in our faculty development programs offered by the UAB Center for Teaching and Learning and UAB eLearning as you continue to grow as an instructor.

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



Pam Paustian, Ph.D.

Associate Provost of Academic
and Learning Technologies



Disclaimer

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

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](#).



Artificial Intelligence

To learn about artificial intelligence (AI) and syllabus statements regarding use of AI, see the [UAB Task Force Report on AI](#) for a starting point.

Course Format Definition/Instruction Types

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

A - Lecture	M - Medical School
B - Lab	N - Blended – 50% out of Classroom
C - Lecture/Lab	P - Activity Performance
CAP - Capstone	Q - Online – 85% or more online
D - Independent Study	QL - Quantitative Literacy
E - Seminar	S - Education Abroad
F - Clinical	SL - Service Learning
G - Co-Op Work Program	UR - Undergraduate Research
H - Intern/Practicum	X - Cooperative Exchange
J - Studio Course	Z – Conversion
K - Clinic – Optometry Only	

State Authorization



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.

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.

Division of eLearning and Professional Studies

The Division of eLearning and Professional Studies (eLearning) is a full-service support unit dedicated to supporting schools/college and their departments and faculty. eLearning provides support in all aspects of web enhanced, blended, and online academic and continuing education course and program development. Services include instructional design, media production, quality assurance, technology solutions, training and support, viability studies, program planning and management, state authorization, and more.

eLearning Contact Information

[eLearning Website](https://www.uab.edu/elearning) (<https://www.uab.edu/elearning>)

Office Phone Number: (205) 934-7217

Mailing Address:

1720 2nd Avenue South MOPS 200
Birmingham, AL 35294-2184

Physical Location:

2112 11th Ave. South, Suite 200
Birmingham, AL 35205-2844



eLearning Team



eLearning Services

Instructional Design

The eLearning Instructional Design team provides services to help faculty design quality face-to-face, web enhanced, blended, or online courses and programs. Whether developing a new course or program, transitioning courses to another format, improving an existing course, seeking Quality Matters certification (online course design standards; see below), or meeting accessibility and Universal Design for Learning (UDL) standards, the designers have the skills to help. See “Online Course Development Process” below for an overview of the online course design process that eLearning Instructional Designers use when working with faculty.

Media Production

The eLearning Media team provides services that guide faculty through the creative process from concept to project completion. Utilizing their skills and professional experience in educational multimedia content production, the team creates dynamic media that engages learners. The media team offers a variety of services at no cost for academic projects. Services include, but are not limited to graphic design, [animation](#), [lightboard lectures](#), [podium style lectures](#), podcast production, [lab demonstrations](#), and [narrative style simulation videos](#). Tour the eLearning studios today and start planning your next media project.

Training and Support

The eLearning Instructional Technology team provides full training and support services. Services cover Canvas, Zoom, Kaltura, and other academic technologies in all aspects of course and program development. Faculty can request one-on-one or group/departmental training sessions where an Instructional Technologist will provide customized assistance. Training can take place at the individual’s campus location, the eLearning office, or virtually via a web conferencing tool.

Canvas Requests

The eLearning Instructional Technology team is here to help faculty with their Canvas needs. Instructors can submit requests for course copies, adding users, etc.



Quality Matters

Quality Matters (QM) is an internationally recognized organization focused on quality assurance for online and blended education. QM is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. The QM Coordinators in eLearning manage QM informal and official reviews, facilitate professional development opportunities, assist individuals with the peer reviewer certification process, and track institutional progress toward Quality Matters implementation. For more information, please visit the [UAB eLearning QM webpage](#) or contact your QM Coordinators:

Samira Laouzai
mamia38@uab.edu
(205) 975-2961

Randi Kirkland
rlk03@uab.edu
(205) 996-4314

Zhetao Guo
zguo@uab.edu
(205) 996-9244

Professional Studies

The Division of eLearning and Professional Studies offers continuing education (CE) services to assist faculty with the development of opportunities for offering professional development, workforce training, certificate programs, and grant-funded projects. The Professional Studies (PS) team is ready with the infrastructure, platforms, media and instructional design services, and processes needed to assist units and faculty with transforming ideas into CE programs and course offerings.

Research and Market Viability

The Division of eLearning and Professional Studies provides labor market analysis services for demands in the local, regional, and national markets. The viability studies assist academic units by providing valuable data on employment and skill demands to consider when launching a new program or a certificate. In addition, market studies include institutional benchmarks that equip program leadership with concrete insights and recommendations on future directions.

Qualtrics Surveys

The eLearning team assists units across campus in customizing, designing, and administering interactive and engaging Qualtrics surveys. Examples include surveys for evaluation of student posters and presentations, collecting feedback, etc. UAB holds a university-wide license allowing for free use of this powerful tool by faculty, staff, and students. [See the Qualtrics Research Suite webpage.](#)

Virtual Event Support

The Division of eLearning and Professional Studies is well-equipped to support a virtual conference, seminar, poster presentation competition, etc. eLearning has the infrastructure to manage paid or free registrations, assist with online or live interactive presentations and discussions, and coordinate online judging.

Student Online Success Coaching

The Online Success (OS) Team provides outreach to UAB at-risk students enrolled in online courses/programs. The OS Team connects students to services that can strengthen their online learning experience and assist in their progress toward graduation.



Getty Images

The Division of eLearning and Professional Studies maintains an expansive library of high-quality images, illustrations, and video clips that will help faculty and staff create more engaging content in academic and continuing education courses and programs.

Direct Support within the College/Schools

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

Center for Teaching and Learning (CTL)

The purpose of the UAB Center for Teaching and Learning 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. See the courses listed below under “Faculty Training and Professional Development Opportunities – Center for Teaching and Learning.”

Visit the [Center for Teaching and Learning website](https://www.uab.edu/faculty/ctl/) (https://www.uab.edu/faculty/ctl/).

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](https://www.uab.edu/students/disability) (https://www.uab.edu/students/disability).

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. See [How to Access UAB Library Guides in Canvas on the eLearning website](#).

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](https://library.uab.edu/) (<https://library.uab.edu/>).

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](https://www.uab.edu/service-research/) (<https://www.uab.edu/service-research/>).

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](https://www.uab.edu/core-curriculum/) (<https://www.uab.edu/core-curriculum/>).

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
- 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](#)





Faculty Training and Professional Development Opportunities

A variety of training and professional development opportunities are available to UAB faculty through multiple UAB units.

eLearning Workshops and Certificates

UAB eLearning, in collaboration with other units across campus, offers informative series of workshops. The eLearning workshops provide professional development opportunities, primarily focused on online and blended course design and teaching, Universal Design for Learning, and Teaching Tools (Academic Technologies). Attendance of these workshops can earn you eLearning Certificates. The two eLearning certificate tracks are – Online Design and Teaching (ODT) Certificate and Teaching Tools (TT) Certificate.

Additionally, eLearning offers an asynchronous [Online Design and Teaching Canvas course](#). Users who complete all course requirements will earn the eLearning [Online Design and Teaching Certificate](#).

Please select the link above for more details. UAB eLearning also manages a variety of professional development subscriptions such as [Magna Learning](#), [Quality Matters](#), and [Online Learning Consortium](#).

Center for Teaching and Learning (CTL)

The CTL hosts workshops, teaching observations, development of teaching materials, and other approved activities that strengthen and develop teaching skills. Through CTL workshops, individual and group faculty consultations, and school and departmental presentations, the CTL promotes student learning by helping UAB faculty to develop the knowledge and skills to become better teachers. Examples of workshops include Global Awareness, Teaching Effectiveness, and Teaching Foundations.





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.

Course and Instructor Recognition

Quality Matters University-Wide Initiative

In direct alignment with UAB's Forging the Future Strategic Plan and direction regarding education, a Quality Matters (QM) Strategic Investment Fund (SIF) has been approved for three (3) years, and it will run Fall 2022 through Summer 2025.

As a result, a stipend of \$3,000 per course designed and officially QM-certified will be distributed for each instructor.

Instructors who wish to begin the course certification process, should visit the [eLearning Quality Matters website](#). Please email questions to qualitymatters@uab.edu.

Provost's Awards for Transformative Online Courses (TOC)

The Provost's Awards for Transformative Online Courses (TOC) recognize online courses developed by faculty members of the UAB community that exemplify best practices and innovation in online education.

"Transformative" courses are defined as those that enhance the student experience through the use of innovative teaching strategies, fostering an interactive learning community that maximizes student engagement and outcomes.

Instructors wishing to apply should visit [the TOC 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

An Online Course Showcase website has been developed to highlight a few of UAB's high-quality online courses. The courses selected for this showcase employ many Quality Matters standards 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. Additional courses will be added in the future. Access to these courses is publicly available on the [Online Course Showcase website](#).

Online Course Development Process

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.

This section provides an overview of the online course design process that eLearning Instructional Designers use when working with faculty.

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

Timing	Phase	Explanation
BEFORE COURSE DELIVERY	Analyze	Analyze your students and gather as much information about their prior knowledge as it relates to the requirements of the course. Determine your broad goals for the course.
	Design	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.
	Develop	Build modules Create syllabus and schedule Develop/build the assessments, learning activities, and instructional materials. See guidance for using Canvas course templates and designing modules.
DURING COURSE DELIVERY	Implement	Publish your course (to provide access to students) Deliver your course to students (provide feedback, grade assessments, facilitate the discussion boards, send announcements, etc.).
AFTER COURSE DELIVERY	Evaluate	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 Publishing

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



Syllabus

Dynamic Syllabus

UAB requires all Canvas courses to have a “dynamic” syllabus. 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:

- Text (HTML) syllabus,
- Hyperlink to a printable syllabus, and
- Assignments with due dates.

[See detailed instructions on how to create a dynamic syllabus in Canvas.](#)

Syllabus Template

Each semester, a syllabus template is provided as an outline for academic courses. The template includes suggested wording and formatting to provide course requirements and expectations. [View and download the eLearning Syllabus Template.](#)

Mandated Inclusion of Accessibility and Title IX Statements

The inclusion of the Accessibility and Title IX statements is required in all course syllabi. The course instructor is responsible for including these statements in their syllabi. The following statements were endorsed by the UAB Faculty Senate.

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

In accordance with Title IX, the University of Alabama at Birmingham does not discriminate on the basis of gender in any of its programs or services. The University is committed to providing an environment free from discrimination based on gender and expects individuals who live, work, teach, and study within this community to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves. For more information about Title IX, policy, reporting, protections, resources and supports, please visit the [UAB Title IX webpage](#) for UAB’s Title IX Sex Discrimination, Sexual Harassment, and Sexual Violence Policy; UAB’s Equal Opportunity and Discriminatory Harassment Policy; and the Duty to Report and Non-Retaliation Policy.



Instructor Presence in Online Courses

Instructors of online courses have noted that instructor presence contributes to student success ([Richardson et al. 2016](#)). Instructor presence includes a variety of roles that instructors in online courses which include providing structure and content for the course, setting expectations, exhibiting availability to students for additional help, facilitating communication, providing feedback and clarification, and addressing other issues ([Richardson et al. 2015](#)). Below are recommendations for incorporating instructor presence in online courses.

eLearning Canvas Course Templates

The eLearning Instructional Designers use templates as a base for courses in Canvas to promote consistency in content and navigation among courses. Some schools/college or departments may have their own Canvas course templates. Instructors can request to have all or specific components of the eLearning template to be placed into their Canvas course. Follow [instructions to import or request an eLearning 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](#).

- [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 important for instructors to provide an organized and course-specific navigation menu, which can minimize distraction and allow students to easily navigate to course components. 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](#).

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

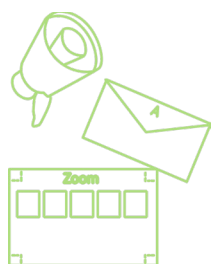
Canvas provides several tools for communication which are presented below. Indicate in the syllabus/Canvas the best way for students to make contact. Follow all FERPA guidelines when using these communication tools.

Tool	Description
Canvas Inbox (Email System)	Send reminders or updates. 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).
Announcements	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.
Discussion Boards	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.
Zoom (Web-conference)	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.
Chat (Live text chat)	Interact in real time with students. All users in the course can access the chat history. Students cannot delete chat comments.
SpeedGrader	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 (Office Hours)

Online student hours (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. To maximize the benefits of online 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.

As noted above, the Zoom feature of Canvas can be used for virtual office hours.

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:

- A significant number of students are impacted by power outages or dangerous weather events.
- The University is closed.
- Disruption of the access of the Canvas Learning Management System. When Canvas is not available, eLearning will alert students and faculty through the [UAB eLearning website](#) and other communication channels.

[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. Within the grade posting window, 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](#).

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 document](#) 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.

Online Proctoring Services

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

Teaching Assistant Access to Canvas Course Shell

By default, Teaching Assistants (TAs) have access to course grades. However, some schools/college may restrict access. Additionally, 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.

Intellectual Property for Ownership for Distance Education

Faculty teaching distance education 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.

Faculty Academic Technologies and Support

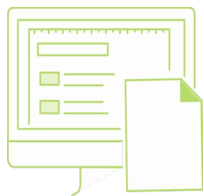
Academic for credit courses, except for those taught in the School of Medicine, have a Canvas course shell. Teaching faculty are automatically assigned a “sandbox” in Canvas. A sandbox is a course shell that does not have students enrolled and is used to practice and test Canvas features. Additional sandboxes and resource courses may be requested. Contact your [Canvas administrator](#) for more information.

Lecture Capture

eLearning Media Studios: The eLearning media studios are available for faculty to record videos for their courses. To learn more and make an appointment, please visit the [eLearning Media Production webpage](#).

Blended/Web Enhanced Courses: Classrooms across UAB are equipped with Classroom technology including cameras, microphones, and recording equipment. Class recordings are available to instructors to publish or embed in Canvas courses for students to view. Details including how to access lecture capture technology are available on the [eLearning Lecture Capture webpage](#).

Online Courses: A variety of solutions are available for recording videos for online courses. Please review the [eLearning Video Solutions webpage](#) to learn more about videos solutions for your online 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 academic technologies is available on the UAB eLearning [Academic Technologies webpage](#).

To request additional technologies, please [review the process and submit a request](#).

Student Resources

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 to devote to schoolwork and provides them with 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.

eLearning Glossary

Below is a list of various terminology used in this manual or within Canvas and Banner.

- Banner – Banner, or BlazerNET as it is called at UAB, is an online portal for students to register for classes, view their accounts and financial aid, and to access their 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.
- Kaltura – Kaltura is a media management system used to host video and audio files. Students and faculty may 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.



