FACULTY ONLINE
TEACHING MANUAL

eLEARNING AND
PROFESSIONAL STUDIES
The University of Alabama at Birmingham

Last Updated 3/8/2022
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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.

Course Format Definition/Instruction Types
The course format letter attributes below are Banner Schedule Codes that describe the instruction type.

A - Lecture
B - Lab
C - Lecture/Lab
CAP - Capstone
D - Independent Study
E - Seminar
F - Clinical
G - Co-Op Work Program
H - Intern/Practicum
J - Studio Course
K - Clinic – Optometry Only
M - Medical School
N - Blended – 50% out of Classroom
P - Activity Performance
Q - Online – 85% or more online
QL - Quantitative Literacy
S - Education Abroad
SL - Service Learning
UR - Undergraduate Research
W - Web Enhanced 25-49 % online
X - Cooperative Exchange
Z – Conversion
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. 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
The UAB Faculty Handbook 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.

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)
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 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.

**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.

**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.

Please visit the eLearning services page to submit a service request.

**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/).
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).

UAB Libraries
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/).

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/).
Quality Enhancement Plan (QEP)
As part of UAB’s 2015 reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the institution is required to submit a Quality Enhancement Plan (QEP) that is designed to improve an aspect of student learning and, therefore, enhance the quality of education at UAB. The current QEP is focused on Learning in a Team Environment; a new QEP is expected to be introduced in 2023.

Visit the Quality Enhancement Plan website (https://www.uab.edu/qep).

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 in these workshops can earn you one or both eLearning Certificates. The two eLearning certificate tracks are – Online Design and Teaching (ODT) Certificate and Teaching Tools (TT) Certificate. Please select the link above for more details. Additionally, UAB eLearning manages a variety of professional development subscriptions such as Magna Learning, Academic Impressions, 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.

**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.

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<th>Timing</th>
<th>Phase</th>
<th>Explanation</th>
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<td>BEFORE COURSE DELIVERY</td>
<td>Analyze</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Design</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Develop</td>
<td>Build modules Create syllabus and schedule Develop/build the assessments, learning activities, and instructional materials.</td>
</tr>
<tr>
<td>DURING COURSE DELIVERY</td>
<td>Implement</td>
<td>Publish your course (to provide access to students) Deliver your course to students (provide feedback, grade assessments, facilitate the discussion boards, send announcements, etc.).</td>
</tr>
<tr>
<td>AFTER COURSE DELIVERY</td>
<td>Evaluate</td>
<td>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?</td>
</tr>
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**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 Set Up
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. Visit the eLearning website to access the 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
The University of Alabama at Birmingham is committed to providing an environment that is free from sexual misconduct, which includes gender-based assault, harassment, exploitation, dating and domestic violence, stalking, as well as discrimination based on sex, sexual orientation, gender identity, and gender expression. If you have experienced any of the aforementioned conduct we encourage you to report the incident. UAB provides several avenues for reporting. 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.

**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.

- [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.

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<th>Description</th>
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<tr>
<td>Canvas Inbox (Email System)</td>
<td>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).</td>
</tr>
<tr>
<td>Announcements</td>
<td>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.</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>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.</td>
</tr>
<tr>
<td>Zoom (Web-conference)</td>
<td>Host virtual 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.</td>
</tr>
<tr>
<td>Chat (Live text chat)</td>
<td>Interact in real time with students. All users in the course can access the chat history. Students cannot delete chat comments.</td>
</tr>
<tr>
<td>SpeedGrader</td>
<td>The SpeedGrader is a tool used to annotate papers, or provide text, audio, or video feedback for assignments. Students can respond to comments.</td>
</tr>
</tbody>
</table>

**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 Office Hours
Online 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.
**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
UAB provides a variety of 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.
- **Crosslisting** – Crosslisting 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.