

AMERICAN UNIVERSITY OF LEADERSHIP

FACULTY HANDBOOK



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THE MISSION OF AUL

AUL PROVIDES A UNIQUE APPROACH TO UNDERGRADUATE AND GRADUATE DEGREES AND PROGRAMS WHICH PREPARE STUDENTS TO BECOME GLOBAL LEADERS WITH ENTREPRENEURIAL SKILLS AND INNOVATIVE SOLUTIONS.

A NATIONAL AND INTERNATIONAL TEAM OF DISTINGUISHED FACULTY AND STAFF LEAD STUDENTS TO EXCELLENCE THROUGH DETAILED ATTENTION AND GUIDANCE DURING INCAMPUS AND ON-LINE INTERDISCIPLINARY COURSES, AND ENGAGEMENT IN TEAM RESEARCH PROJECTS AND LEARNING INITIATIVES WHICH ENHANCE ORGANIZATIONS, SCHOOLS, AND COMMUNITIES WORLDWIDE.

QUALITIES OF AN EFFECTIVE ONLINE FACULTY MEMBER

- ENCOURAGE ACTIVE PARTICIPATION
- PROVIDE CLEAR EXPECTATIONS
- PROVIDE EVIDENCE-BASED ANSWERS
- PROVIDE STUDENT SUPPLEMENTS TO COURSE
- CONSIDER PEER PARTICIPATION EVALUATIONS
- UTILIZE TECHNOLOGY FOR INTERACTION
- OFFER PRACTICAL APPLICATIONS OF THEORY
- RESPECT THE STUDENTS LIFE-DEMANDS
- PROVIDE REGULAR AND TIMELY FEEDBACK
- ENCOURAGE DEVELOPMENT OF ANALYTICAL SKILLS
- RECOGNIZE DIFFERENT MOTIVATIONAL LEVELS

COMMUNICATION WITH STUDENTS

- ALL COMMUNICATION WITH STUDENTS SHOULD BE THROUGH SECURE STUDENT EMAIL
- LIVE SKYPE ONLINE AVAILABILITY
- RESPOND TO STUDENT REQUESTS, AND EMAILS WITHIN 24 HOURS
- REGULAR AND TIMELY COURSE FEEDBACK

REQUIREMENTS OF COURSE FACULTY

- PROVIDE OPPORTUNITY FOR ANALYSIS AND EVALUATION OF WRITTEN EXPRESSION
- UTILIZE E-MATERIALS THROUGH THE E-LIBRARY
- PROVIDE OPPORTUNITIES FOR CRITICAL THINKING AND DECISION-MAKING ACTIVITIES THROUGH PROJECT-BASED LEARNING
- PROVIDE ONLINE LINKS FOR APPLICATION
- UTILIZE LIVE CHAT VIA THE ELEARNING PLATFORM
- ENCOURAGE STUDENT ONLINE INTERACTION

REQUIREMENTS OF DISSERTATION COORDINATOR

- CHECK MAILBOXE DAILY FOR FIRST AND SECOND DRAFTS SUBMISSIONS
- EMAIL COMMENTS BACK TO STUDENTS FOR REVISION
- ENSURE DISSERTATION IS IN PROPER DEFENSE FORMAT
- SCHEDULE FINAL DEFENSE
- REPORT LISTING OF STUDENTS AND READERS FOR EACH SEMESTER.

DISSERTATION REQUIREMENTS

- STUDENT PROPOSAL MUST BE APPROVED
- FINAL DRAFT MUST BE APPROVED TO QUALIFY FOR DISSERTATION DEFENSE
- DEFENSE IS SCHEDULED TWICE A YEAR
- DEFENSE IS CONDUCTED VIA VIDEO CONFERENCING USING SKYPE PROGRAM
- DEFENSE WILL INCLUDE SUMMARY OF THEIR RESEARCH, DISCUSS THEIR RESEARCH DESIGN, DEFEND THEIR FINDINGS AND ANSWER QUESTIONS
- OUTCOMES
 - PASS-DEEMED ACCEPTABLE
 - CONDITIONAL PASS-HAS CONSIDERABLE MERIT, BUT FALLS BELOW ACCEPTABLE

GETTING STARTED AS A COURSE FACULTY MEMBER

THE FOLLOWING ARE AREAS TO CONSIDER WHEN ORGANIZING YOUR ONLINE COURSE:

- CONTACT ADMINISTRATION FOR FACULTY LOG IN AND PASSWORD
- ATTEND TRAINING ON THE E-LEARNING PLATFORM AND OTHER ONLINE TEACHING/LEARNING TOPICS
- FAMILIARIZE YOURSELF WITH SUPPORT RESOURCES FOR ONLINE STUDENTS AND PROMOTE THESE IN YOUR CLASS
- COMPOSE A WELCOME LETTER FOR YOUR ONLINE STUDENTS
- PROVIDE ONLINE SYLLABUS AND THE COURSE DESCRIPTION
- PROVIDE A DISCUSSION FORUM FOR INTRODUCTIONS SO THAT STUDENTS CAN ESTABLISH RAPPORT WITH OTHER ONLINE STUDENTS
- PROVIDE DISCUSSION FORUMS FOR QUESTIONS AND CASUAL CHAT AS WELL AS COURSE CONTENT
- RESPOND TO EMAILS WITHIN A 24-HOUR PERIOD
- DESIGN COURSE ASSIGNMENTS TO REFLECT LEARNING OBJECTIVES
- REMIND STUDENTS FREQUENTLY OF DUE DATES
- DESIGN ASSESSMENT PROCEDURES LINKED TO LEARNING OUTCOMES
- CONDUCT FEEDBACK SURVEYS AT THE END OF EACH COURSE
- SUBMIT GRADES AT DUE DATE

COMPONENTS OF ONLINE COURSES

THE FOLLOWING ARE TYPICAL COMPONENTS THAT ARE INCLUDED IN THE WEB MATERIALS OF ONLINE COURSES:

- COURSE SYLLABUS

THE SYLLABUS IS OFTEN EXPANDED TO PROVIDE STUDENTS WITH A BETTER UNDERSTANDING OF COURSE PROCEDURES AND EXPECTATIONS. THESE ADDITIONS OFTEN INCLUDE AN EXPLANATION OF HOW THE COURSE WILL BE CONDUCTED, MEANS OF COMMUNICATION, EXPECTED TIME REQUIREMENTS, TECHNOLOGIES USED, AND ATTRIBUTES OF SUCCESSFUL ONLINE LEARNING.

- CHAPTER OUTLINES AND OBJECTIVES
- LEARNING ACTIVITIES
- ASSIGNMENTS
- LECTURE NOTES, POWERPOINT PRESENTATIONS
- VIDEO LECTURES WHEN AVAILABLE
- LINKS TO ADDITIONAL RESOURCES
- DISCUSSION FORUMS
- CHATS
- ONLINE SIS GRADEBOOK (STUDENTS HAVE ACCESS TO VIEWING THEIR OWN RECORDS WITH THE SIS SYSTEM.)

SYLLABUS GUIDELINES

A COMPLETE AND THOROUGH SYLLABUS IS ESSENTIAL FOR STUDENTS TO MAXIMIZE THEIR TIME AND EFFORTS AND COMPLETE ANY COURSE SUCCESSFULLY. IT IS STRONGLY RECOMMENDED THAT ALL FACULTY MEMBERS MAKE THEIR COURSE SYLLABI AVAILABLE ONLINE.

FACULTY MEMBERS SHOULD MAKE AN EXTRA EFFORT TO PREPARE A COMPLETE AND EXTENSIVE SYLLABUS. FOR AUL STUDENTS, THE COURSE SYLLABUS IS THEIR "SURVIVAL GUIDE" FOR THE COURSE AND THE FIRST PLACE THEY LOOK FOR ANSWERS AND COURSE RESOURCES. AUL FACULTY MEMBERS MUST INCLUDE THE FOLLOWING INFORMATION:

- COURSE NUMBER AND COURSE NAME
- INSTRUCTOR'S NAME, AVAILABILITY HOURS, ACC EMAIL ADDRESS, AND PREFERRED METHOD OF CONTACT
- COURSE DESCRIPTION AND ANY PREREQUISITES
- COURSE OBJECTIVES
- REQUIRED TEXTS, SUPPLIES, AND MATERIALS; OPTIONAL INSTRUCTIONAL MATERIALS
- COURSE REQUIREMENTS, INCLUDING SPECIAL PROJECTS, ETC.
- COURSE GRADING SYSTEM/SCALE (PROVIDED BY THE ADMINISTRATION)
- ADMINISTRATIVE POLICIES, PROCEDURES, AND APPROPRIATE DEADLINES COVERING ATTENDANCE, FINAL DATE TO WITHDRAW WITHOUT PENALTY, COURSE WITHDRAWAL

AND REINSTATEMENT PROCEDURES, AND INCOMPLETE GRADE REQUEST PROCEDURES, IF APPLICABLE

- COURSE FORMAT: STUDY UNITS, READING/VIEWING ASSIGNMENTS, SPECIAL PROJECTS, AND DUE DATES
- TESTING INFORMATION: TESTING SCHEDULE, CLASS-SPECIFIC PROCEDURES,

COURSE CONTENT CONSIDERATIONS

EQUALLY IMPORTANT TO DECIDING WHAT MATERIAL TO INCLUDE IN AN ONLINE COURSE IS THE CARE THAT MUST BE TAKEN IN ORGANIZING THE CONTENT. THE ATTENTION YOU GIVE TO CLEAR ORGANIZATION AND COMMUNICATION WILL GREATLY ASSIST STUDENTS IN MOVING THROUGH THE COURSE AND UNDERSTANDING THE MATERIAL.

COURSE ORGANIZATION

WHATEVER MODEL IS SELECTED FOR ORGANIZING THE COURSE, IT IS IMPORTANT THAT IT BE APPLIED CONSISTENTLY THROUGHOUT THE COURSE.

AN EXAMPLE OF A MODEL FREQUENTLY USED FOR COURSE ORGANIZATION FOLLOWS:

1. UNIT OVERVIEW

THE OVERVIEW INCLUDES AN EXPLANATION OF WHAT WILL BE COVERED AND HOW IT RELATES TO THE OVERALL COURSE OBJECTIVES.

2. UNIT FOCUS

INCLUDED ARE THE SPECIFIC UNIT OBJECTIVES AND MATERIAL TO BE COVERED. THE MATERIAL MAY BE COVERED IN A VARIETY OF WAYS, INCLUDING READING ASSIGNMENTS, LECTURE NOTES, POWERPOINT PRESENTATIONS, INDIVIDUAL AND GROUP LEARNING ACTIVITIES, ETC.

3. ASSESSMENT

FORMATIVE ASSESSMENTS TO PROVIDE FEEDBACK ON HOW WELL STUDENTS ARE UNDERSTANDING THE MATERIAL SHOULD BE INTERSPERSED THROUGHOUT THE MATERIAL.

4. SUMMARY

THIS STEP ENGAGES STUDENTS IN REVIEW AND SUMMARIZATION OF THE MATERIAL. IT INCLUDES SUMMATIVE ASSESSMENTS IN WHICH STUDENTS DEMONSTRATE WHAT THEY HAVE LEARNED.

CLEAR COMMUNICATION

CLEARLY COMMUNICATING INSTRUCTIONS AND WHAT IS EXPECTED OF STUDENTS MINIMIZES CONFUSION AND CONTRIBUTES TO STUDENT SUCCESS IN AN ONLINE COURSE.

THE FOLLOWING GUIDELINES WILL HELP MAXIMIZE CLEAR COMMUNICATION :

- CLEARLY EXPLAIN COURSE EXPECTATIONS

- MAKE SURE OBJECTIVES ARE STATED CLEARLY AND THAT THE MATERIAL COVERED AND STUDENT ASSESSMENTS RELATE TO THE OBJECTIVES.

- MAKE SURE ALL INSTRUCTIONS ARE WRITTEN CLEARLY
 ASK SOMEONE UNFAMILIAR WITH THE MATERIAL TO READ THE INSTRUCTIONS. INSTRUCTORS OFTEN USE THEIR INSTRUCTIONS IN A CAMPUS-BASED CLASSROOM PRIOR TO PUTTING THEM ONLINE TO CHECK FOR AREAS OF CONFUSION.

- REVIEW COURSE MATERIALS TO BE SURE THEY ARE FREE OF IDIOMS, JARGON, AND UNEXPLAINED ABBREVIATIONS

- A LITTLE REPETITION IS HELPFUL
 REPETITION IS AN EFFECTIVE WAY TO HELP STUDENTS FOCUS ON ITEMS OF MAJOR IMPORTANCE. REMINDERS OF DUE DATES AND OTHER COURSE EXPECTATIONS WILL HELP KEEP STUDENTS ON TARGET.

COURSE ENHANCEMENTS

THE ONLINE ENVIRONMENT ENABLES A VARIETY OF LEARNING RESOURCES TO BE INCORPORATED. CONSIDER WAYS TO USE THE *HYPERLINK* CAPABILITY OF THE WEB TO MAKE RELATIONSHIPS BETWEEN COURSE MATERIALS MORE APPARENT. ALSO IDENTIFY GRAPHICS AND OTHER MEDIA, SUCH AS AUDIO AND VIDEO, WHICH CAN BE INCORPORATED TO HELP STUDENTS UNDERSTAND COURSE CONCEPTS. YOU CAN INCLUDE SUCH THINGS AS INVITING AN EXPERT TO PARTICIPATE IN A DISCUSSION, GO ON A VIRTUAL TOUR, COLLABORATE WITH A CLASS IN ANOTHER GEOGRAPHIC AREA, LINK TO COMPANY WEBSITES, OR PROVIDE A SUBJECT ENCYCLOPEDIA ON SPECIFIC TOPICS. STUDENTS ARE OFTEN INVITED TO EXPLORE VARIOUS RESOURCES AS PART OF DISCOVERY-BASED ASSIGNMENTS. MOREOVER, PRESENTING MATERIAL IN A VARIETY OF FORMATS CAN MEET THE NEEDS OF VARIOUS LEARNING STYLES. MANY PUBLISHERS PROVIDE ON-LINE INSTRUCTIONAL MATERIALS TO ACCOMPANY THEIR TEXTBOOKS. THESE MATERIALS CAN EASILY BE INCORPORATED IN AN ONLINE COURSE AND EDITING TOOLS OFTEN ALLOW INSTRUCTORS TO MODIFY THE MATERIALS.

USING TECHNOLOGY TO ENGAGE STUDENTS

HOW YOU ENGAGE STUDENTS IS ANOTHER WAY AN ONLINE COURSE DIFFERS FROM THE TRADITIONAL COURSE. IN THE ONLINE ENVIRONMENT, THERE ISN'T THAT INFORMAL TIME WHEN A CLASS GATHERS AND LEAVES FOR INTERACTIONS WITH AND BETWEEN STUDENTS AND FOR COMMUNITY BUILDING TO OCCUR.

A SENSE OF COMMUNITY IS AN ESSENTIAL COMPONENT FOR STUDENT SUCCESS IN AN ONLINE COURSE. ONLINE COMMUNICATION TOOLS PLAY A CRITICAL ROLE IN CREATING AND SUSTAINING COMMUNITY. THE CONFERENCING COMPONENT OF ONLINE COURSES PROVIDES A RICH RESOURCE FOR DISCUSSION, SHARING, REFLECTION, AND ACTIVE PARTICIPATION. THE SOCIAL LEARNING ENVIRONMENT AVAILABLE THROUGH WRITTEN DISCUSSION FORUMS INVITES CAREFUL REFLECTION BY GIVING THE LEARNER TIME TO CONTEMPLATE AND COMPOSE RESPONSES. LEARNERS CAN COMMUNICATE AT TIMES THAT BEST SUIT THEIR SCHEDULES, AND THE ABSENCE OF PHYSICAL PROXIMITY MAY CREATE A LESS THREATENING SETTING FOR SHY OR HESITANT PARTICIPANTS.

ONE OF THE BIGGEST CHALLENGES ONLINE INSTRUCTORS FACE IS DECIDING WHAT STRATEGIES TO USE TO CREATE AN ENVIRONMENT IN WHICH PARTICIPANTS FEEL EAGER TO CONTRIBUTE AND COMFORTABLE WITH THE DEMANDS AND PACE OF THE ONLINE DISCUSSION. MANY STUDENTS ARE NOT CURRENTLY FAMILIAR WITH THE CONFERENCING SOFTWARE TOOLS USED FOR COMMUNICATION IN ONLINE COURSES MAKING THIS LEARNING CURVE A HURDLE WHICH MUST ALSO BE ADDRESSED.

THE FOLLOWING GUIDELINES CAN ASSIST IN MANAGING DISCUSSIONS AND MAXIMIZING INTERACTIVITY:

- MODEL THE TYPE OF INTERACTION DESIRED
- PROVIDE FREQUENT, EARLY, POSITIVE FEEDBACK
- ESTABLISH RULES AND MODES OF CONDUCT TO EASE THE STUDENT EXPERIENCE AND ENCOURAGE PARTICIPATION
- USE A VARIETY OF QUESTIONING STRATEGIES. CONSTRUCT QUESTIONS AT A VARIETY OF LEVELS OF INQUIRY AND PURPOSES

DESIGN CONSIDERATIONS

THE DESIGN OF YOUR COURSE FOR THE ONLINE ENVIRONMENT IS ANOTHER WAY IT WILL DIFFER SIGNIFICANTLY FROM A CAMPUS-BASED COURSE. THE WAY YOU EXPLAIN TO STUDENTS WHAT IS EXPECTED OF THEM IS ACCOMPLISHED THROUGH THE VISUAL LAYOUT OF THE COURSE, THE NAVIGATION SYSTEM, AND THE STYLE OF WRITING. AS THE INSTRUCTOR, YOUR AREAS OF EXPERTISE ARE THE COURSE CONTENT, ORGANIZATION OF THE MATERIAL AND STYLE OF WRITING. THE FACULTY DEVELOPMENT SPECIALIST CAN ASSIST WITH AND PROVIDE MODELS FOR THE VISUAL LAYOUT AND NAVIGATION SYSTEM.

1. VISUAL LAYOUT

IT WILL BE HELPFUL TO KEEP A FEW BASIC PRINCIPLES IN MIND AS YOU CONSIDER THE VISUAL LAYOUT OF YOUR COURSE.

- KEEP IT SIMPLE AND UNCLUTTERED

THE FIRST THING A READER SEES IS THE OVERALL PATTERN AND CONTRAST OF THE PAGE. MAKE SURE THE MOST IMPORTANT ELEMENTS STAND OUT. AFTER THAT FIRST VISUAL IMPRESSION, THE READER'S EYE WILL BEGIN TO FOCUS ON THE INDIVIDUAL ELEMENTS. STRIVE FOR SIMPLICITY AND CONSISTENCY.

- USE A TEMPLATE OR GRID FOR LAYOUT

USE OF A TEMPLATE ENSURES CONSISTENT PLACEMENT OF ITEMS ON WEB PAGES THROUGHOUT YOUR COURSE AND PROVIDES A STRUCTURE WITH WHICH THE STUDENT WILL BECOME COMFORTABLE.

- MAKE SURE GRAPHIC ELEMENTS SERVE A PURPOSE

GRAPHIC ELEMENTS SHOULD BE USED TO HELP STUDENTS UNDERSTAND A CONCEPT, EMPHASIZE A SPECIFIC, OR GUIDE THEM THROUGH THE COURSE. DON'T ADD GRAPHICS JUST FOR "WINDOW DRESSING." THEY ADD TO DOWNLOAD TIME AND MAY DISTRACT STUDENTS.

- SELECT COLORS AND TYPEFACES THAT ARE CONSISTENT AND VISUALLY AESTHETIC

2. NAVIGATION

GOOD NAVIGATION SYSTEMS ARE ESSENTIAL TO HELP STUDENTS MOVE THROUGH A COURSE AND KEEP THEM FROM GETTING LOST. IF STUDENTS CAN'T FIND WHAT THEY ARE LOOKING FOR IN YOUR COURSE OR THEY DON'T SEE WHAT YOU WANT THEM TO FOCUS ON, THEY WILL HAVE TROUBLE SUCCESSFULLY COMPLETING THE COURSE.

MAKE SURE :

- IT IS CLEAR HOW TO GET TO THE VARIOUS PARTS OF THE COURSE
- IT IS EASY TO MOVE FROM ONE PART OF THE COURSE TO ANOTHER
- ON EVERY PAGE, THE STUDENT KNOWS WHERE S/HE IS IN THE COURSE
- THE NAVIGATION SYSTEM IS CONSISTENT THROUGHOUT THE COURSE

3. WRITING STYLE

RESEARCH HAS SHOWN THAT MOST PEOPLE SCAN TEXT ONLINE RATHER THAN READ IT. THE FOLLOWING GUIDELINES HELP MAKE TEXT MORE EASILY SCANNED :

- ORGANIZE INFORMATION INTO CHUNKS

INFORMATION IN A WEB PRESENTATION MUST BE DIVIDED INTO INFORMATION UNITS WHICH ARE BRIEF, CONCISE, AND SINGULAR (CONTAINING A SINGLE FACT, THOUGHT, OR IDEA.) THESE INDIVIDUAL INFORMATION UNITS OR **CHUNKS** ARE ORGANIZED INTO A STRUCTURE BASED ON THEIR RELATIONSHIP TO EACH OTHER. THE RELATIONSHIP OR KEYWORD IS GENERALLY IDENTIFIED IN A HEADING OR SUB-HEADING.

TIP TO PROMOTE STUDENT LEARNING: FOLLOWING A MODULE OR SET OF RELATED INFORMATION CHUNKS, PROVIDE SOME SELF-ASSESSMENT QUESTIONS TO ASSIST STUDENTS IN CHECKING WHETHER THEY HAVE UNDERSTOOD THE CONCEPT(S) COVERED.

THESE ASSESSMENTS ALSO PROVIDE THE INSTRUCTOR FEEDBACK ON WHETHER STUDENTS ARE GRASPING THE MATERIAL.

- ONE IDEA PER PARAGRAPH

WHEN WRITING TEXT, A SINGLE MAIN IDEA IS WRITTEN FOR EACH INFORMATION OBJECT. IF THERE ARE SEVERAL SUPPORTING IDEAS, AN INTRODUCTORY SENTENCE AND ONE SENTENCE FOR EACH SUPPORTING IDEA IS WRITTEN. IF THERE IS MORE THAN ONE MAIN IDEA, THEN FURTHER SUBDIVISION OF THE MATERIAL IS REQUIRED. SEVERAL KEY WORDS DESCRIBING EACH INFORMATION OBJECT SHOULD BE IDENTIFIED FOR USE IN HEADINGS AND CREATING HYPERLINKS.

- USE VISUAL CUES TO FOCUS STUDENT ATTENTION

- HIGHLIGHTED KEYWORDS
- CONSISTENT TYPEFACE OR COLOR CODING FOR MAJOR ELEMENTS, HEADINGS AND SUBHEADINGS

- GRAPHIC ICONS REPRESENTING MAJOR COMPONENTS, SUCH AS ASSIGNMENTS, DISCUSSIONS, ETC.
- SUB-HEADINGS SHOULD BE BRIEF YET DESCRIPTIVE
- USE BULLETED LISTS FOR RELATED POINTS
- START WITH THE CONCLUSION, THEN EXPLAIN THE SPECIFIC POINTS THAT SUPPORT THE CONCLUSION. THIS STYLE HELPS STUDENTS FOCUS THEIR ATTENTION BY PROVIDING THE BROAD CONTAINER THAT THEY CAN THEN FILL WITH THE SPECIFICS.
- ELIMINATE UNNECESSARY WORDS

MATERIAL WRITTEN FOR THE WEB IS GENERALLY HALF THE WORD COUNT OF CONVENTIONAL WRITING. AS A GUIDELINE, KEEP THE AMOUNT OF INFORMATION ON A PAGE TO 1/2 TO 2/3 THAT OF A WRITTEN PAGE.

INTELLECTUAL PROPERTY ISSUES

CONTRACTUAL PROVISIONS

INTELLECTUAL PROPERTY RIGHTS AND COMPENSATION FOR FACULTY WHO DEVELOP AND/OR TEACH WEBBASED AND MEDIA COURSES IS SPECIFIED IN THE FACULTY CONTRACTS.

US COPYRIGHT LAWS

FEDERAL GUIDELINES DICTATE THE USE OF MATERIALS THAT WERE CREATED BY OTHERS IN WEB-BASED COURSES.

FAIR USE

- YOU MAY COPY COPYRIGHTED MATERIAL FOR YOUR OWN USE FOR RESEARCH AND REVIEW.

EDUCATIONAL USE

- COPYRIGHTED MATERIAL CAN BE USED IN THE CLASSROOM, ON A CLOSED-ACCESS WEBSITE AND IN THE INTERACTIVE VIDEO CLASS AS LONG AS YOU HAVE SOME MEANS OF LIMITING WHO IS VIEWING THE MATERIAL. YOU MUST REASONABLY CONTROL THE USE OF THE MATERIALS.

ETHICAL CONSIDERATIONS

THE NEW TECHNOLOGIES BRING NEW ETHICAL ISSUES. DISTANCE EDUCATION SPECIFICALLY IMPACTS MORAL DILEMMAS OF POLICIES AND PRACTICES RELATED TO THE PEDAGOGY, CREATIVE COLLABORATION, ASSESSMENT, ACCESS, INTELLECTUAL PROPERTY, AND INVASION OF PRIVACY, ACADEMIC INTEGRITY, AND OTHER FREEDOMS.

AUL HAS DEVELOPED POLICIES AND PROCEDURES TO ADDRESS SOME OF THESE ISSUES AND MAY BE FOUND IN THE CATALOG.

CURRENT RESEARCH IS THIN IN THE ETHICAL GUIDELINES FOR DISTANCE EDUCATION. SOME OF THE CURRENT ETHICAL ISSUES FACING DISTANCE EDUCATION ARE:

- RESPECTING THE WORK OF OTHERS

- USE OF SOURCES ON PAPERS AND PROJECTS
- INTELLECTUAL PROPERTY ISSUES
- EXAMINATIONS AND CHEATING
- MISREPRESENTATION OF A STUDENT
- USING THE INSTITUTION'S RESOURCES FOR PERSONAL GAIN
- INSTITUTIONAL RESPONSIBILITIES
- INDIVIDUAL RESPONSIBILITIES

IT IS IMPORTANT TO DEVELOP AN ETHICALLY SOUND DISTANCE LEARNING ATMOSPHERE. SPELL OUT EXPECTATIONS IN THE SYLLABI AND COURSE WEB SITES, ASSIGNMENTS, EXAMINATIONS AND PROJECTS THEIR DEADLINES, HOW TO USE DISCUSSION BOARDS, INCLUDING "NETIQUETTE" USED, HOW AN INSTRUCTOR WILL DEAL WITH PLAGIARISM AND CHEATING, HOW THE INSTRUCTOR IS TO BE CONTACTED AND WHEN, HOW ASSIGNMENTS ARE TO BE SUBMITTED, HOW TO MAKE CONTACT FOR SUPPORT WITH TECHNICAL ISSUES, AND SO ON. PROVIDING INFORMATION TO THE LEARNERS IS CRITICAL AND INSTRUCTORS MUST KEEP THEIR LEARNERS INFORMED OF CHANGES MADE DURING THE COURSE.

PEDAGOGY

ONLINE ATTENDANCE

INSTRUCTORS NORMALLY DETERMINE ATTENDANCE BY THE NUMBER OF ASSIGNMENTS AND TESTS COMPLETED ON TIME; HOWEVER, ATTENDANCE IN ONLINE CLASSES MAY BE DEMONSTRATED IN TERMS OF LOG-IN AND LOG-OUT TIMES, TIME SPENT IN CHATS AND ONLINE DISCUSSION, QUALITY AND QUANTITY OF CHAT AND ONLINE DISCUSSION CONTENT, QUALITY AND QUANTITY OF EMAIL, QUALITY AND QUANTITY OF COURSE WORK, TEST PARTICIPATION, AND OTHER CONSIDERATIONS.

STUDENTS ARE EXPECTED TO ENGAGE ACTIVELY IN THE COURSE CONTENT, PARTICIPATE IN STUDENT-PROFESSOR AND STUDENT-STUDENT COMMUNICATIONS, AND COMPLETE ASSIGNMENTS AND TESTS ACCORDING TO THE REQUIREMENTS AND SCHEDULE OF THE COURSE INSTRUCTOR.

THE INSTRUCTOR WILL EMAIL THE STUDENT WHEN HE/SHE HAS MISSED 15% OF A CLASS.

STUDENTS ARE RESPONSIBLE FOR KEEPING UP WITH THEIR NUMBER OF ABSENCES IN A CLASS. IF STUDENTS EXPERIENCE EXTENUATING CIRCUMSTANCES, THEY MAY APPEAL TO THE INSTRUCTOR. THE INSTRUCTOR MAY OR MAY NOT CHOOSE TO ACCEPT EXTENUATING CIRCUMSTANCES.

ASSESSMENT

ASSESSMENT IS TYPICALLY THOUGHT TO BE TESTING AND ASSIGNING GRADES.

IT IS PARTICULARLY IMPORTANT THAT FACULTY PROVIDE STUDENTS DETAILED AND TIMELY FEEDBACK ABOUT THE PROGRESS OF THEIR LEARNING. EXAMS, ASSIGNMENTS, AND QUIZZES ARE FREQUENTLY INCLUDED IN ONLINE COURSES.

FACULTY ARE ENCOURAGED TO INCORPORATE ALTERNATIVE FORMS OF ASSESSMENT TO PROVIDE MORE COMPLETE INFORMATION ABOUT WHAT STUDENTS HAVE LEARNED AND ARE

ABLE TO DO WITH THEIR KNOWLEDGE. IN DESIGNING ASSESSMENTS, IT IS ALSO IMPORTANT TO BE MINDFUL OF STUDENT LEARNING STYLE DIFFERENCES.

STUDENT REVIEWS

ONLINE CLASSES ARE EVALUATED BY STUDENTS THROUGH AN ONLINE SURVEY. REPORTS ARE SENT TO THE ACADEMIC DEAN FOR REVIEW AND ARE USED BY FACULTY MEMBERS TO DEVELOP A PLAN FOR COURSE IMPROVEMENT. FACULTY MEMBERS ARE ALSO SURVEYED ABOUT THEIR EXPERIENCE WITH THE INSTRUMENT AND WITH THE PROCESS. SURVEY QUESTIONS ARE CONSTRUCTED AROUND THE COLLEGE'S PACT STATEMENTS.

GRADE CHANGES

ONCE A GRADE OF A, B, C, D, OR F IN A COURSE HAS BEEN REPORTED TO THE REGISTRAR, IT MAY BE CHANGED ONLY UPON RECOMMENDATION OF THE PROFESSOR WHO ASSIGNED THE GRADE WITH THE APPROVAL OF THE ACADEMIC DEAN OR UPON RECOMMENDATION BY THE ACADEMIC DEAN WHEN THE PROFESSOR WHO ASSIGNED THE GRADE IS NO LONGER A MEMBER OF THE FACULTY.

GRADING SYSTEMS

AUL GRADING SYSTEM IS DESIGNED TO EVALUATE THE PERFORMANCE OF STUDENTS AS FAIRLY AND EQUITABLY AS POSSIBLE.

LETTER GRADES WILL BE ASSIGNED FOR COURSES AS FOLLOWS.

POINTS	GRADE
95+	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<59	F

PARTIAL POINTS SHOULD BE ROUNDED TO THE NEAREST FULL POINT, E.G. 83.4=83 WHICH LEADS TO A GRADE OF B-; 83.5=84 WHICH LEADS TO A GRADE OF B.

ACADEMIC DISHONESTY/PLAGIARISM

STUDENTS ARE EXPECTED TO UPHOLD THE STANDARDS OF ACADEMIC INTEGRITY. CHEATING WILL NOT BE TOLERATED. THE FACULTY MEMBER, UPON DISCOVERING THAT A STUDENT HAS COMMITTED AN ACT OF ACADEMIC MISCONDUCT, HAS THE AUTHORITY TO TAKE DISCIPLINARY ACTION OR INITIATE ACADEMIC MISCONDUCT PROCEEDINGS AGAINST THE STUDENT.

VIOLATIONS OF ACADEMIC INTEGRITY INCLUDE, BUT ARE NOT LIMITED TO, CHEATING, PLAGIARISM, AND DISHONESTY IN THE PROCESS OF COMPLETING ACADEMIC WORK.

THIS SECTION CONTAINS DESCRIPTIONS OF THE STANDARDS OF CONDUCT TO WHICH STUDENTS MUST ADHERE AND THE PENALTIES THAT MAY BE IMPOSED FOR THE VIOLATION OF THOSE STANDARDS.

ACADEMIC DISHONESTY IS CONSIDERED A SERIOUS OFFENSE. THIS POLICY INCLUDES ALL COURSE ASSESSMENT, RELATED ASSIGNMENTS, AND ALL TESTS. SUCH DISHONESTY INCLUDES: CHEATING, WHICH IS DEFINED AS THE GIVING OR TAKING OF ANY INFORMATION OR MATERIAL WITH THE INTENT OF WRONGFULLY AIDING ONESELF OR ANOTHER IN ACADEMIC WORK CONSIDERED IN THE DETERMINATION OF A COURSE GRADE OR THE OUTCOME OF A STANDARDIZED ASSESSMENT; PLAGIARISM, WHICH IS DEFINED AS THE ACT OF STEALING OR PASSING OFF AS ONE'S OWN WORK THE WORDS, IDEAS, OR CONCLUSIONS OF ANOTHER AS IF THE WORK SUBMITTED WERE THE PRODUCT OF ONE'S OWN THINKING RATHER THAN AN IDEA OR PRODUCT DERIVED FROM ANOTHER SOURCE; OR ANY OTHER FORM OF INAPPROPRIATE BEHAVIOR WHICH MAY INCLUDE, BUT IS NOT LIMITED TO, FALSIFYING RECORDS OR DATA, LYING, UNAUTHORIZED COPYING, TAMPERING, ABUSING, OR OTHERWISE UNETHICALLY USING COMPUTER OR OTHER STORED INFORMATION, AND ANY OTHER ACT OF MISCONDUCT WHICH MAY REASONABLY BE DEEMED TO BE A PART OF THIS HEADING.

BY THINKING ABOUT THE REASONS STUDENTS ARE TEMPTED TO CHEAT, YOU CAN DEVELOP STRATEGIES TO PREVENT CHEATING:

- MAKE THE TOPICS RELEVANT AND INTERESTING TO THE STUDENTS.
- MAKE THE ASSIGNMENT CLEAR.
- MAKE IT CLEAR THAT CHEATING IS UNACCEPTABLE.
- REQUIRE PROGRESS REPORTS.
- REQUIRE AN ANNOTATED BIBLIOGRAPHY.
- REQUIRE STUDENTS TO WRITE ABOUT WHAT THEY LEARNED BY WRITING THE PAPER.

FOLLOWING DISCUSSION WITH THE STUDENT, THE FACULTY MEMBER MAY TAKE ONE OR MORE OF THE FOLLOWING ACTIONS:

- VERBALLY WARN THE STUDENT THAT CONTINUATION OR REPETITION OF MISCONDUCT MAY BE A CAUSE FOR FURTHER DISCIPLINARY ACTION.
- REQUIRE THE STUDENT TO RETAKE A TEST OR REWRITE AN ASSIGNMENT

- FAIL THE STUDENT FOR AN ASSIGNMENT
- REFER THE STUDENT TO THE ACADEMIC DEAN FOR POSSIBLE SUSPENSION OR DISMISSAL FROM THE COURSE.
- BRING THE STUDENT BEFORE THE DISCIPLINE COMMITTEE.

NETIQUETTE

NETIQUETTE/ETIQUETTE

IT'S ALL IN YOUR WORDS! THERE ARE APPROPRIATE AND 'NOT-SO-APPROPRIATE' WAYS TO COMMUNICATE ON THE WEB. "NETIQUETTE" REFERS TO "ETIQUETTE," OR THE PROPER WAY TO CONDUCT YOURSELF, ON THE INTERNET. BE CAREFUL ABOUT YOUR TONE OF VOICE WHEN WRITING.

IMPORTANT RULES

1. DON'T SAY ANYTHING YOU WOULDN'T SAY TO A PERSON'S FACE OR THAT YOU WOULDN'T MIND ANYONE ELSE READING.

- WHEN YOU WRITE A LETTER, YOU ARE SENDING WRITTEN WORDS THROUGH CYBERSPACE VIA EMAIL OR IN DISCUSSION GROUPS. YOU HAVE NO CONTROL OVER WHERE THEY GO OR WHO WILL SEE THEM.

IMPORTANT: REMEMBER YOU ARE TALKING TO A PERSON ... NOT A COMPUTER. IT'S EASY TO FORGET THAT THERE IS A PERSON ON THE OTHER END OF THE EMAIL OR DISCUSSION GROUP WHEN YOU'RE SITTING ALONE TYPING AT YOUR COMPUTER. BE CLEAR WITH YOUR WORDS. IT'S EASY FOR OTHERS TO MISINTERPRET YOUR MEANING WHEN THEY ARE NOT ABLE TO SEE YOUR EXPRESSIONS OR HEAR THE TONE OF YOUR VOICE.

2. USE THE SUBJECT LINE. MAKE YOUR ENTRY IN THE SUBJECT LINE CONCISE AND INFORMATIVE.

3. CAPITALIZE WORDS ONLY TO HIGHLIGHT AN IMPORTANT POINT OR TO DISTINGUISH A TITLE OR HEADING.

- CAPITALIZING WHOLE WORDS THAT ARE NOT TITLES IS GENERALLY TERMED SHOUTING!

4. NEVER ASSUME YOUR EMAIL MESSAGES ARE PRIVATE OR THAT THEY CAN BE READ BY ONLY YOURSELF OR THE RECIPIENT.

5. NEVER SEND SOMETHING THAT YOU WOULD MIND SEEING ON THE EVENING NEWS.

6. INCLUDE YOUR NAME AT THE BOTTOM OF EMAIL MESSAGES.

7. BE PROFESSIONAL AND CAREFUL ABOUT WHAT YOU SAY ABOUT OTHERS. EMAIL IS EASILY FORWARDED.

8. DO NOT FORWARD PERSONAL EMAIL TO GROUPS WITHOUT THE ORIGINAL AUTHOR'S PERMISSION.

9. BE CAREFUL WHEN USING SARCASM AND HUMOR. WITHOUT FACE-TO-FACE COMMUNICATIONS, YOUR JOKE MAY BE VIEWED AS CRITICISM. WHEN BEING, OR TRYING TO BE, HUMOROUS, USE "EMOTICONS" TO EXPRESS EMOTION. EMOTICONS ARE A SERIES OF KEYBOARD CHARACTERS THAT, WHEN VIEWED SIDEWAYS LOOK LIKE A FACE!

AREAS OF CONCERN

PLATFORM TECHNOLOGY PROBLEMS

PLATFORM TECHNOLOGY PROBLEMS SHOULD NOT HARM YOUR COURSE CONTENT, BUT LACK OF ACCESSIBILITY CAN BE PROBLEMATIC FOR BOTH FACULTY AND STUDENTS. IT IS GOOD TO HAVE A BACK UP PLAN FOR WHAT TO DO IF SERVERS SHOULD GO DOWN.

STUDENT TECHNOLOGY PROBLEMS

YOU NEED TO MAKE CLEAR TO THE STUDENTS WHAT LEVEL OF TECHNOLOGY PROBLEMS YOU WILL ACCEPT. IN OTHER WORDS, WHEN WILL THEY START TO LOSE POINTS BECAUSE AN ASSIGNMENT COULD NOT BE TURNED IN OR UNDER WHAT CIRCUMSTANCES YOU WILL LET THEM RETAKE A QUIZ DUE TO TECHNOLOGY PROBLEMS .

STUDENT EXCUSES AND PROCRASTINATION

MANAGING TIME CAN SOMETIMES BE DIFFICULT, AND PROCRASTINATION IS THE MAJOR CAUSE OF FAILURE IN ONLINE CLASSES. STRESS TO YOUR STUDENTS HOW IMPORTANT IT IS TO SCHEDULE TIME TO WORK ON THE CLASS AND TO STICK TO THE SCHEDULE. LET THEM KNOW WHEN ASSIGNMENTS ARE DUE AND THE DATE/TIME AFTER WHICH YOU WILL NOT ACCEPT THEM.

FACULTY DEVELOPMENT

THROUGHOUT THE YEAR, AUL OFFERS VARIOUS ONLINE FACULTY DEVELOPMENT PROGRAMS INCLUDING ONLINE TRAINING, VIDEO TUTORIALS, SEMINARS AND LIVE WORKSHOPS. THE AIM OF THESE PROGRAMS IS TO HELP FACULTY MEMBERS SUCCESSFULLY BUILD THE MAJOR ELEMENTS OF A COURSE AND EXPLORE THE COMPONENTS OF ONLINE PEDAGOGY:

- ONLINE INSTRUCTOR PRESENCE
- ONLINE INTERACTION
- TYPES OF ONLINE TEACHING KNOWLEDGE
- ONLINE COMMUNICATION
- ONLINE ACTIVE LEARNING STRATEGIES

AWARDS FOR TEACHING EXCELLENCE

EACH YEAR, AUL AWARDS PROFESSORS WHO DEMONSTRATE EXCELLENCE IN ONLINE EDUCATION. THE RECIPIENT MUST HAVE DESIGNED AND TAUGHT ONE OR MORE ONLINE COURSES WITH AN IMAGINATIVE APPROACH, WELL-DESIGNED COURSE MATERIALS AND

INSTRUCTIONAL STRATEGIES, AND A DEMONSTRATED RAPPORT WITH THE COURSE PARTICIPANTS. THE RECIPIENT MUST ALSO DOCUMENT EFFECTIVENESS IN ACHIEVING DESIRED LEARNING OUTCOMES IN THE ONLINE COURSE(S). THE PURPOSE OF AWARDS IS ALSO TO RECOGNIZE FACULTY MEMBERS WHO CONSISTENTLY SHOW EXCEPTIONAL SKILL IN PROMOTING STUDENT LEARNING AND PROVIDING A QUALITY EDUCATION AND TO IDENTIFY A POOL OF TALENTED, DEDICATED FACULTY MEMBERS WHO CAN SERVE AS FACULTY MENTORS AND SUPPORT OTHER FACULTY DEVELOPMENT INITIATIVES.

TENURE AND PROMOTION

SALARY INCREASES ARE DETERMINED AFTER THE FINANCE DIRECTOR HAS APPROPRIATED FUNDS FOR THE OPERATION OF THE UNIVERSITY. IT SHALL BE THE POLICY OF THE UNIVERSITY THAT ALL PROMOTIONS SHALL INCLUDE A FIXED PERCENTAGE SALARY INCREASE.

FACULTY RECEIVES AN INCREASE IN THEIR SALARY ONCE THEY SHOW COMMITMENT TO OUR UNIVERSITY ALONE AS FULL TIME OR WITH OTHER JUSTIFICATIONS.

FACULTY RECEIVES AN INCREASE IN BASE SALARY IF THEIR EDUCATIONAL LEVEL CHANGES OR IF THEY GET CERTIFIED IN THEIR TEACHING FIELD.

THE PRESIDENT WILL RECOGNIZE FACULTY WHO ACHIEVE A MILESTONE BY SPECIAL AWARDS AND/OR PROFESSIONAL CERTIFICATES.

SCHOLARLY EXPECTATIONS

WHETHER OR NOT A FACULTY MEMBER ACCEPTS THE RECOMMENDATION TO PARTICIPATE IN A SCHOLARLY WORK ENHANCEMENT PROGRAM OR CREATIVITY, AND WHETHER OR NOT THE MEMBER PERFORMS WELL IN THE PROGRAM, THE FACULTY MEMBER'S PERFORMANCE WILL BE JUDGED ON BOTH TEACHING AND SCHOLARLY WORK. SCHOLARLY WORK IS EVALUATED DURING PROMOTIONS.

WORKLOAD POLICIES

FACULTY MEMBERS PERFORM A WIDE VARIETY OF TASKS DETERMINED BY THE REQUIREMENTS OF THEIR DISCIPLINE AND BY THE MISSION OF THE UNIVERSITY. ACCORDINGLY THEIR WORKLOAD WILL VARY FROM INDIVIDUAL TO INDIVIDUAL.

A FACULTY MEMBER EMPLOYED FULL TIME CANNOT EXCEED 4 COURSES PER SEMESTER, EACH COURSE OF THREE CREDITS.

THE TEACHING LOAD FOR PART TIME FACULTY IS THE EQUIVALENT OF 15 CREDITS A SEMESTER AT DIFFERENT COURSE LEVELS, AND A MAXIMUM OF THREE COURSES AT THE SAME LEVEL.

TERMINATION POLICIES

- DURING THE TRIAL PERIOD, NON-RENEWAL OF THE CONTRACT MAY BE WITHOUT IMPLICATION OF CRITICISM OR SPECIFICATION OF CAUSE. THE REASON FOR NON-RENEWAL WILL BE STATED, IF SO REQUESTED BY THE FACULTY MEMBER SUBJECT TO NON-RENEWAL. THE REASON IS ONLY TO BE COMMUNICATED IF REQUESTED BY THE FACULTY MEMBER. THE CHOICE OF THE MANNER OF NOTIFICATION (VERBALLY OR IN WRITING) IS TO BE MADE BY THE FACULTY MEMBER.

- IN THE PROCESS OF EVALUATING PERFORMANCE, IT MAY BE NECESSARY NOT TO RENEW A CONTRACT. NOTIFICATION OF THE NON-RENEWAL IS MADE IN WRITING IF REQUIRED BY THE FACULTY, ESPECIALLY TO ENUMERATE REASONS OF THE DECISION. REASONS CAN BE: PROFESSIONAL INCOMPETENCE, NO IMPROVEMENTS IN PEDAGOGY, NO TEAMWORK POTENTIAL, OR MAJOR REASONS SUCH AS: GROSS NEGLIGENCE OF PROFESSIONAL RESPONSIBILITIES OR CONVICTION. BEFORE CHARGES WILL BE FILED BECAUSE OF ANY OF THE MAJOR CAUSES LISTED ABOVE (EXCEPT CONVICTION OF A FELONY), THE PERSON TO BE CHARGED WILL HAVE PREVIOUS WARNING IN WRITING AS TO AN OFFENSE WITHIN THE AREA OF THE CAUSE MENTIONED AND MUST HAVE, AFTER SUCH WARNING, REPEATED SUCH OFFENSE.
- VOLUNTARY TERMINATION OF CONTRACT: ANY STAFF MEMBER WHO PROPOSES TO RESIGN SHALL GIVE WRITTEN NOTICE TO THE ADMINISTRATION AT THE EARLIEST TIME POSSIBLE, BUT IN NO CASE LATER THAN 30 DAYS AFTER THE STAFF MEMBER RECEIVES WRITTEN NOTIFICATION.