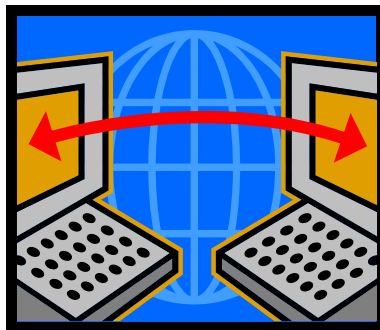


Last Revised: January 2011



Faculty/Staff Guide
to
Course Development and Teaching
for
Online and Distance Learning



**The Center for Continuing Education/Extension's
Distance Learning Center**

Introduction

Purpose of these guidelines

1. To help make the transition to distance education smooth
2. To ensure that all distance education meets the North Central Association guidelines for quality instruction, and to ensure that it also meets the criteria for quality undergraduate teaching (Chickering and Gamson).
3. To provide a consistent image of distance education for all learners.
4. To introduce instructors to the pedagogy of distance learning and the unique opportunities it presents for teaching and learning.
5. To enable instructors to implement the Quality Matters (QM) principles in course design
6. To provide resources and support for instructors who are interested in teaching at a distance.

Background of Distance Education

Welcome to the challenging and rewarding world of distance education. Distance education is not a new form of higher education, as it has been around for over 100 years. It has been in existence in some form since the late 1800s at the University of Wisconsin. The term was also used in Germany in the 1960s and 1970s by German educator Otto Peters (Peters, 1968). While distance education began using written correspondence by mail, it has evolved to include more information-rich media such as telephone, radio and television broadcasting, and computers. Distance education has been very responsive to changes in technology as a means of delivering course curriculum. This is the case with the move toward distance education programs that use communication technology, such as the Internet, to deliver courses.

Educators who are involved in distance education have gained respect for this method of delivering courses, and continue to move in the direction of creating a “new mainstream” for distance learning that provides distance education options for both nontraditional and traditional learners. This has been accomplished by examining the quality of distance education programs, as measured by the existence of standard criteria, and to making improvements to ensure that the learning obtained at a distance is equal to or in some cases even better than face-to-face instruction.

UW-Superior Distance learning

Distance learning is a priority at UW-Superior. Our geographic location as well as a strong history of serving distance learners places us in a unique position to meet the needs of students who do not have access to institutions of higher education within our region. Our primary service area consists of northern Minnesota and northern Wisconsin. Our secondary service area is the State of Wisconsin, and we also serve learners beyond the boundaries of the state.

By reaching students through distance learning you are becoming part of tradition at UW-Superior and within the state by helping our campus to meet the Wisconsin Idea, in which the borders of the campus extend to the borders of the state of Wisconsin and beyond.

Faculty and Staff

Undergraduate instruction: A number of faculty and instructional staff hold partial appointments with distance learning as a part of their official teaching responsibility. Additional faculty and instructional staff are committed to teaching at a distance and do this in addition to their traditional teaching load. With this level of interest in distance education, UW-Superior has over 40% of its instructional staff involved in distance education for undergraduates. Students are able to complete the Bachelor of Science Degree with one of three majors: the Communicating Arts Major, the Elementary Education Major, or the Individually Designed Major.

Graduate instruction: Faculty from Teacher Education are supportive of distance education. The Master's of Science in Instruction and Reading both offer online courses to help practicing teachers complete most of the course work required for their Masters degrees. Using the course management system, Learn@UW-Superior, has enabled faculty and students to participate in an enriching distance learning experience.

Learning Management System: Learn@UW-Superior

Learn@UW-Superior is the web-based learning management system in use at UW-Superior. Currently, the company under contract to provide this is Desire2Learn, Inc. This learning management system is in use at all 13 UW campuses and at the 13 UW Colleges. Learn@UW-Superior is maintained by a team at the Division of Information Technology (DoIT) at UW System offices in Madison. UW-Superior staff work with DoIT to manage the system on this campus. UW-Superior staff customizes certain aspects of the system for our campus.

Learn@UW-Superior offers several standard tools within each course, while other tools are available on request from LearnAdmin@uwsuper.edu. Standard tools are: Content, Classlist, Discussions, Glossary, Chat, Surveys, Dropbox, Quizzes, and Grades. Optional tools include: Checklist, Articles, Links, Journal, and FAQs. Initial design of online courses requires effective instructional design and planning. Once developed, course materials are easily and quickly copied from previous semester courses into the new courses, eliminating much duplication of effort.

Learn@UW-Superior is integrated with other information systems at UW-Superior. Each semester, blank courses are created for each distance learning course, based on official course listings and enrollment data. Course enrollments are fed into each course's Classlist directly from official enrollments via the Registrar's office. Updates to student enrollment lists are received by Learn@UW-Superior nightly. This relationship with the Registrar is expected to expand in the future, making it possible to submit official grades to the Registrar via Learn@UW-Superior. However, currently the Grades tool allows you only to

calculate grades and report grades to students. Currently, instructors must report official grades to the Registrar via E-Hive.

General Information for Distance Learning Instructors

Distance Learning Tuition

Students who are enrolled in distance learning are charged a combination of tuition and fees equivalent to those charged to campus students. Distance Learning students do not pay the segregated university fees that support campus activities. They do, however, pay a per-course Distance Learning fee that supports the operation of the Distance Learning Center. Distance Learning courses do not have the 12-18 credit tuition “plateau” applied to campus courses; all courses are charged on a per-credit basis.

Phone and Postage Costs

When you are communicating with distance learning students, phone and mailing costs should be charged to the Distance Learning Center. The following information will assist you:

- **Alternate Billing:** When making a long distance call to a distance learning student, you may charge the call to the Distance Learning Center. Contact the Distance Learning Center for the procedures. All calls to distance learning students will appear on the Distance Learning Center printout for your telephone extension. Only calls to distance learning students should appear on that printout. If your phone line is already charged to the Distance Learning Center, do not use this code.
- **Postage:** Distance Learning Center Office staff can assist you with mailings to distance learning students. If you prefer to do your own mailings, envelopes will be provided. Students are to use their own postage in submitting other material to you. If you plan regular mailings, please consult with the DLC about the most cost efficient way to mail items to students.

Examinations

The Distance Learning Center uses exam proctoring to ensure the integrity of student examinations. Proctoring can be used for either print or online examinations.

Most instructors now use the Quizzes area of Learn@UW-Superior to deliver exams. Contact the Distance Learning Center’s instructional designer for options with regard to online examinations.

You also have the option of allowing Distance Learning Center staff to send print examinations to proctors. In this case, examinations remain on file in the Distance Learning Center and are sent to approved proctors at a student’s request. They are returned to the DLC by the proctor in a pre-paid, self addressed envelope and are forwarded to you for grading. There are several options to

use examinations to provide the feedback process that is important to learning. You may, of course, choose to have print examinations returned to students. You can also have the graded examination sent to the proctor for the student to view. You might also choose to circulate more than one version of each examination.

Administrative Processes

Book Orders

Consult with the University Bookstore staff before deciding upon a textbook(s) for your course. They will inform you if the edition of text you plan to use is going out of print sometime soon, or if it will remain current for a future period of time. Please place your book orders directly with the Bookstore.

Class Schedule

The Distance Learning class schedule is developed in the same timeframe as the campus schedule, and is posted on the DL web page. It shows classes for three successive terms.

Policies and Procedures

(Information is based on or supersedes the 2010-2012 Catalog)

Credit

The unit of credit is the semester hour. It is defined as one class hour per week (or its equivalent) for one semester.

Grade Points

Grade points indicate the quality of work. A C average (2.0) is required for graduation. In addition, some majors require a higher GPA in courses applied toward that major. Grade points are earned in relation to the grade received in a course.

Letter Grades and Grade Points per Credit

A	4.000
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D+	1.333
D	1.000
D-	.667
F	0

P (Pass) -- 0 (Not counted in GPA but credit is granted)
AUD (Audit) -- 0 (Not counted in GPA)
F (Failure) -- 0 (Counted as attempted credit)
XF (Failure based on unofficial withdrawal) -- 0 (Counted as attempted credit)
I (Incomplete) -- 0 (Not counted as attempted credit)
W (Withdraw-Passing) -- 0 (Not counted as attempted credit)
WF (Withdraw-Failing) -- 0 (Counted as attempted credit)
NR (Grade not reported by instructor) -- 0 (Not counted as attempted credit)
IP (In Progress) -- 0 (Not counted as attempted credit)
DP (Progressing in English 101 or 102) -- 0 (Not counted as attempted credit)

Semester Grades

UW-Superior no longer mails grade reports to students. Students may access their grades on their E-Hive account as soon as they are posted after the end of the term. Students who experience academic standing issues (probation and suspension) are sent email notification after grades are posted.

Mid-Term Grades

Students earning a D or F in 100- to 200-level semester-long courses through the middle of the term will receive a mid-semester grade report via an email to their E-Hive account. Students are encouraged to discuss their academic performance with the instructor and adviser to determine ways to improve course performance or overall academic progress. Mid-term grades are not issued during summer session.

Change of Grades

It is the student's responsibility to call the instructor's attention to any perceived error in grading as soon as possible after grades are reported. The process must be initiated by the eighth week of the term following the term in which the grade was recorded, excluding summer. The instructor and department chair authorize the change by signing a Change of Grade Form. The department chair will then file it with the Registrar's Office, where the record will be changed and the student notified of the change of grade. *(Note: Per recent policy change, faculty (with department chair approval) can change a grade at any time they so choose).*

Official Enrollment

Students are officially enrolled only in those courses which appear on the program on file in the Registrar's Office and in the student's E-Hive account. Faculty will record a grade for each course listed on the official program even if the student does not attend. No grades will be recorded in courses not appearing on the official program.

Pass-Fail System

A student is allowed a total of 15 elective Pass-Fail credits, with the exclusion of ENGL 101 and ENGL 102. Additional credits identified by the various departments and courses in the student's major may not be taken Pass-Fail. Students in an education curriculum cannot take COMM 110 on the Pass-Fail system. Students in Business and Economics curriculums and other students who wish to enroll in 300- or 400-level Business or Economics courses may not include courses taken on a Pass-Fail basis when determining their eligibility to

enroll in 300- or 400-level Business or Economics courses. Details are specified in the Business and Economics section of the catalog.

Students obtain the Pass-Fail form from the Registrar's Office. Students who choose the Pass-Fail option shall not have the opportunity to change their decision. If a student receives a Pass under this system the student may not at a later date repeat that course for a grade. *(Note: A recent policy change allows for students to change from graded to P/F at any point in a term, as long as the instructor and department chair approve in writing).*

Students should be aware that it may be difficult to have courses with Pass grades accepted in transfer to another institution of higher education.

Program Change (Drop/Add)

Students may drop from or add courses to their official program on or before the dates indicated in the University's Academic Calendar. Students who are required to change sections in a class must initiate this action on a Drop/Add Form. A change in program is official only when the Drop/Add has been processed in the Registrar's Office.

Administrative Drop Policy

Distance Learning courses follow the same administrative drop policy used for campus courses. We recommend asking your students to confirm their participation in the class via e-mail during the **first week** of each academic term. **Students who do not confirm participation should be administratively dropped by submitting the administrative drop form to the Registrar's Office.** Students need to verify that they have been administratively dropped by examining their class schedule two weeks after the beginning of the term.

Incompletes

A grade of Incomplete (I) may be given by an instructor when a student has been engaged for at least two-thirds of the class but has been prevented by emergency circumstances from completing the course. There should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully, by the end of the subsequent term, without again attending regular class sessions or needing extensive instructor supervision.

Instructors assigning an Incomplete grade must submit a regular letter grade to the Registrar's Office by the end of the next semester or the Incomplete grade will lapse to an F. *(Note: This is a recent policy change).*

Online Grading in the Learn@UW-Superior/D2L Gradebook:

Note: Faculty are encouraged to contact the instructional designer for some suggestions in setting up the gradebook.

Options to be considered:

- 1. Selecting a Course Grading System:** The first thing to do when setting up a

D2L gradebook is to decide which course grading system you'll be using. The two options are a "Weighted" system and a "Points" system.

2. Selecting a Grade Scheme: The grade scheme is a breakdown by percent of the letter grades A, AB, B, etc. Choose the default option to stay with percents, select from one of the listed schemes, or create your own grade scheme.

3. Exporting the D2L Gradebook: The D2L gradebook can be exported as a CSV (comma separated value) text file which can then be imported into Excel.

Retention and Disposition

1. Campus policies on retention and disposition of academic records apply to Distance Learning courses. Information on a student's performance and grade in a course is private information and available only to the student and to appropriate authorities within the course department and the university's academic administration. Past courses in Learn@UW-Superior are subject to deletion two years after the course is offered.
2. The Registrar's Office is the "custodian" of official academic information. The collection and retention of student academic information must be coordinated with the Registrar's Office.

Course design, development, approval

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Assoc Dean, Cont Ed and Distance Learning

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Instructional Program Manager
Program & course approval process
Course scheduling; Teaching contracts

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Support Staff

- Manages paper exams and proctors
- Builds courses in class schedule
- Assistance with student registrations

Linda Graskey
Erlanson 105, 715-394-8448
lgraskey@uwsuper.edu

- Front desk/telephone information
- Schedules ITV (Interactive Television)
- Travel reimbursement (TER's)
- E-Reserve assistance
- Orders supplies for staff and instructors

Beth Constance
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- Textbook orders

Vaughn Russom
University Bookstore, 715-394-8327
vrussom@uwsuper.edu

Learn@UW-Superior Troubleshooting

Technical Assistance for Learn@UW-Superior Courses

Stacy Leno
McCaskill 122, 715-394-8011
Learnadmin@uwsuper.edu

Technical Support for Students

Technology Helpdesk

McCaskill 122, 715-394-8300
helpdesk@uwsuper.edu

Development Steps for an Online Distance Education Course

- Step 1: Approval to Develop an Online Course**
 - Step 2: Course Development**
 - Step 3: Review and Final Approval of the Course**
 - Step 4: Offering of the Course**
 - Step 5: Continuous Course Review**
-

Step 1: Approval to Develop an Online Course

- _____ 1. The instructor notifies the Associate Dean or Instructional Program Manager about her/his desire to develop an online course for distance learners. The instructor is then provided with 1) a *Course Development Proposal* and 2) a *Faculty/Staff Guide to Course Development for Online and Distance Learning*. The instructor completes the online *Course Development Proposal*, obtains Department Chair approval for development of the proposed online course, and then returns the *Proposal* to the Distance Learning Center for approval.

Step 2: Course Development

- _____ 2. Upon approval a meeting takes place with the Instructional Program Manager and the Instructional Designer. The purpose of this meeting is to discuss the development of goals and objectives of the proposed course. The instructor begins to formulate the course content using resources, such as the following:
 - *Faculty/Staff Guide to Course Development for Online and Distance Learning*
 - Principles of good practice for online learning
 - How to be successful teaching online
 - Pedagogical best practices of teaching online courses

- _____ 3. The instructor meets with the Instructional Designer for an introduction to D2L and discussion/use of its common tools:
 - News
 - Classlist
 - Content
 - Digital drop box

- _____ 4. The instructor meets periodically with the Instructional Designer regarding the design of the course. He/she also attends additional sessions throughout the course development for training with two additional tools:
 - Grading
 - Quizzes

Step 3: Review and Final Approval of the Course

- _____ 5. When the instructor and Instructional Designer complete the development of the course, a review will take place to ensure that it adheres to the criteria set forth in the *Faculty Guide*. The instructor receives initial payment (one-half of the total) when the course is ready for review.

- _____ 6. An internal Course Review Team provides feedback to the instructor. If revisions or modifications are suggested by the review team, the instructor will make the revisions.

- _____ 7. If applicable, the instructor communicates that the suggested changes have been made.

- _____ 8. The changes are reviewed. When the suggested changes have been successfully implemented, the instructor receives the second payment (one-half of the total).

Step 4: Offering the Course

- _____ 9. With the start of the next term, the course is offered to students. Students evaluate the course. Evaluation results are provided to the instructor, the Instructional Program Manager, and the instructor's department chair.

- _____ 10. The instructor makes minor revisions (if needed) and teaches the same course again as scheduled.

Step 5: Continuous Course Review

- _____ 11. A review of the course by the instructor's department, an internal Course Review Team, and/or Quality Matters will take place as scheduled by the Distance Learning Center, typically on a five year schedule.

Online Course Syllabus (template)

*Permission to reproduce granted by the Rochester Institute of Technology's (RIT) Online Learning Program.
(Adapted slightly for use at UW-Superior)*

All online courses need a syllabus, just like their classroom counterparts, but the sections of the syllabus might be arranged differently depending on your delivery method. Because students access information online, you might opt to include all assignments in one area and all schedules in another area of the courseware you are using. All of the same categories of information contained in a traditional syllabus should be presented at the beginning of a course and be easy to access.

You are not going to be there to answer questions, so your syllabus and other course information must be more detailed and explicit than that used in the classroom. Think of all the questions classroom students ask, and then build those answers into the syllabus. This will save YOU answering them several times. Use bullets, rather than long paragraphs for onscreen readability.

Your syllabus and calendar should present a complete map of your course and indicate your planned learning outcomes, student practice and how mastery will be assessed.

Check your course syllabus against the following model to ensure that no important categories of information have been left out:

Categories of Information

- | | |
|--|-------------------------------|
| 1. Welcome/Getting Started | 10. Learning Outcomes |
| 2. Course Description, Credit Hours, Prerequisites | 11. Evaluation Criteria |
| 3. Instructor Information | 12. Scheduling Exams |
| 4. Textbook Information | 13. Assessment/Grading Policy |
| 5. Contact Policy | 14. Technical Support |
| 6. Supplemental Materials | 15. Library Statement |
| 7. Special Readings | 16. Academic Honesty |
| 8. Course Schedule | 17. ADA Considerations |
| 9. Learning Activities | |

Common Syllabus Categories

The following table expands on each category of information. These are the default headings in Learn@UW-Superior Syllabus.

Categories of Information	Description, examples and suggestion
Welcome/ Getting Started	On the opening page of your course, enter a News item. Provide a welcome statement and initial directions to the students.

	Example: Welcome to <course name>. Tell a bit about yourself and your background with the subject matter. Provide initial directions such as: Familiarize yourself with the syllabus and the course site and then go to Session 1 in the Outline. If you have questions about using Learn@UW-Superior, review the Student Guide in the nav bar above.
Course Description, Credit Hours, Prerequisites	Enter the course description, number of credits, and prerequisites as stated in the current University Catalog.
Instructor Information	Name, title, department etc. List the best ways to contact you: e.g. email, phone, and FAX numbers, office location Online office hours.
Textbooks (Required and/or optional)	List all requirements for the course. Required textbook(s): Title, Publisher URL for website that accompanies text book Reading packet.
Contact Policy	List times you will be available online, when you will respond to email and/or conference comments Tell students your anticipated turn-around time for email.

	Example: 24 Hour Response Time: All student e-mail will get a response within 24 hours during the work week, typically Monday through Friday. Will you be available weekends?
Supplemental Materials	List any additional information students need to complete the course. Media, lab needs, etc. <ul style="list-style-type: none"> • CD ROM(s): title(s) • Videotape: title(s) • Where materials can be obtained • E-Reserves at the Library (Special Readings) • Other online resources (e.g. Online professional journals) • Hardware specifications (can include scanner) • Software specifications
Course Schedule	Provide an overview of the course logistics.

For example:
Our work week starts on Tuesday.
All homework assignments are due by 12:00 p.m. on Monday.
Discussion questions should be posted by Thursday.
All homework assignments are to be posted to the given folder in Learn@UW-Superior.

Learning Activities

Explain them in specific detail (see also example below)

Examples:

- **Readings:** Readings will come from the textbook (see schedule for dates), electronic reserves, your reading packet, hyperlinks to online sites, the CD-Rom distributed with the textbook/course materials, or website associated with text.
- **Practice quizzes:** Graded/not graded online quizzes on the textbook website are designed to help you assess your own learning of the course material; results will be mailed to the instructor. You may take them as many times as you like.
- **Discussion:** You are expected to participate in all online discussion activities. This is a Graded/not graded activity.
- **Interaction:** You are expected to post your own <work> and constructively critique the <input> of two (or more) students each <time period>.
- **Questions:** Deadline for submission of questions to the weekly folders is 5 p.m. CST on Saturday of the week to which you are assigned.
- **Computational assignments:** work them by hand, scan them, convert to .gif or .jpg image format and submit using the Drop Box. Graded/not graded?
- **Images:** scan, convert to .gif or .jpg image format and submit using the Drop Box. Graded/not graded?
- **Software assignments:** Complete assignments and submit files using the Drop Box. Graded/not graded?
- **Writing assignments:** Written assignments (in MS Word, please) and homework are turned in using the Drop Box.
- **Workbook:** The workbook is a supplement to the textbook and designed to help you master course content by completing the exercises. Graded/not graded?
- **CD ROM:** Complete the activities noted in the schedule and turn in, using the Drop Box.
- **Graded exams:** online exams are similar to open book tests. You can use any resource EXCEPT a fellow class member or another person. No one will be watching you, but you are expected to follow the honor code

Learning Outcomes

Describe how you want your students to demonstrate to you, at the end of the semester, what they have learned and how your expectations for those demonstrations can be fulfilled.

Examples:

- Demonstrate a functional understanding of the nature and importance of <content> (fulfilled by discussion contributions)
- Define <content elements> and state how they are related (fulfilled by writing assignment)
- Identify and apply key factors that contribute to success in

- <content application> (fulfilled by discussion contributions)
- Synthesize concepts into an integrated composition/paper/project etc. (fulfilled by final paper)
- Demonstrate ability to function as a contributing team member (determined by peer evaluation)
- Define and recognize the use of common terms of the profession (fulfilled by online quiz)
- Deliver a group presentation demonstrating the use of course concepts to solve problems <in the workplace> (fulfilled by team presentation)

The overall learning outcomes will be supplemented by assignments in the support materials provided with this course.

To operationalize “understand,” “know” and “apply,” here is a selection of useful “action verbs” to describe expected student performances: adjust, analyze, animate, build, calibrate, code, compile, compose, compute, conduct, critique, create, deliver, design, develop, diagram, draw, evaluate, execute, generate, infer, interpret, manage, manipulate, mount, operate, perform, plan, prepare, print, produce, remove, repair, replace, shoot (video), show, solve, test, write.

Assessment/ Grading Policy

If you are giving letter grades for individual assignments, what are the specific criteria you will be using to assess student work?

Example: *Written assignments:* The following will be considered: accuracy and depth of content, clarity, validity, conformance to <name> style for citations and references, general format.

- You will be expected to spell check all written assignments.
- If you require written papers, explain the format that you want the paper(s) to be in. A document called Writing Papers (authored by Dr. Cindy Graham) will be included in the course shell.
- What are your policies regarding “Incomplete” grades?
- What do students need to do to get an “Incomplete”: how do they finish up and get a final grade; how long they have to do this? (e.g.: You must participate in all course activities to earn a passing grade. IF your participation is less than 50% in any one activity (discussions, writing assignments, homework, tests), you will receive an “Incomplete.” To make up an incomplete students must...
- What constitutes work that you judge ‘excellent,’ ‘good,’ ‘OK,’ ‘poor’?
- Plan to provide examples of work you consider excellent.
- If tests or exams are to be proctored, explain the process. Proctor

criteria and other information will be provided in the online course shell. Explain how/if tests will be returned, in what time span?

- Will tests/exams be closed/open book?
- How much material will each test cover?
- Do you offer any extra credit assignments?

Tech Support
(automatic*)

Identifies to students how they can get technical support.
This is automatically added to the course shell.

UNIVERSITY TECHNOLOGY HELPDESK
715-394-8300
Toll-free: 800-806-2890
E-mail: helpdesk@uwsuper.edu
Hours: 8 a.m. to 5:30 p.m., Monday-Friday

Library Statement
(automatic*)

A library statement is added to each new course.
Each library module has contact information for the content area of each course:

Library Services for Distance Education Faculty and Students

From a distance a faculty member or student can:

- Search the Library's online catalog
- Read electronic books
- Use online journals, newspapers,
- Request books and/or articles through Interlibrary Loan
- Have books and journal articles sent to you
- Get help with research needs from librarians
- Access E-Reserves

Access to the Library's Home Page:

<http://www.uwsuper.edu/library> or call: 1-877-232-1727 (Reference Desk, Jim Dan Hill Library)

Not sure where to start? Need help? Ask A Librarian at:

<http://library.uwsuper.edu/services/forms/reference.htm> If you have any questions about UW-Superior Distance Library Services, please contact the Distance Learning Librarian at 1-877-232-1727 or e-mail askref@uwsuper.edu.

Academic Honesty Statement
(automatic*)

The student enrolled in Distance Learning Center courses must observe the same strict codes of academic honesty required of the student in the classroom. Failure to do so will result in various penalties ranging from resubmission of assignments or reexamination, to immediate expulsion from or failure in the course. Unacceptable behavior includes, but is not limited to, submitting another's work as one's own, using a solutions manual, cheating on examinations, plagiarizing in any way, and helping

University Policies
(automatic*)

other students commit these or similar acts. If the student has any questions as to what is acceptable, s/he may ask their instructor before submitting the work in question.

Accommodation of Religious Beliefs: Students' sincerely held religious beliefs will be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students should inform us of these needs at the start of the semester.

Disabilities/Accommodation: Adaptations of methods, materials, or testing will be made to accommodate educational participation of all students. Students should me of their needs at the start of the semester.

Class Cancellations: When weather conditions are dangerous, students should call one of the professors or listen to local media about class cancellations. Students should not call Campus Safety.

Bloodborne Pathogens: Students who may be exposed to human blood and certain bodily fluids through classroom activities, practicums, or internships must be provided training and information.

Contact Carol Lindberg, Campus Industrial Hygienist, Extension 8073, for more information.

Disability Support Services
(automatic*)

Disability Support Services (DSS) for UW-Superior students is housed in the Center for Academic and Career Advising in Old Main, Room 134. Center staffs are committed to providing reasonable accommodations for students covered by the Americans with Disabilities Act (ADA). Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability against persons in any program or activity receiving or benefiting from federal funds. Section 504 and the Americans with Disabilities Act also require these institutions to make reasonable accommodations for students with disabilities. These mandates apply to documented learning, physical, sensory, and psychiatric disabilities. Students are to familiarize themselves with the DSS Handbook online at:

www.uwsuper.edu/dr

The Disability Support Services (DSS) advisor serves as a liaison for students with disabilities, and coordinates reasonable accommodation requests. To become eligible for accommodations, interested students must:

1) Identify themselves to DSS and provide appropriate documentation of the disability;

- 2) Schedule an appointment to review the information and develop an accommodation plan with DSS;
- 3) Inform instructors of accommodation needs at the beginning of each semester by giving them a FAF (Faculty Accommodation Form); and
- 4) Meet with DSS to update the accommodation plan and to arrange timely services.

For questions related to Services for Students with Disabilities, e-mail disability@uwsuper.edu or call (715) 394-8515 or contact a staff member in the Center for Academic and Career Advising.

(automatic*) The Distance Learning Center will automatically add these statements to your course.

Additional Categories

The following categories are not included in common syllabus template, but are helpful if applicable to the course format.

Participation Policy

State your participation expectations and policies in the syllabus.

Discussion: You are expected to participate in all online discussion activities. This is a Graded/not graded activity.

Interaction: You are expected to post your own <work> and constructively critique the <input> of two (or more) students each <time period>.

Points will be given for:

- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining and supporting positions on ideas
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

As most online students do their work over weekends, schedule your ‘weeks’ to run from Thursday to Wednesday or Wednesday to Tuesday. First input into the course discussion conferences should typically be due by midnight on Saturdays (CST).

Group Assignments

All assignments are due by 11:59 p.m. on the day specified. Explain what teams will be doing and why.

Students will be assigned to groups (or can choose other members of the group) during the second week. Check the “Groups” folder /discussion area.

All group members will receive the same grade for their final presentation. It will be assumed that contributions are equal. If your group runs into difficulties you must contact the instructor immediately.

If a group presentation is not completed, all group members will receive an “Incomplete.”

Peer Evaluation

Example:

These are the criteria you use when assessing the contribution of other students to your group project:

- 5 points - Acceptance of team responsibilities
- 5 points - Frequency or contributions
- 5 points - Timeliness of contributions
- 5 points - Accuracy of contributions