



Faculty Handbook for
Online Education

2017-2018

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Introduction

Welcome to the Alderson Broaddus University

Located in Philippi, West Virginia, Alderson Broaddus University has for over 140 years been providing a quality education for its students. Overlooking the picturesque Tygart River Valley, in Philippi, West Virginia, Alderson Broaddus University students learn and grow in a faith-based learning community. Deeply rooted in the liberal arts, Alderson Broaddus University is a health-related and professional educational institution. Alderson Broaddus University is affiliated with the American Baptist Churches, USA, and the West Virginia Baptist Convention

We are pleased that you have interest in joining ABU as a member of the faculty in the online venue and we believe that you will enjoy working with the staff, other faculty, colleagues, and the exceptional students at ABU.

Purpose of this Handbook

The purpose of this handbook is to provide faculty involved with online education an overview of the online orientation, education, policies and procedures. Designed as a reference guide, this handbook discusses the University's mission, goals and philosophy of online teaching, and learning resources as relevant to the distance education environment along with contact information.

Moreover, the handbook provides an overview of the University's pedagogical model of teaching online courses, the policies and procedures required of all faculty teaching online courses, and effective strategies for designing a course in the learning management system.

Finally, policies affecting individuals with disabilities, copyright and intellectual property laws and ethical issues are cited here for your reference and convenience. If at any time you have questions, you may contact Dr. Andrea J. Bucklew, Associate Provost and Director of Online Learning at 304-457-6438 or through email bucklewaj@ab.edu.

Alderson Broaddus University Mission

Identity

Alderson Broaddus University is an independent institution of higher learning, committed to serving the region as an academic, cultural, and religious resource, with programs based on a strong liberal arts foundation. The University is rooted in historic and continuing relationships with the West Virginia Baptist Convention and the American Baptist Churches in the U.S.A.

Mission

The mission of Alderson Broaddus University is to provide our students with the highest quality education, striving to prepare students to succeed in their chosen disciplines and to fulfill their roles in a diverse society as well-rounded and responsible citizens.

Core Values

High Academic Quality

The University values learning founded on high academic standards demonstrated by the open exchange of ideas, freedom and diversity of thought, and intellectual challenge and rigor. The University sustains such high expectations of the members of its community through the continuous improvement of learning and teaching.

Service

The University values service as a lifelong commitment. It seeks to foster the development of such a commitment among its students, faculty, and staff by providing opportunities for them to engage in meaningful service to others.

Personal Growth and Development

The University aims to advance the personal growth and development of all students by providing a caring environment that embraces the Christian values of moral integrity, service, trust, justice and compassion characterized by individualized attention to their academic, physical, spiritual, social, psychological, and aesthetic needs.

Life of Learning

The University promotes a life of learning by encouraging and supporting inquiry, creativity, and application of learning in socially responsible ways.

Diversity

The University deeply values its Appalachian heritage and promotes respect and appreciation for every person and for the richness of a diverse, multi-cultural, and global society.

Church Relatedness Statement

As a faith-based learning community, Alderson Broaddus University affirms and proclaims that the source, reality, meaning, and purpose of human existence are shaped by the goodness, power, oneness, and faithfulness of the Sovereign God, disclosed and incarnate in the life, ministry, death, and resurrection of Jesus Christ and attested to by the biblical revelation given by the Holy Spirit through human witness. As a church-related institution of higher education, we fulfill our educational mission through dependence on, trust in, and responsive commitment to that Sovereign God.

We believe in the unity of God's ultimate truth, and we value the integration of faith and reason in the pursuit of knowledge and understanding in all areas of life. We believe that every human being is created in the image of God and possesses the ability to learn and grow both spiritually and intellectually. Our goal, therefore, is to cultivate sound reasoning and critical thinking through a curriculum grounded in the liberal arts, including biblical studies, and to empower persons with the skills to better serve God and humanity.

Alderson Broaddus University seeks to provide a caring community, reflective of the diversity present in society and in the body of Christ, but united in mutual respect and understanding. We embrace Christian values, including moral integrity, service, trust, justice, and compassion, among others. Within a nurturing environment, we seek to support and empower all members of our community to explore and carry out these values.

Alderson Broaddus University affirms our commitment to our historical and continuing place within the Church of Jesus Christ, as it is embodied in the West Virginia Baptist Convention and American Baptist Churches/USA. Within this commitment, we support religious freedom and respect for various expressions of faith and celebrate the Church's racial, cultural, and theological diversity. We value the interdependence and mutual accountability between churches and the University. We affirm our openness to being educated by the Church as well as our responsibility to educate and equip the Church to join us in responding to the biblical call to renewal and to the need for a vital witness in society.

Through such a relationship, we are able to cooperatively fulfill our shared responsibilities for ministry and mission.

Vision Statement

Alderson Broaddus University will:

- prepare graduates for success and service to humanity;
- embody its Christian commitment by caring for each student in a learner centered environment;
- be renowned as a leader in health-related and professional higher education firmly rooted in the liberal arts; and
- serve the people of Appalachia to enhance the quality of life and economic viability of the region

Additional resources can be found on the ABU Homepage at <http://www.ab.edu>

Institutional Policy and Issues

Purpose

Alderson Broaddus University is committed to high academic quality in the delivery of all instruction and has created institutional policies and procedures to govern those practices. This handbook has been developed to provide guidance in the conduct of online education and to assist those responsible for the quality of instruction. The Online Programming Committee is charged with initiating policies and procedures regarding online and distance education; either as synchronous or asynchronous delivery methodologies. The responsibility for evaluating and revising the Distance Education Policy Handbook resides with the Online Programming Committee to be completed annually.

Academic Calendar

Online courses span a period of 5-15 weeks with rolling admissions.

Change of Registration

1. Any change in registration for a student in Distance Education must be processed through the Registrar's Office.
2. "Dropping" a course within the first three days will not be entered on the permanent record but must be properly processed.
3. If a student "withdraws" from a course following the Add/Drop period, but within forty-one days of the term, he or she receives a grade of W. (This matches the ratio with traditional full semester courses.)
4. Withdrawal after the 41st day of a session will result in a grade of "F" unless the Provost/Vice President for Academic Affairs deems that a health or other emergency exists.
5. Students in distance education programs need to contact the Financial Aid Office prior to withdrawing to be advised on the consequence of withdrawing.

Definitions and Policies

For purposes of this document online distance education is defined as instruction delivered via (1) the Internet on a Learning Management System (asynchronous and synchronous), (2) interactive conferencing, (3) audio/video media, and (4) other emerging technologies.

Asynchronous – Delivery methodology using online learning resources to facilitate information sharing outside the constraints of time and place. Asynchronous tools, such as e-mail and discussion boards, allow participants to communicate without having to be online at the same time.

Class Attendance – Requires active participation in the course not just logging into the learning management system. Attendance in online courses is determined by active participation of the student through the completion of class discussions, assignments, quizzes, exams and posts to discussion forums. Students at a minimum must log in at least once a week but multiple log-ins are highly recommended.

Delivery Mode - The primary method or technology used to deliver instructional information to the student and used for communication between the instructor and the students. At AB University, courses are delivered in the following modes:

Online courses are defined as 100% of the course being taught online using a combination of asynchronous and synchronous activities. This provides a greater flexibility of participation and convenience of access to students, while meeting the same student learning outcomes and level of rigor achieved in the traditional classroom.

Blended courses are defined as a combination of face-to-face instruction and online learning opportunities. Students will meet in the classroom ≤ 50% of the class time with the remainder of course work conducted via online.

Traditional courses are taught in a face-to-face classroom setting. The syllabus and course materials can be posted on the LMS and assignments may be submitted electronically.

Distance Learning/Online Distance Education terms are used interchangeably. This includes fully online and blended courses and is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Interaction between the instructor and the student is regular and substantive, and can be initiated by the instructor or the student.

Learning Management System (LMS) – Learning Management System (LMS) is a web accessible software application that provides for the administration of course content, delivery of assessments and communication with students and instructors, and the ability to track grades and other relevant assessment data. ABU is currently using Moodle 3.2.1 as the learning management system. Moodle can also be accessed as an app on mobile devices. However, students are strongly encouraged to complete all course work on a laptop.

Synchronous– is delivery methodology occurring at the same time. Synchronous tools at ABU include live classroom, text chat, audio chat or video chat, which requires all participants to be online at the same time. All of these modes are performed in “live classroom” which can be archived and available only to class participants after link and password is sent from instructor to view at student’s convenience.

Holidays

Students will follow the official ABU academic calendar. If the University is scheduled to be closed online courses will continue to meet that day unless otherwise stated in the course syllabus.

Leave of Absence

- Under unavoidable situations and for justifiable reasons a student may be granted a Leave of Absence. A leave is granted only when the absence seems necessary and the student definitely plans to return when the period of absence expires.
- A student needs to notify the Registrar that he or she seeks a Leave of Absence.

Submitting Final Grades

Faculty must submit final grades within 72 hours of the completion of the course. For RN-BSN NRSG courses only, final examinations are scheduled on the Wednesday of week 8 (for those classes spanning an 8-week period). This allows for adequate time should a student wish to appeal their grade, before moving into the next course in sequence. All other final examinations will follow the schedule established and published at the beginning of the semester.

Submitting Grade Changes

In the event that a student’s grade must be changed, faculty will need to notify the Registrar.

Weather

When the ABU Campus is closed due to inclement weather, online courses will not be cancelled unless otherwise notified. Faculty and students are expected to follow course assignments as scheduled.

Blended courses - the online component of a blended course is not affected when University campuses are closed for inclement weather. If a scheduled face-to-face class time is cancelled, faculty will notify students and reschedule accordingly.

Withdrawal from University

- An online student withdrawing from the University, either during an academic term or at the completion of an academic term, must complete a Withdrawal Form available from the Registrar's Office or the program director.
- Failure to comply with this procedure will result in the recording of an "F" on the student's permanent record.
- Withdrawing from the University during the semester means withdrawing from all registered courses and must happen before the last day to withdraw from courses.

Curriculum and Instruction:

Academic Integrity

See Academic Integrity Policy at ABU in the Student Handbook at www.ab.edu. During the first week of the online course, the student is required to take an academic integrity quiz. By completing this quiz and answering all the questions, the student is accepting the Alderson Broaddus academic integrity policies. The student must accept the academic integrity policies in order to receive credit for the work they complete throughout each course.

Example:

Student Obligations

Students should recognize their responsibility to uphold the *Academic Integrity Policy* and to report apparent violations to the appropriate persons. Students who do not understand the *Policy* or its application to a particular assignment are responsible for raising such questions with their professor. By enrolling in the University, each student agrees to abide by the *Academic Integrity Policy*. In signing the pledge, the student indicates his/her knowledge of the *Academic Integrity Policy* governs his/her academic activities at the University.

Academic Integrity Pledge:

I HAVE ABIDED BY THE ABU ACADEMIC INTEGRITY POLICY ON THIS ASSIGNMENT

Signature_____ Date_____

Accessibility (ADA)

ABU makes every effort to select instructional technologies that are accessible to individuals with disabilities. As with traditional, campus-based courses, students taking distance learning courses may request accommodations to meet the individual needs of the learner. In distance learning courses, special arrangements may be made to deliver the course in an alternative format as needed. *All requests must be coordinated with the University's Disability Coordinator; Amy Hopkins Mason at masonar@ab.edu or (304) 457-6274.*

Copyright Compliance

Faculty members are expected to understand and adhere to the copyright law of the United States (Title 17, United States Code), as updated by the Technology, Education, and Copyright Harmonization Act (TEACH Act). Copyright law must be followed when performances, displays, copies or other reproductions of copyrighted material are made available to students. This includes the posting of copyrighted material to the University's learning management system.

Course Oversight

ABU adheres to the policy that all courses of the same prefix and number will have the same student learning outcomes and level of rigor, regardless of delivery mode. The process for approval of new online courses follows the same institutional policies as new on ground courses. If an existing course is also offered in a distance learning format, the course will be reviewed by the College Dean to ensure that it meets all criteria of consistency of content and method of evaluation. If the Dean of the College determines that the course proposal is appropriate for distance delivery, the course will be submitted to the Dean's Council with a completed Course Prospectus Form (See Appendix A). Once completed the course prospectus will be forwarded to the Online Programming Committee to review. It is the responsibility of the faculty to ensure that the rigor of programs and quality of instruction are maintained within their courses.

Course Review

All online courses that have been taught at least twice are subject to review by the Online Programming Committee following a standardized course evaluation rubric, drawn from the Quality Matters Rubric. Results of the review are forwarded to the appropriate College Dean and/or School Chair (as applicable) to be discussed with the faculty. Ongoing monitoring of all distance learning courses is the responsibility of the Deans and/or Chairs (as applicable), the Online Programming Committee, and the Instructional Designer.

Class Size – Maximum and Minimum

Under normal circumstances, a distance learning course that requires intensive communication and collaboration should have a maximum class size of 20-25 students and a minimum class size of 6 students. Deans of each college and the University Provost will review and consider any exceptions to this norm.

Faculty Responsibility

Faculty, as subject matter experts, are responsible for the course content, delivery of instruction, evaluating student progress, assessing student learning outcomes, and timely communication in an online learning course. Before an online course is placed on the Course Schedule, faculty are expected to submit a completed Course Prospectus (Appendix A) and updated course syllabus to the Online Administrator. At the conclusion of each online course, faculty are also required to complete an evaluation of the course to guide improvements to the course's design and delivery. (See Appendix E) Failure to submit any of the required documentation may result in the course being removed from the Course Schedule and the loss of online teaching approval for the faculty member.

Testing/Assessment

Faculty are responsible for designing the standards to measure student success in their courses which would include a variety of assessment measures, including but not limited to discussions,

assignments, quizzes, tests, case studies and real world experiences. Faculty are responsible to ensure that academic integrity and high standards are adhered to in all courses.

Third Party Providers

Online courses are available from other universities, corporations or non-profit organizations. In the event that ABU pursues to adopt or purchase entire courses or course elements from a third party, such courses must be evaluated by the Chair of the School (if applicable), Dean of the College, and the Online Administrator to ensure that the materials meet all quality criteria set forth by the University, before any agreements are signed.

Waiver of Rights

All users of ABU who access computing resources, waive any right to privacy and consent to access and disclosure by authorized University personnel of any electronic files, email, or any other transmissions created, stored, or transported using University computing resources. The University reserves the right to monitor and if necessary, to disclose the contents on a need to-know basis of any electronic transmission, file or communication for the purpose of troubleshooting, preventing system misuse, assuring compliance with policies, and complying with legal and regulatory requests for information. Users should recognize that under some circumstances, as a result of investigations, subpoenas or lawsuits, the University might be required by law to disclose the contents of electronic communication.

Faculty:

Online Course Assistance

Alderson Broadus Instructional Designer Nathan Fortney is available to assist you with the online course development process. He will provide a supportive role to help you, as the subject matter expert, build your course.

Alderson Broadus University uses the latest version of the Open Source Moodle LMS. Access to this system can be found from the University Home page www.ab.edu, or directly at www.moodle.ab.edu. The following online tutorials are available to assist you in acquiring or honing the skills needed to develop and teach online courses:

[Login and Password](#)

[Using a Discussion Forum](#)

[Tests and Quizzes](#)

[Assignments and Grading](#)

Completion of these tutorials is **REQUIRED** for faculty teaching their first online course and is highly recommended for all faculty. New traditional and online faculty are also required to meet with Nathan Fortney (in person or virtually) concerning their unique needs in the LMS and to review Quality Matters design standards.

Course Prospectus

A course prospectus (See Appendix A) must be completed and submitted to the Online Administrator prior to the course being placed on the schedule. The course prospectus includes the following: course description; course type; required text, videos, etc. and a copy of the course syllabus.

Once the courses prospectus is received by the Online Programming Committee, course content can start being placed in the LMS's course shell. The course shell is a detailed outline of how the course should be set-up and presented.

Syllabus

The course syllabus serves as a core document in an online class. Each faculty member should take ample time in developing the course syllabus. It should be thorough enough to orient the new student to how your course is structured, the academic requirements of the course, grading, the course calendar, and should include information for students wishing to locate additional ABU resources. All syllabi at Alderson Broaddus must follow the Syllabus Template included here in Appendix B and found in the ABU Faculty Handbook. An Online Syllabus Skeleton can also be found in Appendix C. This skeleton includes provisions unique to online courses such as netiquette expectations, technical and software requirements, etc.

Faculty Evaluation

Online faculty are evaluated in the same manner as those who teach traditional courses. Student evaluations are completed anonymously via electronic submission for all online courses. The results are used to guide course revisions as necessary and are shared with faculty, Chairs of the School (as applicable), the Dean of the College and the Provost/Executive Vice President for Academic Affairs. (See Appendix D)

Faculty Support and Supervision

Full and part-time faculty who teach online courses are supervised as a regular activity of the Chair of the School (as applicable) or Dean of the appropriate college. The IT department at ABU will assist with technical/computer related issues. Course design related issues should be directed to Nathan Fortney, Instructional Designer at 304-457-6350 or by email at fortneynd@ab.edu.

Official E-mail

ABU provides each faculty member with an ABU e-mail account. All correspondence must be sent using the University-provided email account, including all course related correspondences. E-mails sent from within the learning management system will appear to come from the faculty member's e-mail account. Faculty members should remind students that they are required to use and maintain their ABU e-mail account and that a personal e-mail account (i.e. not a student's official account) should not be used when contacting University employees or for submitting assignments.

Instructional Design and Guidelines

Authentication

National attention has been focused on the identity of students who take online courses. The 2008 reauthorization of the Higher Education Opportunity Act requires that institutions ensure that students who receive credit in online courses are the same students who complete the work. One method that ABU has introduced to ensure this is by requiring every student to login with a unique username and password assigned to them when they are enrolled in the University.

Students and administrators automatically receive email notifications any time their username or password is changed in the LMS. This security measure helps to prevent unauthorized password changes, or to alert the student if their password is changed without their permission. Online instructors are required to use Moodle as the entry point to their online courses so that this integrity is maintained. Furthermore, every click that a student makes in the LMS is logged with a timestamp and the student's IP address. This helps to ensure that the student is not logging in from multiple locations simultaneously.

Here are some additional recommended ways that online faculty can help ensure that the students who are doing the work are the students getting credit for the class:

- Techniques to limit cheating on exams (i.e. randomized questions, multiple questions from pools, time limits on exams, limited availability of exams...)
- Extensive writing tasks throughout the semester

- Revision of writing tasks throughout the semester
- “Plagiarism training” for students
- Requiring students to use Turn- it- in
- Informal checking for plagiarism

Course Development / Moodle Support

For online course development assistance, Instructional Designer, Nathan Fortney at 304-475-6350, or email Fortneynd@ab.edu or Online Administrator, Dr. Andrea Bucklew, 304-457-6438 or bucklewaj@ab.edu.

Online Communication: Regular & Effective Contact

One thing that differentiates a distance education course from a traditional course is the student and instructor contact. All online classes at ABU must include regular contact between instructors and students. Communication on the LMS should start under the “Announcements” section of the homepage of the LMS. (See example in Appendix C)

The use of Live Classroom, video, and other interactive communication and media is strongly suggested within all online courses at ABU. Live classroom chats will be archived for students to review if unable to attend the session. Effective communication, including the announcement of any changes to course requirements or schedule, is imperative for online faculty.

Guidelines and Expectations Regarding Communication:

- Course faculty are expected to respond to student’s questions or emails within one businessday (24 hours) during the week and 48 hours over the weekend.
- Instructor’s contact information, including an introductory biography, shall be included in the course syllabus and/or posted on the main course page
- Weekly office hours will be posted via email or placed on Announcements
- If an instructor will be unable to login for more than four business days, students will be notified via announcements and email.
- All correspondences should be conducted using official ABU email addresses.
- Assignments must be submitted using the LMS drop boxes, and should not be accepted via email.
- All data is stored on institutionally managed systems to ensure confidentiality and security.

Technical Assistance

For faculty non LMS related technical assistance during weekdays, you can contact the ABU IT Department at 304.457.6331 or email abit@ab.edu. For weekend or evening assistance related to technical and Moodle assistance email lms@ab.edu.

LMS related technical questions should be directed to the Moodle help desk, found on the ABU Moodle homepage for on campus students. Off campus students need to call 304.457.6350 or email lms@ab.edu. Responses will be provided within 24 hours of submission.

University Representation

Online faculty will have a number of individuals that they can turn to when they need a voice on campus. For academic concerns you will want to contact your dean or chairperson of your discipline. For course development concerns, contact the Online Administrator.

Campus Resources and Support

Academic Center for Educational Success (ACES) found on the ABU homepage at <http://www.ab.edu/current-students/ACES>

ACES offers a combination of services designed to support students during their tenure at ABU. Its mission is to strengthen learning, enhance retention, and promote the overall success of our diverse student population with the tools needed for academic success. ACES provides 4 primary categories of service:

Services for Students with Disabilities

ACES supports students with disabilities and coordinates provision of accommodations between students and faculty members, during fall, spring, and summer semesters. Services for students with disabilities are designed individually. Please contact Amy Hopkins Mason for assistance at: masonar@ab.edu or (304) 457-6274 to discuss required documentation and planning at the beginning of each semester service is requested.

Academic Coaching

ACES assists students in developing or enhancing the general learning skills necessary to be successful in college. Services are targeted to students' individual needs and are available during fall, spring, and summer semesters. Current learning skills development assistance includes, but is not limited to:

- Test taking strategies
- Managing test anxiety
- Note-taking (including active listening strategies and textbook usage)
- Time management
- Effective study techniques
- Memory enhancement
- Learning styles and processes

Students taking classes remotely are encouraged to contact Amy Hopkins Mason directly for assistance: masonar@ab.edu or (304)457-6274.

Subject Matter Tutoring

ACES offers peer-to-peer subject matter tutoring for many courses, during fall and spring semesters, using a "Peer-to-Peer" tutoring model and arranged as students request assistance. (Math tutoring is provided via the math department.)

Students taking classes remotely are encouraged to contact Amy Hopkins Mason directly to arrange assistance via telephone or Skype: masonar@ab.edu or (304)457-6274.

ABU Writing Lab*

** The following information is posted on the homepage of each online course*

The Alderson Broaddus University Writing Lab is a virtual lab that operates as a service of ACES. If you would like to have a written assignment reviewed please follow the process below:

1. Using MSWord, drafts should be submitted to aces@ab.edu (fall and spring semester) and masonar@ab.edu (summer semester.)
2. In the email subject, indicate your course.
3. Submit drafts no less than 3 working days prior to when the assignment is due.
 ***Remember to plan in enough time to make any changes you must make prior to assignment deadline! ***

4. Provide a brief synopsis of the assignment (assignment instructions and purpose, citation style required, etc.) to ensure that the reviewer can offer the best input possible.
5. Drafts will be returned, via email, with suggestions indicated via the Review function in MSWord.
6. Questions will be addressed primarily by email, although telephone meetings can be arranged if necessary.

Bookstore

Textbooks for students can be purchased at the ABU Bookstore. Link is available on the ABU homepage at <http://www.ab.edu/bookstore-fan-shop>. The bookstore will mail the requested materials to the student.

Counseling Services

Personal Counseling Services are available to promote the emotional and psychological well-being of all ABU students, and students are encouraged to use these services proactively. The Counseling Center is located on campus at 219 Burbick Hall. Office hours are 9am-4:30pm, Mon-Fri, with flexible scheduling available if normal hours do not meet students' needs. For on-line students, e-mail sessions or video-chat can also be arranged as needed.

Financial Aid

To receive a financial aid package from Alderson Broaddus University, a student simply needs to be admitted to ABU (apply online at www.ab.edu) or be a returning student AND complete the FAFSA (or an Institutional Financial Aid Application for international students). The Financial Aid Office is available to answer questions Monday – Friday 9am – 4pm. The Office can be contacted by phone at (304) 457-6354 or by email at fa@ab.edu.

Library Resources

The ABU Pickett Library Website is located at <http://intranet.ab.edu:81/home/library>. You have access to many online academic databases from any computer with an Internet connection. You may access these databases on the library website using your ABU username and password.

The Picket Library provides internet access to 150,000 electronic books, 11,000 electronic journals, magazines, and newspapers, and the digital music content of 70,000 CDs anywhere on or off campus. All the resources needed to complete coursework at AB University can be found on the library's website or in the library. Research assistance is provided via email and in the library. Librarians are available days, evenings, and weekends to make sure students locate the information needed to complete class assignments. If you or a student is unable to get to the campus, please contact library staff: hoxiede@ab.edu; braceysk@ab.edu

The Pickett Library is open 78 hours per week during fall and spring semester.

Sunday 1:00pm-10:00pm
 Monday-Thursday- 8:00am-10:00pm
 Friday- 8:00am-5:00pm
 Saturday-1:00pm-5:00pm

Notice of Non-Discrimination

Alderson Broaddus University is committed to providing and maintaining a learning and working environment that is free from any form of illegal discrimination or harassment in accordance with federal, state and local law, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI and Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, and their implementing regulations. Specifically, the University does not discriminate on the basis of sex, age, race, color, national origin, disability, religion, veteran status, or any other characteristic protected by federal, state and local law in recruitment, admission, educational programs, University activities or employment. There will be no retaliation against any individual who makes a good faith report of discrimination or harassment or participates in or cooperates with any investigation of alleged discrimination or harassment.

Table of Frequently Used Numbers

Role	Name	Phone Number	Email
Academic Center for Educational Success (ACES)	Dr. Amy Mason	304-457-6274	masonar@ab.edu
Bookstore	Mr. Ed Burda	304-457-6238	burdaep@ab.edu
Business Office	Mr. Jeff Conley	304-457-6340	conleyji@ab.edu
Chaplain	Dr. Carl Gittings	304-457-6243	gittingscw@ab.edu
Dean of Student Affairs	Mr. Bruce Blankenship	304-457-6213	blankenshipba@ab.edu
Financial Aid Office	Mrs. Amy King	304-457-6354	kingal@ab.edu
Informational Technologist	Mr. Nathan Fortney	304-457-6350	fortneynd@ab.edu
Information Technology	Ms. Carol Weaver	304-457-6331	rominec@ab.edu
Office of Admissions	Ms. Erica Thon	304-457-6256	thonel@ab.edu
Office of Registrar	Dr. Sandra Hoxie	304-457-6227	hoxiese@ab.edu
Online Administrator	Dr. Andrea Bucklew	304-457-6438	bucklewaj@ab.edu
Picket Library	Mr. David Hoxie	304-457-6229	hoxiede@ab.edu
Professional Counselor	Mr. Chad Hostetler	304-457-6320	hostetlercs@ab.edu
Provost/Executive Vice President for Academic Affairs	Dr. Joan Propst	304-457-6201	propstjl@ab.edu
RN-BSN Director	Ms. Denise Campbell	304-457-6210	campbelldl@ab.edu

Appendices

Appendix A: Course Prospectus



Distance Education Course Prospectus

1. FACULTY:

2. DEPARTMENT:

3. Course to be offered (cite semester)

4. What is the range of time the course will be instructed?

5 weeks

8 weeks

15 weeks

5. Indicate the history of this course delivery:

- a. Face to face (dates) _____
- b. Blended (dates) _____
- c. Online (dates) _____

6. Is the course fully online or blended?

☐ Fully Online ☐ Blended (\leq 50% classroom)

7. If blended, what is the approximate portion of face to face time/classroom and online instruction:

8. Are publisher materials used in this course?

If "Yes," provide URL for access to these materials:

9. Does the course include any required real-time instructor-learner?

☐ Yes ☐ No

10. Please confirm the required materials are available in your course:

- a. Office hours
- b. Course syllabus
- c. Learners are asked to introduce themselves
- d. Moodle Gradebook
- e. Assignments with Rubrics
- f. Discussion Boards
- g. Test/Quizzes are set up in one question at a time format when appropriate
- h. Course Evaluation

11. The faculty in this course acknowledge that they are compliant with copyright laws of United States.

12. Please attach a course syllabus following the guidelines included in the ABU Syllabus Template found in the ABU Faculty Handbook.

Faculty Signature/Date:

Dean's Signature/Date:

Online Administration Signature/Date:



Appendix B: Syllabus Template

TEACHING AND INSTRUCTIONAL MATTERS

2.0 Preparation of Syllabi			
Authority:	Academic Affairs	Effective Date:	2014
Responsible Official	Provost/Executive Vice President for Academic Affairs	Last Revision/Review Date:	2015
		Review Cycle:	Every 3 years

- A. An instructor is expected to prepare and publish a syllabus for each course taught. Unless the nature of the course or composition of the class necessitates otherwise, the syllabus is distributed during the first class session.
- B. The syllabus should include the following information:
 - i. Course Identification
 - i. Course name
 - ii. Course number
 - iii. Credit hours earnable
 - iv. Time of Day
 - v. Day of Week
 - vi. Semester and year (e.g., Fall Semester 2014)
 - vii. Academic building and room number where class meets
 - ii. Course Instructor
 - i. Name
 - ii. Office Hours
 - iii. E-mail address
 - iv. Phone number (campus; or home (if appropriate))
 - v. Office address (room, academic building)
 - vi. Instructor availability (usually more tailored to the course; may or may not include regular office hours)
 - iii. Course Overview
 - i. Catalog Description, including prerequisites
 - ii. Course goals/objectives (learning outcomes)
 - iii. Course assessment techniques and standards (e.g., exams, papers, projects, demonstrations – also grading, points, extra credit [if appropriate], etc.)
 - iv. Identify program and/or liberal studies outcomes to be achieved in this course
 - v. A daily or weekly schedule of assignments or calendar
 - iv. Course Materials and/or Equipment
 - i. Required text(s)
 - ii. Required materials
 - iii. Suggested/recommended materials (if appropriate)
 - iv. Arrangements, if any, for use of resources and participation in activities outside the classroom
 - v. Course Policies
 - i. Attendance
 - ii. Missed or delayed exams, assignments, projects, papers, etc. procedures (e.g., notification expectations, time limits, grade impact)
 - iii. Class participation (expectations, points, guidelines, etc.)

- iv. Ethics (academic integrity which addresses plagiarism, cheating, and other behaviors or actions; consequences or penalties for violations; refer to the Honor Code: Policies and Procedures)
 - 1. If you plan to use Turnitin.com or another plagiarism detection program in your class, please include a statement such as, “As a condition of taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.”
- v. With wireless capabilities in all classrooms, a statement such as, “Students are permitted to use computers during class for note taking and other class related work **ONLY**. Those using computers during class for work not related to the class must leave the classroom for the remainder of the class period.”
- vi. Decorum (with regard to certain professional courses or regarding lab apparel, etc. as well as cell phones, iPods/iPads, bringing food to class, respect for others, general civility)
- vii. Statement regarding disability services (to be included in each syllabus):
 “If you are a student with a disability and would like to discuss eligibility for accommodations, please visit the Academic Center for Educational Success (ACES) on the third floor of Burbick Hall. ACES supports students with disabilities and coordinates provisions of services between students and faculty. Contact the Director of ACES for assistance at (304) 457-6274.”
- viii. Commitment to non-discrimination (to be included in each syllabus): Alderson Broaddus University is committed to creating and fostering a learning environment based on open communication and mutual respect. This is an integral part of the University’s academic mission to enrich our students’ educational experiences and prepare them to live in and contribute to a global society. Therefore, if a student chooses to confide in a member of the Alderson Broaddus faculty regarding an issue of sexual misconduct or any form of discrimination, that faculty member is obligated to inform the Alderson Broaddus Title IX Coordinator. The Title IX Coordinator will assist the student in connecting with all possible resources both on and off campus.

Appendix C: Online Syllabus Skeleton

Course Title
Semester
On-line
3 Credit Hours

Instructor:

Office:

E-mail:

Office Hours: (Online office hours are appropriate for online courses. These are times when the professor will be available to take phone calls from students, to Skype or Facetime, instant message, etc.)

Catalog description: Use official description from the ABU Graduate Catalog

Course Specific Learning Outcomes:

Students who successfully complete this course will be able to: (Use appropriate outcomes language.)

- Describe . . .
- Identify . . .
- Compare and contrast . . .
- Assess . . .
- Analyze . . .

Required Text:

Title:

Edition:

Author:

Publisher:

Include a statement of how this course (specifically the course level outcomes identified above) aligns to the program learning outcomes.

Assignments and Examinations:

Quizzes:

This should include information about when quizzes will be available, if they will be timed, if multiple attempts are allowed, etc.

Written Assignments:

Requirements for submission should be specified including technical requirements (for example: submitted to Moodle drop box, not by email), deadlines, format (Microsoft Word), etc.

Discussion Questions:

To fulfill the requirements of Quality Matters, some method of interaction and collaborative learning should be included in the course. Inclusion of a Discussion Board is one way to

achieve this. Details of what will be required of student should be specified. Inclusion of a rubric for the evaluation of students' discussion board postings is the gold standard.

Missed assignments:

For online courses, it is important to make it clear to students what the consequences are for failing to complete work on time.

Examinations:

This should include information about when exams will be available, if they will be timed, if multiple attempts are allowed, rules for make-ups if allowed, etc. It is also appropriate to discuss issues related to academic dishonesty. Reference to the ABU Honor Code, Student Code of Conduct, Online Student Handbook, and other similar documents are encouraged as well.

Grading Policy:

Grades will be determined as follows:

- Examinations
- Quizzes
- Assignments
- Discussions

Grading scale:	90% to 100%	A
	80% to 89%	B
	70% to 79%	C
	60% to 69%	D
	Below 60%	F

Attendance:

A statement specifying the necessity of frequent and continual participation in the course by students should be included.

Communication with Professor:

A statement addressing the best methods of communication with the professor should be included. It should include the plan for response time and feedback on assignments.

MISCELLANEOUS POLICIES

(These are some suggested policies to include for full QM compliance)

Academic Dishonesty: The professor should explain their expectations concerning academic honesty including the possible penalties to students.

In addition, we strongly encourage a statement similar to this one be included for all online courses: *All students enrolled in this course must complete an Academic Integrity quiz. By completing this quiz and answering all the questions, you are accepting the Alderson Broaddus academic integrity policies. Furthermore, every click that a student makes in the LMS is logged with a timestamp and the student's IP address. Students are strongly encouraged to always complete course work from the same IP address. If you become*

aware of a situation that will require you to complete work from a different IP address, you must notify the professor before submitting the work.

Student Handbook and ABU Honor Policy: Students should be familiar with all policies found in the AB Student Handbook and the Online Student Handbook including the AB honor policy as all those provisions apply to this course.

POLICY ON PLAGIARISM: The instructor should include a statement explaining their plagiarism policy.

Turnitin.com: As a condition of taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

COMPUTER, INTERNET, AND TECHNICAL SKILLS REQUIREMENTS

A statement explaining these requirements is another QM standard. A sample statement is included below.

For an online class, it is crucial that you have a reliable computer and reliable fast Internet connection. If your equipment and Internet connection are outdated, slow, or unreliable, make arrangements for using another computer for this class. Talk to friends and family members; check your local public library or community college—having access to a reliable computer and a fast Internet connection will save you a lot of time and will make your work easier. As a fail-safe, you should have access to a flash drive to back up all your work. You will also need access to Microsoft Word and Powerpoint.

EMAIL AND DISCUSSION FORUM ETIQUETTE

A discussion of appropriate email and discussion board etiquette is another QM standard. This can include rules for formatting messages, respecting others opinions, etc.

The following 2 statements are required to be included per the ABU Syllabus Template:

Students with Disabilities: If you are a student with a disability and would like to discuss eligibility for accommodations, please visit the Academic Center for Educational Success (ACES) on the third floor of Burbick Hall. ACES supports students with disabilities and coordinates provisions of services between students and faculty. Contact the Director of ACES for assistance at 457-6274.

Commitment to non-discrimination: Alderson Broaddus University is committed to creating and fostering a learning environment based on open communication and mutual respect. This is an integral part of the University's academic mission. Therefore, if a student chooses to confide in a member of the Alderson Broaddus faculty regarding an issue of sexual misconduct or any form of discrimination, that faculty member is obligated to inform the Alderson Broaddus Title IX Coordinator. The Title IX Coordinator will assist the student in connecting with all possible resources both on and off campus.

Tentative Schedule

Week	Classroom Activities and Assignments
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	

Appendix D: ABU Student Course Evaluation

1. Enter the name of your course, instructor and term.

Example: Intro to Criminal Justice/Smith/Fall 2016

2. My current class status is:

(check all that apply)

- ☐ Non Degree Seeking
- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate Student
- ☐ Online Student

3. This course was taken to fulfill the following requirement:

(check all that apply)

- ☐ Elective/Other
- ☐ Minor
- ☐ Major
- ☐ Liberal Studies

4. On average the amount of time, in hours per week, I spent on this course outside of class/lab was:

- ☐ <2 Hours
- ☐ 2-4 Hours
- ☐ 4-6 Hours
- ☐ 6-8 Hours
- ☐ 8< Hours

5. The number of classes I missed for any reason was:

- ☐ 0-1
- ☐ 2-3
- ☐ 4-5
- ☐ 6-7
- ☐ 7 or more

6. The objectives of this course were clearly stated in the syllabus.

- ☐ Strongly Disagree
- ☐ Disagree

- ☐ Somewhat Agree
 - ☐ Agree
 - ☐ Strongly Agree
7. The instructor effectively addressed these objectives.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Somewhat Agree
 - ☐ Agree
 - ☐ Strongly Agree
8. The methods used for evaluation were clearly defined.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Somewhat Agree
 - ☐ Agree
 - ☐ Strongly Agree
9. The method(s) used for evaluation were appropriate to the content.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Somewhat Agree
 - ☐ Agree
 - ☐ Strongly Agree
10. Feedback given by the instructor was helpful.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Somewhat Agree
 - ☐ Agree
 - ☐ Strongly Agree
11. This course increased my knowledge and/or skill level.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Somewhat Agree
 - ☐ Agree
 - ☐ Strongly Agree
12. The instructor presented content in an organized manner.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Somewhat Agree
 - ☐ Agree
 - ☐ Strongly Agree
13. The instructor's method of presentation encouraged students to participate in the learning.
- ☐ Strongly Disagree

- ☐ Disagree
 - ☐ Somewhat Agree
 - ☐ Agree
 - ☐ Strongly Agree
14. The instructor encouraged discussion and/or questions when possible and appropriate.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Somewhat Agree
 - ☐ Agree
 - ☐ Strongly Agree
15. The instructor is knowledgeable about the subject matter.
- ☐ Strongly Disagree
 - ☐ Disagree
 - ☐ Somewhat Agree
 - ☐ Agree
 - ☐ Strongly Agree
16. Overall, how would you rate this course?
- ☐ Poor
 - ☐ Fair
 - ☐ Satisfactory
 - ☐ Good
 - ☐ Excellent
17. Overall, how would you rate this instructor?
- ☐ Poor
 - ☐ Fair
 - ☐ Satisfactory
 - ☐ Good
 - ☐ Excellent
18. The strength of this instructor and/or course include:
-
19. Suggestions for instructor and/or course improvement include:

APPENDIX E:

Alderson Broaddus University
Online Course: Faculty Self-Evaluation

Directions: For each of the benchmarks listed, select a description from the drop down menu in the Rating column that best applies to your course. For any category that does NOT meet the criteria, please comment on the changes you will make to *Meet Criteria* in the future.

Course Information		
Course Number and Name		
Instructor Name		
Semester Taught		
Section 1: Course Design	Rating (Use Drop Down)	Comments
Learning goals and outcomes are easily located within the course		
Course learning outcomes are explained clearly		
Outcomes are provided for specific units/modules of the course		
Content is provided in manageable segments		
Content is easily navigated; progression within units/modules is intuitive or obvious		
Content is presented using a variety of media (e.g. text, visual, audio) as appropriate to the audience, learning goals, and discipline.		
Section 2: Interaction & Collaboration	Rating (Use Drop Down)	
Communication activities provide students with opportunities for reflection, problem-solving, and/or other higher order thinking.		
Communication activities are used to further student learning and build a sense of community among learners.		
Student-to-student interaction is encouraged and/or required.		
Student-to-instructor interaction is encourage and/or required.		
Levels of participation required by students are explained clearly, and are communication protocols (e.g. what constitutes a "good" versus a "poor" discussion posting)		
The instructor takes and active role in facilitating and moderating discussions, including providing feedback to students.		

Section 3: Student Evaluation and Grading	Rating (Use Drop Down)	
Rubrics or descriptive criteria measures are provided to make expectations clear		
Instructions provide sufficient detail to ensure learner understanding		
Multiple types of evaluation methods are utilized to address learning style differences and enhance motivation		
Students are provided ample opportunity to track their own progress.		
Section 4: Learner Support	Rating (Use Drop Down)	
Contact information and/or links are provided to reach:		
<i>The instructor</i>		
<i>Technical help</i>		
<i>Student support services (e.g. Library, ACES, etc.)</i>		
The instructor's expected response time to student inquiries is clearly explained.		
Policies are included regarding:		
<i>Plagairism and academic honesty</i>		
<i>Netiquette</i>		
<i>Other "behavioral topics" as needed.</i>		
File formats and necessary software requirements are explained		