

Online Faculty Guide



**EXPECTATIONS FOR FACULTY TEACHING IN THE
GRADUATE PROGRAM**

Fall 2018

Overview: We aspire to have a very successful graduate program here online; however, we must build upon this success to ensure our students have the best that all of us have to offer. As the lines between distance education and traditional on-ground education blur, our online graduate students will receive the same attention, care and support as do our on-ground graduate students.

We must realize that graduate students are still learners and are in the process of becoming independent learners. They need to delve deeply into critical thinking, analysis, and synthesis to become these independent learners. We must help them along the way.

Students depend upon faculty for their expert guidance and support. Just as we expect graduate students to “**go deep**” with their learning, we expect faculty to “**go deep**” with their instruction, with student interaction, and with classroom management. As faculty, we must provide opportunities for these students to expand their knowledge and extend their ability to learn. We must foster the metacognition process – helping students to “think about their thinking,” think about how they learn and what learning is. It is not a simple process, and we must help students to learn how to “go deep.” Our interaction and involvement should focus on the entire learning process and not on just the end-result.

Our graduate student population might consist of non-traditional students that are busy people, balancing work, family and now graduate school. The students may struggle with time management and need additional support. They may be deficient in some skills we assume they should know. Each student will receive the help and advice needed, and if necessary, corrective action will be developed.

Online graduate faculty will provide highly interactive, face-to-face contact with each student and will serve not only as the subject matter expert (SME) in the field, but will also serve as the student mentor, guide, and tutor during the course.

The Master of Science in Computer Information Systems with two concentrations is fortunate to launch with the My Talladega, a learning management systems (LMS). All graduate courses will be housed in My Talladega.

Teaching at the graduate level is a privilege. We hope you enjoy teaching our graduate students and you find the experience rewarding and fulfilling. Please know that we are entrusting to you our most valuable resource, our students. We know they will be in good hands.

For detailed information about the MSCIS program, please review the Talladega College (TC) graduate catalog.

Faculty Expectations: The following information outlines the minimum expectations for all faculty selected to teach in the graduate programs:

Office Hours/Tutoring/Consultation:

- All faculty must use Zoom for the following:
 - Minimum 2 hours real time office hours
 - Office hours should be held in the evenings after 6:00 pm CST.
 - Week 1 Live Seminar, recorded.
 - More detailed about the course in week 1 live seminar.
 - Unit Introductions, recorded (Monday-Wednesday)
 - More detailed information is further below.
 - Individual or small group help and tutoring
 - Mid Term Consultation
 - During week 8-9, meet with each student via Zoom to discuss their standing in the course.
 - Meet with **At-Risk Students** via Zoom throughout the term.
- Full-time faculty will be readily available to students.
- End of term Zoom reports will be shared with a faculty member and management staff.

Note: Zoom is a Video Conferencing and Web Conferencing Service (<https://www.zoom.us>)

Discussion Forum Participation:

- As we know, discussions provide the one-to-many interaction and feedback so important to the learning process.
- Faculty must enter the first post, setting the stage and taking the leadership position in what should be a highly collaborative forum.
- This first post should connect with the topic's content and demonstrate the depth and breadth of your knowledge. Faculty are the experts; show it.
 - Any course observer should be able to identify the professor in these discussions readily.
- Faculty should respond to each student's original post within 24 hours at the latest.
- Monitor the discussion forum daily for new posts and replies.
- When the discussion ends, wrap up the discussion with your final post.

The Grading Process:

- Special Note: 80 and above is considered a passing grade in graduate courses.
 - Review the TC catalog and the syllabus for more detailed information about how F grades affect student academic status.
- Courses, especially those in My Talladega, have very defined grading rubrics.
 - Faculty must use these rubrics, inserting comments into the rubric blocks.
- Speed Grader

- Faculty must provide detailed feedback to students' posts and submitted written assignments.
- Faculty must insert comments directly into the student's file in a word document.
- Remember:
 - "I like what you said here" or "Good point" or "Expand here" or "You need more detail" is most inadequate. Provide input to validate your comments and feedback. If the student did something well, explain why it is "good." If a student needs to improve, explain how and why. Give an example. As with the discussion forums, your feedback should also illustrate your subject knowledge.
 - Avoid using the same comments for each student's work, or if there is a specific area that is common to every student's file, there is no problem using a template. However, that student's file is different, and your comments must be customized to accommodate different students' work.
- APA style is important otherwise provide the business template, in case student need to write business proposals
- Course projects are living documents.
 - Weekly components of the project may be resubmitted for regarding within one week after the original due date of that part. Example: If Part 1 is due Sunday of Week 1, the resubmission is due Sunday of Week 2.
- Other written assignments can be resubmitted at the instructor's discretion.
 - Remember: This is a learning process.
 - Faculty should strongly encourage students to resubmit any written assignment or post for a better grade.

Accepting Late Work:

- The late policy for the graduate level work should be followed.
- However, Talladega College is student-centric, and we recognize that students need flexibility. While it is important for students to recognize due dates, do remember that students have situations arise that can sometimes prevent them from meeting due dates, given the significant amount of work involved.
- The level of flexibility with due dates should be higher at the graduate level given the rigor and metacognition required to complete the coursework.

- The main objective is for the student to meet the competency requirements and not to meet the Sunday due date.

***Week 1 Live Seminar – Recorded in Zoom:**

- The Week 1 Live Seminar must be held Monday evening, the first night of the term, starting at 7:30 or 8:00 pm CST.
- Use the PowerPoint template.
 - Customize/add slides to fit your course.
 - Introduce yourself, but make this meeting about the about the students and the course.
 - Your biography appears in the Unit 1 Discussion 1 and also in your My Talladega profile.
 - Include highlights of the course content.
 - Offer tips on how to manage the weeks and the workload.
 - Time management is a big issue.
 - Set clear expectations for what you will provide individual students.
- Keep this seminar and any future live sessions conversational in tone.
- The objective is to put students at ease with you and with the course (and get them excited about it). The purpose is not to intimidate.
- Post/broadcast the link to the recorded session in the course.

Week 1 Introductions - Recorded in Zoom

- Held no later than Wednesday: Do invite students to attend this recorded session if at all possible.
- This Week Intro session can count toward one of your weekly office hours.
- Include an overview of the upcoming week.
- Offer tips on how to manage the week and the assignments.
 - “I have found that students tend to struggle with ……….”
- Clarify your availability during the week.
- Post/broadcast the link to this recorded introduction in the course.

This chart highlights some of the expectations by week:

Week 1	Monday evening 7:30 or 8:00 *Week 1 Live Seminar recorded in Zoom
	<ul style="list-style-type: none"> • Contact each student via phone/text with a personal message • Thursday morning: Identify those students who have not attended class by Wednesday evening. Contact these students via phone/text as well as the LMS platform. • Document all outreach efforts in Dropout Detective*.

	<ul style="list-style-type: none"> Notify Graduate Success Coach at Student Success Center (SSC) Ms. Jean Baily
Week 2	Monday-Wednesday: Week 2 Introduction to the Unit via Zoom
	<ul style="list-style-type: none"> Contact potentially at-risk students and/or students who need your support and guidance. Schedule a defined meeting using Zoom for tutoring and assistance. Document all outreach efforts in Dropout Detective (by Wednesday 9 am CST) Report names of At-Risk students to Ms. Jean Baily
Week 3-6	Monday-Wednesday: Week 3-6 Introduction to the Unit via Zoom
	<ul style="list-style-type: none"> Provide individual advising/consultation for every student in Zoom. You can use office hours for these advising sessions. Discuss their Grade Report Document all outreach efforts in Dropout Detective (by Wednesday 9 am CST) Report names of At-Risk students to Ms. Jean Baily
Week 7-10	Monday: Week 7-10 Introduction to the Unit via Zoom
	<ul style="list-style-type: none"> Follow up with individual students from Week. Continue mentoring and assisting students. Document all outreach efforts in Dropout Detective (by Wednesday 9 am CST). Report names of At-Risk students to Ms. Jean Baily
Week 11-15	Monday: Week 11-15 Introduction to the Unit via Zoom
	<ul style="list-style-type: none"> Work extensively to make sure each student completes the course. Document all outreach efforts in Dropout Detective (by Wednesday 9 am CST). Post final grades: 80 and above is passing. Contact Deans, Chair with the names of any students that do not pass with a grade of 80 or above.

** Talladega College is planning to use Dropout Detective to generate Alert and improve retention in the courses, programs and at the college.*

Graduate Discussion Forum Rubric and Participation Guide

Course discussions comprise a significant portion of your final course grade. Each week, you will be required to respond to discussion forum prompts. In addition to posting your original response to the prompt, you are also required to post responses to at least two of your classmates' posts, using any criteria specified in the instructions. The initial original post is due by Thursday, midnight CST, of the week. Discussion forum grades are based on the following

performance and values: A Level Mastery 90-100; B Level Mastery: 80-89; C Level Mastery: 70-79; D Level Mastery 65-69; F Level: 64 and below.

Original Post 50% of Point Total Student's original post thoroughly addresses required content and all questions posed in the discussion prompt. The post demonstrates a solid understanding of the topic, incorporates supporting information from the assigned readings and other outside research.	Point Range-low/high	
Excellent: The submitted work exceeds the criteria, meets the objectives and demonstrates a comprehensive understanding of the material.	45	50
Proficient: The submitted work meets the criteria, meets the assignment objectives and demonstrates an adequate understanding of the material.	40	44.5
Insufficient: The submitted work meets minimum criteria and needs further development to demonstrate an understanding of the material.	35	39.5
Poor: The submitted work meets only a few of the criteria and needs significant development to demonstrate an understanding of the material.	32.5	34.5
Not Met: Either no work was submitted, or the submitted work does not meet any of the minimum criteria and demonstrates no understanding of the material.	0	32
Peer Response 30% of Point Total The student responds to at least two other discussion threads; meets any criteria for peer responses; builds upon the ideas and information posted with supporting references and/or experiences.		
Excellent: The minimum two peer responses exceed the criteria and provide substantial supporting references and/or experiences.	27	30
Proficient: The minimum two peer responses meet the criteria and provide supporting references and/or experiences.	24	26.7
Insufficient: Only one peer response posted that meets the criteria and provides supporting references and/or experiences.	21	23.7
Poor: Peer responses were posted but meet only some of the criteria and provide little-supporting references and/or experiences.	19.5	20.7

Not Met: Either no peer responses were posted or those posted meet none of the criteria and provide no supporting references and/or experiences.	0	19.2
Academic Writing and Format 20% of Point Total		
Posts are organized in a logical, clear and concise manner. Writing is free of spelling, syntax and grammatical errors. Any outside resources are correctly cited in APA format.		
Excellent: Posts are very organized and very well written, are free of errors and resources are correctly cited.	18	20
Proficient: Posts are organized and well written, contain a few minor errors and resources are correctly cited.	16	17.8
Insufficient: Posts are fairly well organized and fairly well written, contain few errors and resources are correctly cited.	14	15.8
Poor: Posts are somewhat organized and somewhat well written but contain a substantial number of errors and resources are incorrectly cited.	13	13.8
Not Met: Either no posts were submitted for evaluation or posts are poorly organized, poorly written, contain numerous errors and resources are incorrectly cited.	0	12.8

Everything You Need to Know About Advisor Alerts in Dropout Detective

REMEMBER: You should only be issuing alerts when your contact attempts have failed, and you need the Academic Advisor and/or the SSC to step in and provide some back-up. Because an email will be generated to EVERY contact on the list each time you set up one of these alerts, it is important that you use it only when you need help reaching a student because all your own documented attempts have failed!

Simply go into My Talladega and click the “Dropout Detective.” Locate the *NOTES* section for the student you wish to send an alert to the Student.

When the *NOTES* tab opens, you will see a checkbox that says “**ACTIVATE ADVISOR ALERT**”—go ahead and check the box and enter your notes as you normally would. Be sure to explain the situation in detail.

Overview Notes History Contacts

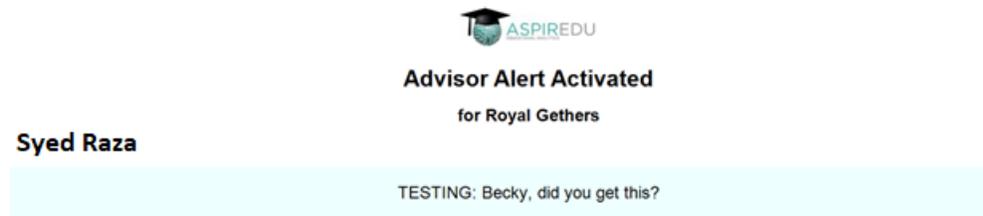
Save

Print

Activate Advisor Alert

First, it will generate an email to **EVERYONE** listed on the *CONTACTS* tab. (All the more reason to make sure that you are careful with the alerts: everyone on the contacts tab will get it!)

Here is a sample of what that email will look like (of course, this was just a test run, so there were no notes other than the “Testing, ” but I inputted):



You also see the list of students who were on

Second, there will be a red icon next to their name to indicate there is an alert out—see a red icon next to the first student’s name.

Student	Risk Index	Trend	Last Contact
 Jesus-la Roy	<div style="width: 100%; height: 10px; background-color: red;"></div> 100	— +0	a few seconds ago
Lisa Krakoviak	<div style="width: 100%; height: 10px; background-color: red;"></div> 100	↑ +14	2 days ago
Ronald Bowens	<div style="width: 100%; height: 10px; background-color: red;"></div> 100	↑ +28	18 hours ago
Sneha Patel	<div style="width: 100%; height: 10px; background-color: red;"></div> 100	↑ +28	2 days ago

How to Handle Suspected Plagiarism

UNINTENTIONAL PLAGIARISM: Occurs when the writer did not document sources correctly due to an error or a lack of understanding.

- This is the most common type of plagiarism we see.
- You may notice the student tried to cite (i.e., included a URL at the end of a sentence or paragraph), but just did not do so correctly.
- Often in our lower-level classes, students may not have had the full composition sequence before they get to your class, so they truly may not know how to cite correctly.
- Unintentional plagiarism is a teaching moment, NOT an opportunity for punishment.
- We need to teach students HOW to use outside information in their writing.
- Integrating information from different sources into one's own writing with correct documentation is hard and takes practice!
- This is not a skill-set learned after taking one five-week English class. It must constantly be practiced and reinforced.

If you see unintentional plagiarism, you need to work with the student:

- ✓ Explain what he or she did incorrectly and how to fix it.
- ✓ Explain the importance of academic integrity.
- ✓ Allow the student to revise and resubmit the assignment—no penalties!
- ✓ Document in Dropout Detective.
- ✓ Contact Ms. Jane Bailey for writing tutoring as needed

INTENTIONAL PLAGIARISM: Occurs when the writer intentionally used work created by someone else and presented it as their original work.

- Unfortunately, we are starting to see this type of blatant academic dishonesty more often
- This type of plagiarism involves a level of the deceit-the student has chosen to submit work that someone else did.
- We may see this in areas other than the traditional “essay.” Students may be submitting work that is not their own for assignments, labs, etc.

- We see this in discussion forums when students copy and paste the posts of a peer and submit it as their own.
- We see this when students submit work that was created by another student (or anyone else other than the actual student herself) and passes it off as their work.
- We see this when students go out and purchase/locate work online and submit it as their work (again, think Course Hero).
- The difference lies in intent—we must keep that in mind when trying to determine the nature of the plagiarism we are seeing. It could be devastating for a student to be accused of intentional plagiarism (academic dishonesty) when it was truly unintentional and due to a lack of knowing how to cite correctly.

If you see what looks to be intentional plagiarism, you will need to do the following:

- ✓ Input a grade of zero for the assignment in the grade book. Be sure to let the student know in your comments that you have referred the issue to their Department Chair and someone will be contacting them to address further.
- ✓ If plagiarism is visible to other students (i.e., in the discussion forums), copy and save it for future reference and then delete it from your course.
- ✓ Contact your Department Chair and the student's Department Chair about the incident. You must send ALL necessary documentation to them. This means all copies of work submitted that appears plagiarized, notes about where the work came from, etc. We need as much information as possible to decide how to proceed.
- ✓ The student's Department Chair knows the student best and will advise about the course of action that will be taken. Typically, the course of action involves an Internal Review Board as directed by the Provost; however, each case and the individual student are different and we need to allow for variations in this process:
 - For fully online students, the Dean will ask the student's Department Chair to schedule an Internal Review Board.

NOTE: Because of the urgency of these situations, we strive to see the Internal Review Board held as quickly as possible after the incident has been reported; our goal for the online program is to hold the Internal Review Board (IRB) within one week, though that may not always be possible.

If the Division Dean determines an IRB must be held, this is what will occur in that IRB:

- ✓ IRB participants meet in Zoom.
(Participants will include the student, student's Department Chair, and assigned faculty member from the Program Area. The faculty member who identified the plagiarism and

who is the student's instructor WILL NOT be at the meeting. This is intentional as we want to provide the students with an impartial board. Because the faculty who identified the suspected intentional plagiarism will not be in the IRB, we need you to provide as much information as possible beforehand, so the Dean is fully prepared.)

- ✓ Student's department chair will discuss the reason for the IRB
- ✓ The student will be asked to explain what happened.
- ✓ Other members of the IRB will be invited to talk/ask questions, etc.
- ✓ Once everything has been discussed, the student will be asked to leave so that the board can deliberate to determine the outcome of the IRB. (This can range from the student being allowed to revise and resubmit the assignment in question, or the student being required to participate in mandatory SSC tutoring, to the student being suspended from school- temporarily or permanently).
- ✓ The Dean will draft a letter that details the issue and the outcome that the board decided upon and then send the letter to the Provost/V.P. for Academic Affairs for review and approval.
- ✓ Once the Provost/V.P. for Academic Affairs has approved the letter, the student's Department Chair will notify the student and faculty (who originally identified the plagiarism) of the outcome.
- ✓ The faculty member who originally identified the plagiarism must comply with the board's determination (i.e., allow the student to revise and re-submit, or keep the zero for the assignment, assign an F for the course grade, etc.)

Rubric: Example For Written Assignment

Points: 60	Assignment: Software Developer Development and Improvement			
Criteria	Unacceptable Below 70% F	Fair 70-79% C	Proficient 80-89% B	Exemplary 90-100% A
Section 1: Improvement Plan				
1a. Evaluate the key practices and improvement activities from the people capability maturity model and recommend the practices you would use to address the software failure. Weight: 15%	Did not submit or incompletely evaluated the key practices and improvement activities from the people capability maturity model and did not submit or incompletely recommended the practices you would use to address the software failure.	Partially evaluated the key practices and improvement activities from the people capability maturity model and partially recommended the practices you would use to address the software failure.	Satisfactorily evaluated the key practices and improvement activities from the people capability maturity model and satisfactorily recommended the practices you would use to address the software failure.	Thoroughly evaluated the key practices and improvement activities from the people capability maturity model and thoroughly recommended the practices you would use to address the software failure.
1b. Describe an appropriate strategy for implementing the recommended improvement activities that you have identified. Weight: 15%	Did not submit or incompletely described an appropriate strategy for implementing the recommended improvement activities that you have identified.	Partially described an appropriate strategy for implementing the recommended improvement activities that you have identified.	Satisfactorily described an appropriate strategy for implementing the recommended improvement activities that you have identified.	Thoroughly described an appropriate strategy for implementing the recommended improvement activities that you have identified.
1c. Explain how to measure the return on the company investment after applying the key practices and improvement activities. Weight: 10%	Did not submit or incompletely explained how to measure the return on the company investment after applying the key practices and improvement activities.	Partially explained how to measure the return on the company investment after applying the key practices and improvement activities.	Satisfactorily explained how to measure the return on the company investment after applying the key practices and improvement activities.	Thoroughly explained how to measure the return on the company investment after applying the key practices and improvement activities.
1d. 2 references Weight: 10%	No references provided	Does not meet the required number of references; some or all references poor quality choices.	Meets number of required references; all references high quality choices.	Exceeds number of required references; all references high quality choices.
Section 2: PowerPoint Presentation				
2a. Summarize the main points in the improvement plan. Weight: 15%	Did not submit or incompletely summarized the main points in the improvement plan.	Partially summarized the main points in the improvement plan.	Satisfactorily summarized the main points in the improvement plan.	Thoroughly summarized the main points in the improvement plan.
2b. Create bulleted speaking notes for the	Did not submit or incompletely	Partially created bulleted speaking	Satisfactorily created bulleted	Thoroughly created bulleted speaking

<p>presentation to the executive board in the Notes section of the PowerPoint. Weight: 15%</p>	<p>created bulleted speaking notes for the presentation to the executive board in the Notes section of the PowerPoint.</p>	<p>notes for the presentation to the executive board in the Notes section of the PowerPoint.</p>	<p>speaking notes for the presentation to the executive board in the Notes section of the PowerPoint.</p>	<p>notes for the presentation to the executive board in the Notes section of the PowerPoint.</p>
<p>2c. Use a professional technically written style to graphically convey the information. Weight: 10%</p>	<p>Did not submit or incompletely used a professional technically written style to graphically convey the information.</p>	<p>Partially used a professional technically written style to graphically convey the information.</p>	<p>Satisfactorily used a professional technically written style to graphically convey the information.</p>	<p>Thoroughly used a professional technically written style to graphically convey the information.</p>
<p>3. Clarity, writing mechanics, and formatting requirements Weight: 10%</p>	<p>More than 6 errors present</p>	<p>5-6 errors present</p>	<p>3-4 errors present</p>	<p>0-2 errors present</p>

Classroom Policies

Attendance Policy

Talladega College requires online students to attend courses every week, marked by activity in the online classroom. Students are not permitted to miss **more than three consecutive online weeks**. An Administrative withdrawal will be processed if a student fails to attend more than three consecutive, online weeks.

For the majority of the courses, students must post their response to the Discussion Forums or submit any graded items otherwise, the Learning Management System (My Talladega) will generate a trigger for missing weekly attendance. Certain courses may have alternative participation requirements such as TestOut (LabSims) simulation labs and must be completed for weekly. TestOut, uCertify and E-Council companies provide performance-based simulation applications to promote student knowledge.

Late Policy

All assignments are due before midnight CST time on the due dates indicated. Students who submit work after the assigned due date without extenuating circumstance can expect a reduction of points in the following manner:

- a) Assignments submitted within seven (7) days after the submission deadline will receive up to a 20% deduction. The actual deduction will be determined by the professor, but cannot exceed 20%.
- b) Assignments submitted between 8 and 14 days after the submission date will receive up to a 50% deduction. The actual deduction will be determined by the professor, but cannot exceed 50%.
- c) Assignments submitted beyond 14 days from the due date are not acceptable, and the student cannot receive credit for the assignment.

Please note assignments due during the last week of the term cannot be accepted late.

All past due assignments must be submitted by the last Wednesday of the academic term. Late assignments submitted after the last Wednesday of the academic term must receive a grade of zero (0), i.e., no credit awarded.