

UAA ARCTIC ENGINEERING PROGRAM INSTRUCTORS' GUIDE

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An engineering project has four phases: (1) planning, (2) design, (3) construction, and (4) operation and maintenance. Each phase calls for unique considerations and resources in preparation and delivery of a web-based course of education. The following guidelines are organized as “curriculum engineering” phases to provide an orderly review of tips and conventions for use in the UAA Arctic Engineering graduate program.

THE UAA ARCTIC ENGINEERING PROGRAM

The Arctic Engineering program has the fundamental goal: *to provide specialized graduate education for engineers who must deal with the unique challenges of design, construction, and operations in cold regions of the world.*

The UAA Arctic Engineering program provides a practice-oriented program of specialized engineering education to prepare professionals for:

- *Development of cold regions natural resources,*
- *Multi-modal transportation improvements in cold regions, and*
- *Design and operation of constructed works in rural communities and winter cities where snow, ice, and frozen ground constrain effectiveness of conventional methods.*

These specialized courses are offered, each with 3 semester-hour credits, except as noted. New regular courses or special offerings may be added when future opportunities arise.

CE A603	Arctic Engineering	CE A684	Arctic Utility Distribution
ES AC030	Fundamentals of Arctic Engineering (4.5 CEU's)	ME A685	Arctic Heat and Mass Transfer
CE A681	Frozen Ground Engineering	CE A686	Arctic Engineering Project
CE A682	Ice Engineering	ME A687	Arctic Materials Engineering
CE A683	Arctic Hydrology and Hydraulic Engineering	CE A688	Snow Engineering

ONLINE CURRICULUM PLANNING

Learning theory includes three primary models: behaviorism, cognitivism, and constructionism (Boettdher and Conrad 1999). Behaviorism involves conditioning learners' response to certain stimuli and students are assessed based on target behaviors. Cognitivism requires learners to actively retrieve, process, and store information through structured experiences arranged by an instructor. Constructivism, which can be regarded as an extension of cognitivism, is learner-controlled and learner-centered approach to education that emphasizes student-to-student interaction. Online education best applies these last two models. The online instructor most effectively relinquishes the role of “sage-on-the-stage” to become a “guide-on-the-side.” This strategy of building an interactive learning environment with web technology works well, especially with the skilled, motivated learners enrolled in graduate courses. Instructors are encouraged to consider the cognitivism and constructivism learning models from the start of their curriculum planning, through design, construction, operation, and maintenance.

Course Content Guide. A Course Content Guide (CCG) states the fundamental strategy and target outcomes for courses in the UAA catalog (<http://www.uaa.alaska.edu/enroll/catalog/0001/0001.html>). CCG requirements specified in the UAA Curriculum Handbook (November 2001, <http://www.uaa.alaska.edu/govn/curriculum.htm>), are summarized below. Instructors can rearrange the order in which information is presented, update information on any topic, and vary assessments (homework, quizzes, papers, projects, exams) from one semester to the next. A significant change of topics or revision of the student outcomes calls for revision of the CCG with approval of the UAA Graduate Academic Board (GAB, <http://www.uaa.alaska.edu/govn/gab/graduate.htm>). CCG topics should be addressed and student outcomes met each semester, unless measures are also taken to revise the CCG, including submittal of a Curriculum Action Request to the GAB (<http://www.uaa.alaska.edu/govn/curriculumactionrequest.doc>).

UAA Course Content Guide Requirements (UAA Curriculum Handbook)

The Course Content Guide for new courses and course changes must include the following minimal documentation. Additional information may be provided by individual departments/schools/colleges at their discretion.

- The date on which the Course Content Guide was initiated or revised.
- Information from the Curriculum Action Request
 - College or School
 - Course Subject (*i.e.*, *title*)
 - Course Number
 - Number of credits, CEU's and contact hours
 - Course Program Title (*e.g.* "Arctic Engineering")
 - Grading Basis (*e.g.*, "A – F" or "Pass/Fail")
 - Course Description
 - Course Prerequisites/Test Scores/Co-requisites / Registration Restrictions /Other Restrictions
 - Fee amount
 - *Note: These sections of the Curriculum Action Request and the Course Content Guide must match word for word*
- A section on each of the following topics:
 1. Instructional Goals and Student Outcomes.
 - a. Instructional Goals: Identifies objectives the instructor intends to accomplish in the course.
 - b. Student Outcomes: Identifies what the student should know and/or be able to do as a result of completing the course. The Undergraduate Academic Board has adopted the following suggestions for terms identifying and describing academic expectations at the 400-499 course level, which are also useful for graduate courses.

Terms Describing Upper-class and Graduate Student Outcomes	
Synthesis Skills	Evaluation Skills
Combines	Appraises
Complies	Assesses
Composes	Concludes
Creates	Criticizes
Designs	Critiques
Develops	Determines
Devises	Evaluates
Formulates	Grades
Generalizes	Judges
Generates	Measures
Integrates	Justifies
Organizes	Ranks
Plans	Rates
Prescribes	Selects
Proposes	Supports
Rearranges	Tests
Reconstructs	
Reorganizes	
Revises	
Specifies	

2. Guidelines for evaluation. Identify typical evaluation methods appropriate to the level and type of course for determining how well the goals and outcomes have been met. The level of detail given here should be sufficient to give instructors guidance concerning the nature and rigor of the evaluation techniques expected without unduly restricting teaching methods.
3. Course level justification. Provide a justification for the level to which the course has been assigned.
4. Topical course outline (not a syllabus). List the topics covered each time the course is taught (additional topics may be covered in the course). For “umbrella” courses, provide a topical outline (not a syllabus) of a sample course and a discussion on the range of topics to be presented and the expected depth of the typical presentation.
5. Suggested text(s). Provide a list of texts and/or recommended readings. Similar texts are expected to be used in the actual course.
6. Bibliography. Provide a representative list of the literature that forms a foundation for the ideas and/or skills to be taught in the course (include current literature in the field). These are references in addition to the suggested text(s).

ONLINE CURRICULUM DESIGN

Preparation of instructional materials, presentations, and other course components can be a focused and orderly process with the strategic guidance of the CCG. Techniques and skills for online education now come into play. UAA has resources to support both synchronous and asynchronous web-based exchange of instructional information.

Synchronous online class meetings. Synchronous conversations can be supported at UAA by audio and video teleconference, including broadband Internet 2 (<http://www.internet2.edu/>) connections to selected locations, and by a number of “chat room” options via the Blackboard software system. Teleconferencing requires all parties to meet at an appointed time via telephone or by audio and video in facilities equipped with cameras, microphones, and associated video teleconferencing equipment. Internet 2 is available between selected universities across the US. The Alaska Teleconferencing Network (<http://www.alaska.edu/swatn/>) provides this service at University of Alaska campuses at Fairbanks, Anchorage, and Juneau. Blackboard software at UAA allows threaded discussions among groups or the entire class in the manner of Internet chat rooms.

Asynchronous interaction. Synchronous class meetings are not necessary for stimulating and meaningful exchange of ideas to occur. UAA online education to date has emphasized the asynchronous “any time, any place” capabilities of the Internet communications. The Blackboard system is designed primarily for this mode and has many features that accommodate secure, confidential electronic interchange of ideas and information. Students are free to participate, within limits, in course activities during their personally most convenient learning times. A schedule of progress is still necessary, however, usually based on the start and finish of the 16-week conventional semester schedule of other UAA courses.

Blackboard. The Blackboard software system is the primary UAA method of online course delivery. The system is accessible via <http://uaaonline.alaska.edu/>. Arrangements for access are made through UAA Information Technology Services (<http://www.uaa.alaska.edu/its/>). A number of tutorials and other helpful components are available online, *e.g.*, at <http://uaaonline.alaska.edu/blackboard/tipsfaculty.html>. UAA Academic Technology Services also provides Blackboard short courses on campus.

Online curriculum development training. The affordable online short courses of the Learning Resources Network (LERN, <http://www.lern.org/>) have proven helpful for general guidelines and for personal introduction for first-timers to online teaching. These week-long online classes are presented in asynchronous mode, as are most UAA online classes. Technologies available at UAA are demonstrated, while LERN instructors review efficient online teaching methods.

Design guidelines. Course design involves the application of hardware, software, and human resources on hand to accomplish the goals and outcomes stated in the course CCG. The following outline includes helpful considerations for course design and related documentation (*e.g.*, syllabus, class schedule, reference list, etc.) provided to students.

Online Course Design Considerations

1. General
 - a. The course content and delivery conforms to policies of the Commission on Colleges and Universities of the Northwest Association of Schools and Colleges (UAA accreditor), Policy on Distance Delivery of Courses, Certificate, and Degree Programs (<http://www.cocnasc.org/>, 1-31-02, Appendix A)
 - b. The nature and objectives of the course and associated program are appropriately served by the proposed delivery technologies, *e.g.*,
 1. Blackboard
 2. Department computers
 3. Studio (video recordings)
 4. Internet 2 teleconferencing
 5. Streaming video (asynchronous transmittal of digital video recordings)
 6. Specialized software (software to be applied by instructors, content builders, graders, etc., *e.g.*, MathCad, HEC-RAS, or ANSYS).
 - c. Students are given advance information about course requirements
 - i. Equipment and software needs for succeeding in a distance learning environment are specified
 - ii. Minimum technology competencies for students are announced and assessed
 - d. The course schedule allows for timely and appropriate interaction between students and faculty and among students
 - e. Students are empowered as active learners in presenting, organizing, applying, and constructing information, ideas, and knowledge
 - f. The course content will be kept current term by term
2. Literature and specialized information resources
 - a. A textbook, if assigned, is identified with a complete citation and is readily available by online order
 - b. Online students are provided with access to and instructions for effective use of appropriate library resources
 - c. Other online resources are identified with complete citations and currently active web addresses
3. Materials, assignments, and learning guidance are provided for a minimum two learning hours or more per week per semester credit hour (for a student with prerequisite preparation) in terms of hours spent:
 - a. Reviewing presentations and information provided online
 - b. Completing assigned reading in text or other references
 - c. Completing homework assignments and projects
 - d. Completing quizzes and exams
 - e. Completing other learning experiences directed by the instructor

4. Assessment Guidelines:
 - a. Assessments of student learning conform to UAA policy (see UAA catalog at (<http://www.uaa.alaska.edu/enroll/catalog/0001/0001.html> and Department policy documentation)
 - b. Students are required to explicitly acknowledge and pledge adherence to the UAA Student Code of Conduct (Appendix B)
 - c. A minimum of two and preferably three types of learning assessments are applied, *e.g.* homework, papers, quizzes, and exams.
 - d. At least six total assessments are applied, one of which is a comprehensive final exam.
 - e. All assignments are provided in a printable format.
 - f. Ample written instructions are provided for every task the student has to perform taking tests or quizzes posting contribution the online discussion, downloading files/software, finding supplementary reading, retuning to the website
 - g. Students receive clear instructions to save and retain copies of work submitted electronically
 - h. Exams are relevant to the reading assignments and to learning materials provided
 - i. Feedback to student assignments and questions is constructive and is provided in a timely manner.
 - i. Instructors commit to respond to normal student email messages within 2 working days
 - ii. Instructors commit to provide exam scores and associated explanations within 7 working days unless students are informed otherwise prior to the exam
 - j. Procedures are exercised to insure security of student submittals
 - k. An initial student interests and goals survey is conducted
 - l. An exit survey of student course evaluations is conducted
 - m. Standard UAA student evaluations are conducted
5. Electronic syllabus guidelines (via one or more web pages or links in Blackboard)
 - a. Course description
 - i. UAA Number and title
 - ii. Catalog description
 - b. Prerequisites specified
 - c. Specific, measurable learning outcome competencies listed
 - d. Complete instructor contact information is provided
 - e. Course requirements are defined in terms of expectations for
 - i. Written assignments
 - ii. Reading assignments
 - iii. Library or web research
 - iv. Reports
 - v. Projects
 - vi. Projects and other assignments
 - vii. Exams

- f. Schedule of learning module availability is provided
 - g. Schedule of homework assignments and submittal due dates is provided
 - h. Schedule of exams is provided.
 - i. Grading criteria (*i.e.*, scoring policy, weight of various assessments, and policy for late or missing submittals) is provided
 - j. Links and web addresses are provided to UAA
 - i. Consortium Library
 - ii. Main UAA web page
 - k. The course documents describe the function of the course website to the student (how to post assignments, communicate with the instructor, etc.)
 - l. All external links and internal functionality of web course are fully operational
6. Faculty and staff resources applied
- a. Arrangements are explained for authorship of online materials, how these files will be maintained for future transmittal, and how they will be updated to keep current content
 - b. UAA policies are met regarding ownership of materials, faculty compensation, copyright issues and the utilization of revenue derived from the creation and production of software, telecourses or other media products
 - c. Arrangements for the relationships and responsibilities of instructors, co-instructors, teaching assistants and graders are described, in terms of
 - i. Who will communicate with students,
 - ii. Who will grade papers and exams, and
 - iii. How will appeals on homework or exam questions be received and treated.

ONLINE CURRICULUM CONSTRUCTION

Preparing instructional materials well ahead of delivery is absolutely critical to success of online education. The administration of a class is now known to be on the average more time intensive online than for equivalent classroom teaching. Preparing original materials as you go is a proven mistake. The Arctic Engineering online program development has been organized with this lesson in mind. Resources are first applied to course development and then, on completion of materials, to delivery. Files associated with teaching presentations, assignments, exams, example computations or applications, special readings, and other instructional materials are all made ready for delivery to students via Blackboard. The following guidance relates to the various tools and methods that are useful for preparation of course materials.

MS PowerPoint presentations. MS PowerPoint is a ubiquitous tool for preparing online presentations similar to classroom lectures. The standard version (MS PowerPoint 2000 © Microsoft Corp.) includes the ability record a narrative with each slide for computers with a sound card and microphone attachment. The development of CE A603 online presentations and short courses through LERN use narrated PowerPoint as the primary

instructor presentation mechanism. PowerPoint also can save the presentation as HTML code for viewing with web browser software. The software comes with extensive help files and a tutorial. Additional online guidance is available at (<http://search.office.microsoft.com/assistance/producttask.aspx?p=PowerPoint>) and, of course, there are lots of PowerPoint books for sale. The following outline provides tips for development of PowerPoint presentations for online teaching.

Tips for Teaching Online with MS PowerPoint

1. Presentation organization

- a. **Duration.** A single PowerPoint “lecture” file should not require more than about 15 minutes to play once through. A sensible division of subtopics to meet this duration guideline is almost always practical. Students will typically review slide annotations several times online and may linger on complex graphics, so the “learning time” associated with a 15-minute presentation is twice that duration or more.
- b. **First presentation.** Your voice in narrations will quickly become familiar. A nice touch in the first presentation is to include your picture on the first or second slide, as you review the overall course requirements. This is a chance to say something about you, maybe along a personal vein. Your professional resume and publications list are available to students on the Department web site and are summarized in program literature.
- c. **First slides.** You may also want to include a picture of yourself, perhaps different each time, in the first or second slide of each presentation as you review the outline and outcome goals of the presentation to follow.
- d. **Body slides.** Educational materials should be presented online as a summary for further reading or as a demonstration of a particular skill or computational technique.
 - i. **Text.** Text on slides should be concise phrases, not complex sentences. Use another slide, if things get crowded. Use an accompanying text files or a transcript of the audio narrative to extend explanations.
 - ii. **Graphs.** Graphs should have clearly visible lines and axes, legible labels, and accompanying explanation of trends and unique features. PowerPoint can add arrows, boxes, and other shapes in active mode to highlight features of a photo, graph, or other illustration. Again, if a slide becomes too crowded, use a second slide to make instructional points. Be sure to include citations, at least in small print, and to have written permission to use direct copies. Graphs created by the instructor for online presentation are much preferable from a legal and usually visual standpoint to graphs scanned from a paper publication.
 - iii. **Photos.** Bright, high contrast images are best. Digital cameras deliver low resolution images, unless adjusted for high quality. The HTML version of the image will look better than the hardcopy, unless the image resolution is high. Again, written permission is

required to use a photo scanned from an existing publication. Photo credits can be added in contrasting color in small print or in accompanying text or narrative.

- iv. **Video clips.** Short video clips Of 5 to 10 seconds embedded in a PowerPoint slide can illustrate some phenomena very well. Longer clips are not appropriate for PowerPoint, but may be provided by separate streaming video transmission. Quality and reliability of video clips inside PowerPoint should be tested before alternative illustrations are discarded. Permission is required to use clips digitized from an existing video.
- v. **Slide Title:** Most PowerPoint “slide layout” options include a title option, which is a good idea to apply. Slide titles appear by default in a sidebar in the html translation, which viewers can use to skip about in the presentation. Without a slide title, a slide icon appears in the sidebar, labeled only with the slide number.
- vi. **Footer:** A footer, accomplished by modifying the Master Slide of the presentation, of one of the forms suggested below should appear on each slide as copyright notice to viewers. The information provided in 10 pt font in the footer is the date last modified, the course title, the slide number, and, in 8 pt font, the copyright declaration.

“7/9/2002 ©University of Alaska Anchorage	CE A680 Introduction to Arctic Engineering ”	5
“7/9/2002 ©University of Alaska Anchorage and US Army Cold Regions Research & Engineering Laboratory ”	CE A682 Ice Engineering	8

- 2. **Narration.** Adding narration, while a standard capability of PowerPoint, is probably an unfamiliar skill for new online instructors. The software help files will guide you through the technical aspects of recording and editing. The end result is creation of an audio file associated with each narrated slide of the presentation.

Tips for Narration of PowerPoint Slides

- a. **Speak from a script.** Don't ad lib. It wastes time and sounds bad. With practice, you can use your script with intonations and pauses to rival the best of book-tape readers. Write interesting, but efficient wording into your script and your listeners won't be too bored.
 - i. **Provide a copy of your script.** Some students will not be able to handle the audio over their slower web connections. For these students an un-narrated PowerPoint presentation can be provided with a separate script or with the script inserted as notes that appear below the slide. The notes below the slide

cause the slide image to be significantly smaller, so the narrated version should show these notes.

- b. **Limit narration to about a minute per slide.** HTML transmittal of PowerPoint presentations allows each slide to be downloaded as a new web page made up of component html text, jpeg image, and audio files. All the components must be downloaded for the slide to be complete. The effect is the same as changing web sites by clicking a hot link icon. Audio files over one minute long will significantly slow down the presentation, even over network (T1) web connections.
 - c. **Exaggerate enunciation and intonation.** Practice helps with this. You will sound unnatural to yourself at first, but the final product replayed over the web will sound better to you and students. We can't all be Patrick Stewart ("...These are the voyages of the Starship Enterprise..."), but an effort to speak clearly and with enthusiasm will have a positive communication effect.
 - d. **Edit as needed.** Don't hesitate to re-read the narration for a slide, if it sound weak between its neighbors, or if a hitch in your voice is distracting on replay.
3. **Hardcopy provisions.** Arrangements for the inevitable student desire for hard copy of PowerPoint slides require a little extra work by the instructor. Some protection of the valuable copyrighted assets in each PowerPoint presentation is afforded by allowing students to print the slides without transmitting the PowerPoint file itself. Using the "pdf" format of Adobe Acrobat (© Adobe Systems, Inc.) is the most universally printable format available as of this writing. Adobe Reader (© Adobe Systems, Inc.) is familiar and free for web users. Acrobat must be purchased to create pdf files from MS Word, MS Excel, or MS PowerPoint. Copies at one slide per page are usually less efficient than printing "Handouts" at 2 or more slides per printed page. These handouts can be converted to pdf by first printing them to file as ".ps" postscript printer files, then using Distiller (© Adobe Systems, Inc.) to convert the ".ps" files to ".pdf." Distiller and Reader are both included in Adobe Acrobat. Narrative scripts, printed as a separate document, should be converted to pdf first, as well. This is usually a one-step process from MS Word.
4. **Summary.** A single presentation in PowerPoint involves the following steps:
- a. Prepare the slides, taking care with copyrighted materials
 - b. Compose the narration script
 - c. In a copy of the slide presentation, record the narrative
 - d. Add the narrative (optionally) as notes to the unnarrated copy
 - e. Securely save both versions as PowerPoint files
 - f. Save both versions of the presentation as web pages (html) to the server to which Blackboard will provide a hot link
 - g. Create pdf presentation handouts to be linked to Blackboard
 - h. Create a pdf copy of the narration script to be linked to Blackboard

- i. Provide hot links to both html versions of the presentation
- j. Copy the narrative and handout pdf files to the Blackboard server and provide links

Other Instructional materials. Text files, spreadsheets, MathCad files, and other formats can all be provided to students via Blackboard. Conversion to pdf form is preferred. The pdf form is then copied to the Blackboard server for download via a hotlink created in Blackboard by the instructor. Scanned copies make large files that take longer to download and should be avoided. Hot links to webpages on servers operated by others are easy to add.

ONLINE CURRICULUM OPERATION AND MAINTENANCE

All the guidance for online course delivery agrees that the instructor's time is at least as much as for classroom delivery, if done well. Online instructors must be prepared to spend a lot of time online at their computers, directing student participation, answering questions, and organizing each component of information provided to the class. An advantage of the asynchronous mode of delivery, as with the students, is that instructors can choose times for online work that are most convenient.

Assistants. A variety of human resources support may be arranged at UAA in advance. Particular duties of an assistant are accommodated in Blackboard with the following course roles:

- **Student:** User is able to access all available course content and will be graded on assessments.
- **Instructor:** User is able to control all aspects of the course through the Instructor Control Panel.
- **Teacher's Assistant:** User is able to control most aspects of the course through the Instructor Control Panel.
- **Grader:** User is able to access all areas under Assessments, including the online grade book.
- **Course Builder:** User is able to add content to the course through the Content Areas and the Course Tools on the Instructor Control Panel.

Co-instructors will probably each need "Instructor" status in Blackboard. Guest lecturers, in the traditional sense, don't fit the pattern of online education, since all material should be prepared well in advance and familiarity with Blackboard is critical. A primary instructor should generally take responsibility for getting a colleague's contributed materials in the system and for referring related questions from students, if necessary. Graduate student assistants may fit into any of the other areas ("Teaching Assistant," "Grader," or "Course Builder"). "Student" status is not a good choice for an assistant. Student assistants should already have completed the entire course. Interaction between the primary instructor and an assistant may be accomplished by personal email, telephone, face-to-face, or via dedicated course email address accessible by both. This last alternative has proven a useful alternative to the Blackboard "Digital Dropbox" for submittal by students of ehomework.

ADDITIONAL GUIDANCE

The University of Alaska Anchorage office of Academic Technology Services offers hands-on training on the UAA campus and online advice at its website <http://uaaonline.alaska.edu/Faculty/toolbox/index.html>.

Appendix A

Distance Delivery And Other Non-Traditional Course Formats

NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

The following are selections from the Commission on Colleges and Universities of the Northwest Association of Schools and Colleges; Standard Two: Educational Program and Its Effectiveness; Policy on Distance Delivery of Courses, Certificate, and Degree Programs.¹ The Northwest Association of Schools and Colleges is the accrediting organization for the University of Alaska:

Introduction.

This policy is intended to apply to the broadest possible definition of distance delivery of instruction, including telecommunications technologies -- audio, video, and computer-based technologies -- used for instruction in either live or stored modes. The degree program and credit courses may or may not be delivered exclusively via telecommunications; for example, the course may include a print component and a degree program may include an on-campus requirement.

The existence of these requirements for instruction via telecommunications does not relieve an accredited institution of the obligation to meet the eligibility requirements, standards, and policies of the Commission on Colleges. The institution's programs with specialized accreditation meet the same requirements when offered through distance delivery. Applicable institutional accreditation standards and the Commission's substantive change policy apply regardless of when, where, or how instruction takes place, or by whom taught.

Requirements

Approval and Purpose

a. The institution's distance delivery programs have a clearly defined purpose congruent with institutional mission and purposes.

b. Each program has been approved through established institutional program approval mechanisms.

Curriculum and Instruction

¹ Commission on Colleges and Universities of the Northwest Association of Schools and Colleges, Standard Two: Educational Program and Its Effectiveness, 2.6 Policy on Distance Delivery of Courses, Certificate, and Degree Programs, <http://www.cocnasc.org/>, 1-31-02.

c. Programs provide for timely and appropriate interaction between students and faculty, and among students.

d. The institution's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of programs and the quality of instruction.

e. The institution ensures that the technology used is appropriate to the nature and objectives of the programs.

f. The institution ensures the currency of materials, programs and courses.

g. The institution's distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses or other media products.

h. The institution provides appropriate faculty support services specifically related to distance education.

i. The institution provides appropriate training for faculty who teach in distance education programs.

Library and Information Resources

j. The institution ensures that students have access to and can effectively use appropriate library resources.

k. The institution monitors whether students make appropriate use of learning resources.

l. The institution provides laboratories, facilities, and equipment appropriate to the courses or programs.

Faculty Support

m. Training is provided for faculty who teach via electronic delivery.

n. The institution has faculty support services specifically related to teaching via electronic delivery.

Student Services

o. The institution provides adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

p. The institution provides an adequate means for resolving student complaints.

q. The institution provides to students advertising, recruiting and admissions information that adequately and accurately represents the programs, requirements, and services available.

r. The institution ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program, and provides aid to students who are experiencing difficulty using the required technology.

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Commitment to Support

u. The institution offering the program demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program for a period sufficient to enable enrolled students to complete the degree or certificate.

Evaluation and Assessment

v. The institution assesses student capability to succeed in distance education programs and applies this information to admission and recruitment policies and decisions.

w. The institution evaluates the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.

GOOD PRACTICES

In addition to specific accreditation criteria like that noted above, the eight regional accrediting organizations have adopted a common statement regarding distance education. While all these statements are very similar, the quote below happens to be taken from The Western Association of Schools and Colleges; Good Practices For Electronically Offered Degree and Certificate Programs, (Revised May 2001):

These Good Practices have been developed by the eight regional accrediting commissions in response to the emergence of technologically mediated instruction offered at a distance as an important component of higher education. Expressing in detail what currently constitutes good practice in distance education they seek to address concerns that regional accreditation standards are not relevant to the new distributed learning environments, especially when those environments are experienced by off-campus students. The Good Practices, however, are not new evaluative criteria. Rather they explicate how the well-established essentials of institutional quality found in regional accreditation standards are applicable to the emergent forms of learning; much of the detail of their content would find application in any learning environment.

APPENDIX B

University of Alaska Anchorage - Student Code of Conduct²

As with all members of the University community, the University requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or that violates the rights of others is prohibited by the standards and guidelines collectively described as the Student Code of Conduct. Students and student organizations will be responsible for ensuring that they and their guests comply with the Code while on property owned or controlled by the University or at activities authorized by the University.

Violations of the Code that occur on property owned or controlled by the University, or at activities authorized by the University, are subject to University judicial review and disciplinary action by the University. Student behavior which, were it to occur on property owned or controlled by the University or at activities authorized by the University, would constitute a Code violation is subject to disciplinary sanction when the University determines that the behavior would likely have an adverse impact on the health or safety of members of the University community, regardless of where the behavior occurs. Students who are charged with violations of local, state, or federal laws may be subject to disciplinary action by the University if the offenses are also violations of the Code. University judicial procedures and disciplinary actions are independent of and may precede, follow, or take place simultaneously with criminal proceedings. University actions will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

A student who has been charged with a violation of the Code and refuses to participate in the judicial process may be prohibited from re-enrolling in the University until the charges are resolved to the satisfaction of the University.

Disciplinary action may be initiated by the University and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following categories of conduct prohibited by the Code.

The examples provided in this section of actions constituting forms of conduct prohibited by the Code are not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior.

1. Cheating, Plagiarism, or Other Forms of Academic Dishonesty:

- a. using material sources not authorized by the faculty member during an examination or assignment;

² Excerpt from 2000-2001 UAA Catalog (<http://www.uaa.alaska.edu/enroll/catalog/0001/ch05.html>)

- b. utilizing devices that are not authorized by the faculty member during an examination or assignment;
- c. providing assistance to another student or receiving assistance from another student during an examination or assignment in a manner not authorized by the faculty member;
- d. presenting as their own the ideas or works of another person without proper acknowledgment of sources;
- e. knowingly permitting their works to be submitted by another person without the faculty member's permission;
- f. acting as a substitute or utilizing a substitute in any examination or assignment;
- g. fabricating data in support of laboratory or field work;
- h. possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of examination or in an assignment in advance of its administration;
- i. altering grade records of their own or another student's work; or
- j. offering a monetary payment or other remuneration in exchange for a grade.

2. Forgery, Falsification, Alteration, or Misuse of Documents, Funds or Property:

- a. forgery, falsification, or alteration of records or deliberate misrepresentation of facts on University forms and documents or to any University official or before a University judicial hearing board;
- b. misuse or unauthorized use of University identification cards, keys, funds, property, equipment, supplies or resources;
- c. falsely representing oneself as an agent of the University, incurring debts or entering into contracts on behalf of the University; or
- d. trespassing or unauthorized entry into, unauthorized presence on, or use of property which is owned or controlled by the University.

3. Damage or Destruction of Property:

- a. damage or destruction to property owned or controlled by the University; or

b. damage or destruction of property not owned or controlled by the University if the action constitutes a violation of the Code, e.g. the action occurred during an event authorized by the University; the student was a representative of the University, such as an athlete, and the action occurred while traveling to or from an event authorized by the University; or the property not owned or controlled by the University was located on University property.

4. Theft of Property or Services:

a. theft or unauthorized possession or removal of University property or the property of any University member or guest that is located on property owned or controlled by the University; or

b. theft or unauthorized use of University services or unauthorized presence at University activities without appropriate payment for admission.

5. Harassment:

a. physical or verbal abuse;

b. sexual harassment; intimidation; or

c. other conduct, including hazing, which unreasonably interferes with or creates a hostile or offensive learning, living, or working environment.

6. Endangerment, Assault, or Infliction of Physical Harm:

a. physical assault;

b. sexual misconduct and assault;

c. terrorist threats;

d. hazing or coercion that endangers or threatens the health or safety of any person, including oneself; or

e. conduct which causes personal injury

7. Disruptive or Obstructive Actions:

a. obstructing or disrupting teaching, research, administration, disciplinary proceedings, or other activities authorized by the University;

b. interfering with the freedom of movement of any member or guest of the University to enter, use or leave any University facility, service or activity; or

c. taunting or physically harassing wildlife or otherwise creating an unsafe or hazardous environment involving wildlife on property owned or controlled by the University.

8. Misuse of Firearms, Explosives, Weapons, Dangerous Devices, or Dangerous Chemicals: unauthorized use, possession, or sale of these items on property owned or controlled by the University, except as expressly permitted by law, Regents' Policy, University Regulation, or MAU rules and procedures.

9. Failure to Comply with University Directives:

a. failure to comply with the directions of law enforcement officers or University officials acting in the performance of their duties;

b. failure to identify oneself to University officials when requested; or

c. failure to comply with disciplinary sanctions imposed by the University.

10. Misuse of Alcohol or Other Intoxicants or Drugs:

a. use, possession, manufacture, distribution, or being under the influence of alcoholic beverages on property owned or controlled by the University or at activities authorized by the University, except as expressly permitted by law, Regents' Policy, University Regulation, or UAA rules and procedures; or

b. use, possession, manufacture, distribution, or being under the influence of any narcotic, controlled substance, or intoxicant on property owned or controlled by the University or at activities authorized by the University, except as expressly permitted by law, Regents' Policy, University Regulation, or UAA rules and procedures.

11. Violation of Regents' Policy, University Regulation, or UAA rules and procedures.

12. Any Other Actions That Result in Unreasonable Interference with the Learning Environment or the Rights of Others.