

<b>MEDT 7472</b>	<b>Introduction to Distance Education</b>
<b>Semester Hours</b>	3
<b>Semester/Year</b>	Summer 2016
<b>Time/Location</b>	This course is 100% online (no face-to-face class meetings).
<b>Instructor</b>	Dr. Adriana D' Alba
<b>Office Location</b>	140 Education Annex
<b>Office Hours</b>	Tuesdays and Thursdays, 1:00 - 4:00 p.m.
<b>Online Hours</b>	Tuesdays and Thursdays, 11:00 a.m. - 1:00 p.m.
<b>Telephone</b>	678-839-6129
<b>Email</b>	<a href="mailto:adalba@westga.edu">adalba@westga.edu</a> Email is the best way to reach me. If you have course related issues you can also use the "Course Questions" forum. I usually respond within 48 hours. If I am out of town, replies may be sent within 72 hours.
<b>Distance Support</b>	<p>CourseDen (D2L) Home Page <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a></p> <p>CourseDen Help &amp; Troubleshooting <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> OR <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a> (Click on NEED LIVE TECHNICAL SUPPORT? for live chat)</p> <p>UWG Online <a href="http://uwgonline.westga.edu/">http://uwgonline.westga.edu/</a></p> <p>Distance Learning Library Services <a href="http://westga.edu/~library/depts/offcampus/">http://westga.edu/~library/depts/offcampus/</a></p> <p>Ingram Library Services <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a></p> <p>University Bookstore <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a></p>

## COURSE DESCRIPTION

This course is a general introduction to conceptual, theoretical, and practical ideas concerning distance education, including the current status of distance learning and its impact on education. Students will become conversant in the terminology of the field of distance education, review its history, conduct research on specific areas of practice, investigate instructional and learning design strategies, explore the technologies

commonly used, and understand the unique roles and responsibilities of the distance learner and the distance instructor.

## CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

## COURSE PRE-REQUISITE

You need to complete MEDT 7461 Instructional Design or MEDT 7464 Designing Technology Enhanced Instruction to be able to enroll in the course.

## APPROACHES TO INSTRUCTION, TECHNICAL SKILLS, AND TOOLS

This course will be delivered entirely at a distance with no face-to-face meetings (FTF). The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers, a webcam, and a microphone to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service, especially the synchronous meetings.
- Software requirements: *Microsoft Office 2007* or higher (available for free at UWG), [Adobe Reader](#), *BlackBoard Collaborate*, *Canvas*, *Wikispaces*, blogs, *Twitter*, *SecondLife* and other potentially required downloads listed in *D2L CourseDen*.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course (times are approximate):

Discussion posts/bloggng/	600 minutes
Audio/video instruction/	600 minutes
Other online assignments/activities	1050 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Instructor Note: What the above is trying to say is that you have to work about 9 hours (540 minutes) per week. The verbiage is required for our SACS accreditation, and it is awkward because we are using the old face-to-face “seat-time” trying to quantify “online seat time”. It satisfies the needs of administrators to count things. Just try to schedule in 9 hours per week for this course. If you struggle with technology, add a few more hours to that number. If you require assistance with D2L, please contact [online@westga.edu](mailto:online@westga.edu) or call (678)-839-6587.

## **COURSE OBJECTIVES**

Students will:

1. Demonstrate knowledge, skills, and understanding of concepts related to distance education as they apply to instruction (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS- T F-I.A.)
2. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging distance education technologies (Downs & Moller, 1999; Driscoll, 1998; Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Keegan, 1986; Palloff & Pratt, 1999, 2003; Porter, 1997; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-I.B.)
3. Apply current research on teaching and learning with technology when planning instructional systems as they relate to distance education (Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Keller & Suzuki, 2004; Palloff, & Pratt, 1999, 2003; Sharp & Huett, 2006; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS- T F-II.B.)
4. Identify and apply instructional design principles associated with the development of distance education systems (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.F.)
5. Design distance education environments that meet the diverse needs of learners and instructors (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.A)
6. Identify and locate technology-based resources and evaluate them for accuracy and suitability for a distance education environment (Hanna, Glowacki-Dudka, & Conceicao- Runlee, 2000;

Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.C.)

7. Plan for the management of distance education instructional resources within the context of learning activities (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.D.)
8. Plan strategies to manage student learning in a distance education environment (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.E.)
9. Apply multiple methods of evaluation to determine appropriate use of distance education systems (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-IV.C.)

### **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES Required Text:**

There is no required text for this class. Readings will be provided in *CourseDen*.

### **References:**

- Ashby, C. (2002). Growth in distance education programs and implications for federal education policy. *Testimony before the United States General Accounting Office*. Retrieved February 2, 2007, from <http://www.gao.gov/new.items/d021125t.pdf>
- Chyung, S. Y. (2001). Systematic and systemic approaches to reducing attrition rates in online higher education. *American Journal of Distance Education, 15*(3), 36-49.
- Collison, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating online learning: Effective strategies for moderators*. Madison, WI: Atwood Publishing.
- Cyrs, T. E. (Ed.). (1997). *Teaching and learning at a distance: What it takes to effectively design, deliver, and evaluate Programs*. New York, NY: Jossey-Bass.
- Friedman, T.H. (2006). *The world is flat*. New York: Farrar, Straus, and Giroux.
- Hanna, D.E., Glowacki-Dudka, M., & Conceicao-Runlee, S. (2000). *147 practical tips for teaching online groups: Essentials of web-based education*. Madison, WI: Atwood Publishing.
- Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Needham Heights, MA: Allyn & Bacon.

- Huett, K., Huett, J., & Ringlaben, R. (2011). From bricks to clicks: Building quality K-12 online classes through an innovative course review partnership. *Online Journal of Distance Learning Administration*.
- Keegan, D. (1986). *The foundations of distance education*. London: Croom-Helm.
- Moller, L., & Huett, J. (Eds.). (2012). *The next generation of distance education: Unconstrained learning*. New York: Springer Press.
- Moore, M., & Anderson, W. (Eds.). (2013). *Handbook of distance education (3<sup>rd</sup> ed.)*. Mahwah, NJ: Earlbaum Associates.
- Moore, M.G., & Kearsley, G. (2011). *Distance education: A systems view (3rd ed.)*. Belmont, CA: Wadsworth Publishing Company.
- Palloff, R.M., & Pratt, K. (1999). *Building learning communities in cyberspace: Effective strategies for the online classroom*. San Francisco, CA: Jossey-Bass.
- Roblyer, M. D. (2001). *Ten first steps on the Internet: A learning journey for teachers*. Upper Saddle River, NJ: Merrill.
- Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2006). *Teaching and learning at a distance: Foundations of distance education (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall, Inc.
- Song, S. H. (2000). Research issues of motivation in web-based instruction. *Quarterly Review of Distance Education*, 1(3), 225-229.
- Zawacki-Richter, O., Backer, E. M., & Vogt, S. (2009). Review of distance education research (2000 to 2008): analysis of research areas, methods, and authorship patterns. *International Review of Research in Open and Distance Learning*, 10(6), 21–45.

## ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Link to Conceptual Framework

The focus of this course is on a general introduction to many conceptual, theoretical, and practical concepts concerning distance education. In addition to distance education theory, students will create a distance education instructional design plan, use the plan to build a distance learning module, and conduct research on current distance education topics and/or design an interactive tutorial for the distant classroom. The overall evaluation for this course is structured on completing individual readings as well as the quizzes and assignments detailed below. Due to the broad nature of the course, each conceptual framework descriptor is covered in the various course assignments. As students complete their assignments, they will have demonstrated achievement in the areas of *decision making*: selecting topic areas in the student’s field of study to design and develop an online learning module and interactive tutorial (**course activities 1.0, 2.1-2.2, 3.1-3.4b**); *leadership*: enhancing his/her knowledge and skills in distance education in order to integrate technology more extensively on the job, at a distance, and to assist others as needed (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *lifelong learning*: studying how to integrate technology into the work place and distant environment (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *being adaptive*: changing educational practices to meet the needs of distance learners (**course activities 2.1-2.2, 3.1-3.4a-c**); *collaboration*: working with colleagues and stakeholders to plan and carry out school improvements in technology (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *cultural sensitivity*: adapting interventions and technology innovations to meet the needs of diverse distance learners (**course activities 2.1-2.2, 3.1-3.4a-c**); *empathy*: demonstrating sensitivity to the needs of individual, family, and community needs (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *knowledge*: drawing on pedagogical, content, and professional knowledge, including knowledge from others’ postings in the online bulletin board when developing distance education systems (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *being proactive*: implementing new interventions

and innovations in technology to better serve distance learners (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**) and *reflection*: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/innovations and school changes that are needed to more effectively integrate technology into the curriculum both local and distant (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**).

### Activities:

#### Class Participation

This course lives or dies by YOUR participation and participation is expected. This included you engaging in conversations with your peers in the weekly discussions, and your attendance to the few synchronous online meetings scheduled for the course. Lack of participation, failure to complete work or discussions in a timely manner, or your absence in the synchronous sessions may lower your cumulative point total by **200 points**.

You will find a discussion forum named “Course questions” in *D2L*. This forum will serve to post all your inquiries related to the class, as well as a channel to communicate course related announcements. Check it often!

#### Online Discussions (200 points)

One of the most important aspects of this course are the discussion forums, and this course lives or dies with your participation. Those discussions are an informal way for you and your peers to communicate and engage in meaningful conversations related to the course. Be aware that for the discussions where you are not required to reply to other postings, you can wait until Sunday to post your thoughts; however, for those discussions where you are required to reply to your peers, you are expected to make an **initial posting on or before Wednesday** of the week the discussion posting is first available, and follow up with remaining postings and replies during the week (Check your course schedule!). **Fifty percent of the discussion’s grade will be deducted if you miss the Wednesday initial posting, even if you submit it with your replies before the deadline on Sundays.** In previous semesters, I have had students posting everything the day, or the hour before the deadline. This is not acceptable and does not contribute to build a meaningful discussion.

Imagine a room full of people engaging in conversation. Then, they move to the next room and at that moment you decide to start voicing your opinions about the topic. No one will be there to hear you, and what you have to say becomes meaningless, even if you think is very thoughtful. **It is exactly the same with online discussions.** This is why, without exceptions, **discussion board postings/replies that miss the Sunday deadline will result in a grade of zero**, and no discussions will be accepted after the Sunday deadline.

You are expected to read and participate in ALL online discussions. **Missing one discussion can be the difference between an A and a B grade.** You are required to post your initial thoughts and respond to AT LEAST two other postings in order for a discussion to be considered complete. **You have to respond to the postings in a meaningful manner** (“I agree” or “this is interesting” are not proper responses). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4; Teacher Observation D2L *CourseDen* DB postings, online discussions). In addition, **try to monitor your threads, and answer your colleagues’ questions.** It is polite!

**Note that I may add/delete discussions** in addition to the ones listed in the syllabus and class schedule.

If this is the case, you will be promptly notified of this addition. It is for this reason that your grade for discussions will be tallied and added at the end of the semester. You will receive grades to your discussions during the semester, but be advised that the values might change if discussions are added/deleted.

### **Student Work**

All student work submitted during the course is required to be original. All projects must be completed to be graded. It is strongly recommended that you begin work on ALL of the projects as soon as they are made available and where you can work ahead. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!

### **Due Dates**

All products/assignments/discussions will be due on the due dates posted. Late assignments will not be accepted and will be assigned a score of **zero**. Missed assignments may be made up only in the event of emergencies. It is my intention to follow the calendar, but I might change the course outline as necessary to ensure adequate student progress. You should expect feedback and a grade to be posted within 7 days of assignment deadline. If you do not see a grade, please contact me by email ASAP because this may indicate I did not receive the assignment. If you know you will have any issues submitting any of your assignments on time, contact me **PRIOR** to the deadline to make possible arrangements. I know sometimes real life situations happen that can affect your class performance, which is why I insist if you have any issue, to contact me as soon as possible.

### **Assignments:**

Below you will find brief descriptions of each of the assignments. Full descriptions and requirements will be provided on each of the modules.

#### **Project 1: Online Course review (150 points)**

Please familiarize yourself with the requirements/guidelines for this assignment. Your grade for the project will be based on completing specific readings, discussions, review instruments, virtual meetings, and other requirements as outlined in *CourseDen*.

#### **Project 2: Distance Education Instructional Design Plan (300 points)**

You will create an instructional design plan for one online course concerning the topic of your choosing. The course is to consist of at least two weeks of instruction, to be delivered entirely online, to be tied to national/state standards, and to address five major components: module design, interactivity and collaboration, use of technology, assessment, and learner support. Additional guidelines for this assignment are posted in *D2L CourseDen* (Course Objectives 1, 3, 4, 7, 8; rubric).

#### **Project 3: Hands-on Creation of Learning course in Canvas (<http://www.instructure.com/>) (350 Points: 300 for the creation and 50 for the peer review)**

You will create an online course in *Canvas* or any other LMS of your choosing (I will have to approve the LMS) following the design plan developed for Project 2. Upon completion of the course, you will also review *at least* one other student's course, complete the work in the course (where appropriate), and offer suggestions for improving the content. You will post a review in the appropriate forum in *D2L CourseDen* (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; rubric).

If you desire, you may work in pairs for the design and development components of **projects 2 and 3** (the peer review aspect of project 3 must be completed individually). If you choose to do this, you must inform me beforehand, and you may be required to complete a confidential analysis of each group member's level of participation.



### Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location See <i>CourseDen</i> and class schedule
Class Participation and Course Discussions	200	Teacher Observations	Ongoing
Project 1: Analysis of Online course	150	checklist	At 11:59 PM
Project 2: Instructional Design Plan	300	Rubric	At 11:59 PM
Project 3: <i>Canvas</i> Learning Module and revision of module	300 + 50	Rubric	At 11:59 PM
Total points:	<b>1000</b>		

### GRADING SCALE:

A =	1000 – 910 Points
B =	909 - 810 Points
C =	809 -710 Points
F =	709 or below Points

### COURSE SCHEDULE

You can access the course schedule, which is posted in the “Start here” module in CourseDen. Download it for your easy access and use it as a guide of what is due and when. Remember that this course schedule may change given unpredictable circumstances beyond your professor's control, but you will be promptly notified of those changes.

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

#### 1. Submitting Assignments

You are expected to submit assignments on time. All components must be completed to receive a grade. In most cases, projects are graded as a complete whole and partial credit is not awarded. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is your responsibility to contact me when extenuating circumstances take place. Ten percent of the total grade will be deducted for **each day** an assignment is submitted after the due date, up to 50%. **No resubmissions will be accepted.**

All CourseDen assignments are due by 11:59 on the due date. Any assignments posted after midnight are considered late. Each assignment in *D2L CourseDen* has a **due date** and a **cut-off** date. The cut- off date is five days after the due date. For instance, if an assignment is due October 22, the final cut-off date is October 27. After October 22, the assignment is “late.” After October 27, the assignment is GONE. No assignments more than 5 days late will be accepted. **This does not apply to online discussions (see proper section for discussion rules).**

#### 2. Professionalism

You are expected to conduct yourself professionally. This is an essential quality for all professionals who



are and will be working in schools. You are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Treating class members, professor, and colleagues with respect in and out of the classroom.

Students who display a lack of professionalism will be contacted immediately when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one semester.

### ACADEMIC HONESTY

All work completed in this course must be original work developed this semester and you are expected to adhere to the highest standards of academic honesty. **Be advised that this course uses Turnitin to track submissions.** It is your responsibility to ensure you are not accidentally plagiarizing, and that you are properly citing other people's work. Plagiarism occurs when a student copies information from the internet, uses or purchases ghostwritten papers, or utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct. **In this course, the assignment or discussion in question will be awarded a grade of zero, no resubmissions will be accepted, and further actions might be considered, such as awarding a grade of F in the class.**

### STUDENT NETIQUETTE

Communication in an online class takes special consideration. Please read the short list of tips below:

- ï Be sensitive and reflective to what others are saying.
- ï Don't use all caps. It is the equivalent of screaming.
- ï Don't flame - These are outbursts of extreme emotion or opinion.
- ï Think before you hit the post (enter/reply) button. You can't take it back!
- ï Don't use offensive language.
- ï Use clear subject lines.
- ï Don't use abbreviations or acronyms unless the entire class knows them.
- ï Be forgiving. Anyone can make a mistake.
- ï Keep the dialog collegial and professional.

For further information, please consult the following "How to be a successful online student" manual: <http://nursing.westga.edu/assets/Nursing/msn/how-to-be-a-successful-online-student.pdf>

### DISABILITY STATEMENT

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or

through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations are available to all students, within constraints of time and space.

### **STUDENT EMAIL POLICY**

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

### **EXTRA CREDIT STATEMENT**

Extra credit activities will not be made.

### **DUAL SUBMISSION STATEMENT**

Previous submissions cannot count towards or cannot be used for other submissions, as each assignment in this course has unique characteristics. Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

### **FILE NAMING PROTOCOL**

Follow this file naming convention FOR ALL SUBMITTED DOCUMENTS in this course and set your file name as indicated below:

- Your last name followed by an underscore ("\_") - with NO SPACES - (e.g., Dalba\_)
- The initials of your first and middle names followed by an underscore ("\_") - with NO SPACES - (e.g., BA\_)
- The Assignment Title (a concise version - keep it short) and an underscore ("\_") - with NO SPACES - (e.g., FinalReflection\_)
- The course number (i.e., for this course, 7472)
- Use the order as described above and assemble the 4 elements into a string with NO SPACES (e.g., Dalba\_BA\_FinalReflection\_7472.docx).