

Regents Online Campus Collaborative

Part 1: New Faculty Orientation



RODP Vision and Mission Statements

Vision Statement: A better life for Tennesseans through education.

Mission Statement: The Regents Online Degree Programs, using technology, will improve access to high quality, affordable, student-centered learning opportunities through cooperation and collaboration among TBR institutions.

System-Wide Collaborative Effort

Distinctives

Mandated by the Board in September 2000 to maximize resources and reduce duplication of programs and services.

Started offering classes Fall Semester 2001.

Created system-wide commonality for:

- Courses
- Programs
- Calendar
- Fees

Substantive Changes for SACS Accreditation.

Tennessee Board of Regents

ROCC is the sixth (6th) largest system of higher education in the United States and is comprised of:

- 6 Universities
- 13 Community Colleges
- 26 Technology Centers

Approximately 190,000 students enrolled

New ROCC Faculty Orientation and Procedures

Note

New faculty must have ...

- completed application forms
- submitted vitae
- requested official transcripts to be sent as required by the hiring TBR institution/academic department

ROCC Awards



- IMS Global Learning Consortium Platinum Award, 2008
- One of the Top Three Virtual Programs in Nation, 2004
(*The Center for Academic Transformation Rensselaer Polytechnic Institute, 2003)
- Recognized by Southern Regional Electronic Campus (SREC) for Online Student Services, 2003
- Showcased as an Exemplary System Wide Model at the national WebCT International Conference, 2003.
- Virtual University of Choice, 2004
American Asian E-Learning Communities (AAELC) 2004
- SACS (Accrediting Agency) System Wide Substantive Change Approved, 2003

What do you consider best practices in a traditional (on-ground) environment?



Best Practices of Online Teaching and Learning

1. Encourages Contact Between Students and Faculty
2. Develops Reciprocity and Cooperation Among Students
3. Encourages Active Learning
4. Gives Prompt Feedback
5. Emphasizes Time on Task
6. Communicates High Expectations
7. Respects Diverse Talents and Ways of Learning

Source: A. W. Chickering and Z. F. Gamson, The American Association for Higher Education Bulletin, March 1987. Found online at <http://www.aahea.org/bulletins/articles/sevenprinciples1987.htm>

Teaching Requirements

(Based on Best Practices for Student Success and ROCC Policies & Guidelines)

1. Initiate contact and communication with students at least three times per week.
2. Serve as “facilitators of learning” and “motivators”. Engage students each week during the semester.
3. Respond to student e-mails within 48 hours.
4. Monitor discussion board and reply when students’ posting merits clarification (within 48 hours).

Frequency of communication is monitored and reported by authorized ROCC officials to your Distance Education Dean.

Teaching Requirements

(Based on Best Practices for Student Success and ROCC Policies & Guidelines)

5. Grade and post *Module Assignments/Assessments* and make them visible to students within two weeks of the due date.
6. Remember, ROCC courses are **asynchronous**. Instructors **cannot** require synchronous student interaction or assignments.
7. Remember, only the midterm and/or final exams can be proctored.

Teaching Requirements

(Based on Best Practices for Student Success and ROCC Policies & Guidelines)

8. Post final grades by the deadline date published on the ROCC web site semester calendar. If ROCC final grades are not posted by the established date, instructors will be required to submit a grade change form for each student in the class. (See attachment for ROCC Grade Change Form and Procedures.)
9. Remember the only acceptable ROCC course grades are: A, B, C, D, F and I (Incomplete). Instructors are not allowed to use plus or minus (+ / -) designations.

Teaching Requirements

(Based on Best Practices for Student Success and ROCC Policies & Guidelines)

10. Remember sectional faculty are not allowed to remove content from a course.

Instructors may only make minor modifications to courses:

- Name Changes & other instructor personalization
- Clarification of Instructions
- Typographical and grammatical errors
- Clarifying wording of questions in Assessments
- Date Changes for technical issues or student emergencies

Any typographical, grammatical, and clarification modifications should be **brought to the attention of the course developer.**

Additional modifications to the course (or its policies) can only be made with **prior approval from the course developer.**

Sectional Faculty

- Allow only the midterm and/or final exams to be proctored
- Approve the recommended proctor

Students

- Identifying an appropriate proctor to be approved
- Make arrangements for taking a test according to the noted guidelines on webpage
<http://www.rodg.org/students/proctor.htm>

Where do I send students for help?



Course developers

- choose the appropriate textbooks
- choose class materials

Sectional faculty

- receive a desk copy of the textbook at least *one month* prior to the start of the semester upon request. Or, a copy of the student version of the textbook is provided.

A link to acquire textbooks can be found on the Faculty Support home page <http://www.rodg.org/faculty/default.htm>

ROCC Virtual Library

The **Tennessee Board of Regents** established the Virtual Library for ROCC students and faculty by providing:

- online search capabilities
- reference materials
- databases
- journals
- other services

TBR libraries combine efforts to make these resources and services available. The web site is <http://vl.rodop.org>

Logging In

- Log in to <http://elearn/RODP.org>
- Click on the desired course
- Click the "Virtual Library" link to retrieve your password
- Contact the RODP Reference Librarian for assistance

ROCC Virtual Career Center



This web site provides middle school students with information to achieve their educational goals and adults with their career and educational goals.

Information helps with:

- writing and updating resumes
- preparing for an interview
- looking for an occupation that matches personal interests, skills, and experience

<http://careers.rodpc.org>



ROCC Virtual Tutoring

SMARTHINKING is an online tutoring service which provides student tutoring in the areas of:

- Writing
- Organic Chemistry
- Biology
- Statistics
- Accounting
- Introductory Finance
- Mathematics (Basic Skills - Calculus II)
- General Chemistry,
- Physics
- Introduction to Human Anatomy and Physiology
- Economics
- Spanish

The ROCC provides a subscription for all ROCC students to use SMARTHINKING during the semester.

<http://www.rodop.org/students/tutoring.htm>

Students with Disabilities

Disabled Student Services are provided by the student's degree granting institution.

Additional information is available at:

<http://www.rodpc.org/students/disabilities.htm>

Federal Law and Student Privacy

Family Educational Rights and Privacy Act of 1974 (FERPA)

- FERPA protects the privacy of student education records
- Students have specific, protected rights regarding the release of such records
- FERPA requires strict adherence to these guidelines

Federal Law and Student Privacy

FERPA requires a student give prior written consent before an institution can legitimately disclose non-directory information such as:

- Social security numbers
- Student identification number
- Race, ethnicity, and/or nationality
- Gender
- Transcripts and grade reports

Student information cannot be released to parents or other relatives without the student's written consent.

How can I juggle so many things?



New ROCC Faculty Orientation and Procedures

Sectional Faculty

- Prior to semester complete training for Part 1 and Part2
- One to three weeks prior to semester access granted to updated course shell
- Prior to the first day of class and first day of class
- First week of class
- After the second week of class
- Midterm
- Post-midterm blues
- Final exam

ROCC Faculty Mentors

ROCC Faculty Mentors are experienced instructors who assist faculty in various ways. All **Faculty Mentors** will...

- help with class preparation
- share best practices for online teaching and learning
- encourage interaction and communication with students
- send reminders about timelines, due dates, and more

New ROCC instructors are assigned a ROCC Mentor.

ROCC Faculty Mentors

ROCC Faculty Mentors will...

- contact their “**mentees**” several times during the semester to support, encourage and help with issues and problems.

ROCC Faculty “Mentees” will...

- initiate contact with any of the designated ROCC Faculty Mentors as needed.

More information can be found at <http://www.rodop.org/faculty/default.htm>

A searchable collection of higher education online learning materials are...

- leading edge
- user-centered
- peer reviewed
- cataloged by registered members and a group of faculty development support services

A strategic goal is to improve the effectiveness of teaching and learning by increasing the quantity and quality of peer reviewed online learning materials that are easily incorporated into course design.

Key Information

Home Page (<http://rodp.org>)

- Central Staff
- Student Services
- Faculty Support
 - Faculty/Content Mentors
 - Training Registration (Part 2: Tools Training)

ROCC Student Information System (SIS)

- Class Rosters and Registration (<http://rodp.tbr.edu>)

Desire2Learn Home Page

- Login (<http://elearn.rodp.org>)



Questions and Answers