

PLEASE NOTE:

The following document was initially created by the Penn State Online Faculty Engagement Subcommittee during the 2013-14 academic year. It is intended to serve as a template that academic units across the University can adapt for their own use. The most recent version of this document will be posted on the WebLearning site at:

<https://weblearning.psu.edu/resources/penn-state-online-resources/>

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Questions about this document or its use can be directed to Ann Taylor (atb3@psu.edu) or Drew Tatusko (amt19@psu.edu).

Faculty Manual for Teaching Online at Penn State

Prepared by Members of the Penn State Online Subcommittee for Faculty/Staff Engagement and Professional Development

Welcome to online teaching! While there are many similarities between online and face-to-face teaching, there are also many differences. This document will provide you with important information about teaching online at Penn State.

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Best Practices and Expectations for Teaching Online

<Here your unit can insert your unit-specific information. There may be practices that you require of faculty in order to prepare for and teach online courses.>

The online learning environment presents a unique set of challenges that require clear definition of instructor performance. The following Instructor Performance Expectations are considered best practices. They identify the minimum level of interaction and management needed between students and instructors to maintain a quality online learning environment.

As a course instructor, it is anticipated that you will...

1. **Follow the established course start and end dates.** When students register for your course, they expect that it will start and end as stated in LionPATH. Schedule adjustments may, however, be needed to meet deadlines for graduating students and others with special circumstances.
2. **Follow consistent guidelines for managing your online course.** [These guidelines](#) identify tasks that should be performed on a daily, weekly, or semester basis.
3. **Monitor assignment submissions and communication with students to remind them of missed and/or upcoming deadlines.** You can help ensure a successful learning experience by practicing proactive course management strategies. Good practice suggests posting a message or announcement to your class at least once a week, to tell students what you will be covering in the coming week and to remind them of any due dates. One tool to monitor student activity is the “recent activity” stream in Canvas.
4. **Early in the course, establish a regular schedule for when you will be logging in to the course and communicate this to students.** Normally this is once per day. Many of the students studying via the World Campus are adult learners who have work and family responsibilities. These students tend to be more active in courses on weekends, so you may also wish to reserve time in your schedule to monitor courses at least once on weekends.
5. **Give prior notice to your students and to the administrative unit overseeing your course** (e.g., your academic department for resident courses or World Campus Student Services, at pennstateonline@psu.edu, for World Campus courses) **in the event that you will be unable to log into the course for several days or more** (e.g., during professional travel). Providing this information up front will help to forestall many student inquiries.

You should also consider finding coverage for your online course if you are going to be out of contact with students for more than a couple of days, especially if they are to be working on assignments while you are gone. If you will be away from the course in cases of personal emergency, you are asked to notify students and the administrative unit overseeing your course as soon as possible.

6. **Provide feedback to student inquiries within one business day.** Because online learners must manage their time carefully, timely instructor feedback is especially important to them. If you cannot provide a detailed response within one business day, it is good practice to respond to the student within one business day to let them know when you will provide them a more detailed response.
7. **Provide meaningful feedback on student work using clear and concise language.** You have ideal “teachable moments” when providing feedback on student work. Simply telling a student “good job” or “needs work” does not give them the information they need to succeed. They need (and want!) more specifics. What was it that made the work good? (So they can do it again!) What needs more work and how can they improve the quality of their work? (Specifically!)
8. **Communicate to your students in advance when you will grade and return all assignments and exams.** Online students need to self-regulate their time and learning and will need to adapt as needed. If you do not tell them this information, students will likely ask you to provide it.
9. **Provide a teaching and learning environment that supports academic freedom,** as outlined in [University Policy HR64](#). Penn State faculty are entitled to freedom in the online classroom in discussing their subjects. Students must also be free to express their opinions without fear of ridicule, intimidation, or retaliation by any instructor. Consistent with Policy HR64 “Faculty members are expected to present information fairly, and to set forth justly, the divergent opinions of other investigators that arise out of scholarly methodology and professionalism.”
10. **Make sure you have immediate and predictable access to the same technology that is required for students in your course.** Your course syllabus is an excellent place to communicate to your students the technology they must have in place to effectively participate in your online courses. You will want to make sure you are also using a computer system and network that can meet those technology requirements. World Campus courses typically list that information in the course catalog listing for the course. [General World Campus technical requirements](#) are posted online as part of the World Campus website.
 - See “COURSE TECHNOLOGY”
11. **In accordance with University policy, post final course grades to LionPATH within two business days of the course end date and/or receipt of the final assignment/exam.** If you think that you will not be able to meet that requirement due to the nature of your course assessments, please discuss this with the administrative unit overseeing your course.
 - See “GRADING”
12. **Encourage your students to complete your end-of-course survey** (typically, [the SRTE](#)). Penn State uses an online version of the SRTE. Students access their SRTEs through <https://www.srte.psu.edu/>. At the end of the semester, the SRTE system generates an email to

students to announce the availability of their SRTEs. This message includes instructions on where to complete them and how long they are available. Automated email reminder messages are sent to students who have outstanding forms to complete. (For more information, see “[Frequently asked questions about online SRTEs.](#)”)

SRTE forms may be changed, but these changes must be discussed with your academic program administrator. For more details on this process, please refer to the “[Creating and editing forms for campuses, colleges, and academic units](#)” website.

Research has shown that the strongest influence on whether a student completes an end-of-course survey is you, the instructor! Please send your students a note that encourages them to complete the survey (including a link to <https://www.srte.psu.edu/>) and assures them that the information that will be used to improve the course is important.

Managing Student Expectations

Managing student expectations is an important task as your course begins. You will be doing a great deal to help ensure your course runs smoothly and that your students know you are there for them by providing them with information about key elements of your course, such as:

- how—and how quickly—you will grade assignments;
- how often you will check—and respond to—course communications like email and discussion postings;
- how and when you will conduct office hours. Refer to some of the “Best Practices” at the beginning of this guide paying particular attention to numbers 3 – 8.

There are various areas in your online course that can be helpful in communicating this information to your students. The course syllabus should include your course grading rubric, as well as any specific grading policies that you follow. Weekly emails or creating announcements using the announcements feature in Canvas is another way in which you can communicate with your students.

Be sure to update regularly to help you keep your students informed about your virtual office hours, changes to your schedule, lesson expectations, and grading/communication turnaround time.

Employment Information

Compensation

Compensation for online teaching varies widely across the University system. Current faculty may be teaching online as part of their normal teaching load, while others may receive supplemental pay for teaching that exceeds their normal duties. Still other individuals may be hired as independent contractors by an academic department. Please contact your supervisor or

academic department financial officer if you have questions regarding your payment for your online teaching assignment.

Background Checks

All University personnel who work with students must complete the University's background check requirement pursuant to [Policy HR99](#). The background check verifies that educational credentials are valid and that candidates have no criminal or other record that would preclude employment in the University's judgment. The academic unit overseeing your course will assist you with the completion of the necessary paperwork for this requirement, as well as additional start-up documents.

Family Educational Rights and Privacy Act (FERPA) Training

All employees who will be accessing the data warehouse or access to any database containing student data must complete a FERPA quiz. For more information about FERPA and this policy, see the "[FERPA Tutorial](#)" page.

"Reporting Child Abuse" Training

Penn State requires all employees to take training on how to recognize and report suspected child abuse, through [Policy AD72](#). Students and volunteers who are considered "authorized adults" (those who work with children and have responsibility for children's programs) also are required to take the training.

The **mandatory** training course, "Building a Safe Penn State: Reporting Child Abuse," is available online. For complete details about this training requirement, see the [Office of Ethics and Compliance website](#).

Course Technology

Faculty teaching online courses need to have consistent and predictable access to the same technology as is required for student participation. Course design and technology requires access to high-speed Internet access (DSL, cable modem, or satellite). Please refer to the World Campus list of "[Technical Requirements](#)" to make sure that you meet the technical requirements.

For technical assistance with your online course, contact your campus Help Desk. If you are unsure where to turn, contact the IT Service Desk at ITServiceDesk@psu.edu or (814) 865-HELP and they will put you in contact with the individuals who can help you!

<Here your unit should insert its unit-specific information. Not all academic units at the University follow the same procedures. For example, Some Colleges will have faculty contact their Learning Design Group, World Campus Helpdesk, or the College IT helpdesk.>

Instructional Intellectual Property Agreements

Online course materials are governed by [University Policy IP03 Courseware](#).

Registration

Enrollment Caps and Instructor Workload

All semester-based courses have maximum section sizes. The World Campus works with each academic department to set enrollment caps that are appropriate for the course topic and online course design.

<Here your unit should insert any unit-specific information. World Campus students may register through a different system. There may be different procedures for students to register for summer courses.>

Student Scheduling for World Campus Courses

All students in semester-based courses schedule courses through the University's LionPATH online registration, according to the priority registration schedule. Students currently enrolled at other campuses cannot use the online system to register for courses; these students must contact Student Enrollment Services to request registration. Please refer all such requests to the World Campus Office of Student Enrollment Services (800 252-3592; registrar@outreach.psu.edu) rather than approving these requests, since the availability of materials needs to be confirmed before increasing enrollment caps. In addition, the course may already have a waiting list of students who need your course for graduation. You may want to encourage students to use add themselves to the Wait List – see <http://lionpathsupport.psu.edu/?s=wait+list#230>

Course Prerequisites

Penn State's registration system does not prevent students from scheduling most courses for which they have not completed the prerequisites. Therefore, instructors are encouraged to review student prerequisites at the beginning of the course.

If you believe that specific prerequisites are imperative, you may want to send an email to these students to emphasize the importance of completing course prerequisites. Sometimes a student's life experiences may convince an instructor that a specific student can successfully complete the course without the prerequisite. Penn State is developing strategies to incorporate prior learning through Prior Learning Assessment (PLA). To learn more about PLA, visit [a conversation featuring Dr. Pat Shope](#), Enrollment Services Specialist in the Adult Learner Advocacy Office at Penn State Outreach and Online Education.

Instructors have the prerogative to refuse admission to a class if it appears obvious that this will not be a successful learning experience for the student. In such cases, students should be told as soon as possible before classes begin or within the regular drop-add period (first 6 calendar days

of the semester) to drop the course via LionPATH. If students do not comply by dropping the course, please contact your department office (for resident education courses) or the World Campus Registrar (for World Campus courses) for assistance.

Course Drops

If students in your class approach you about the procedure for dropping a course, please encourage them to discuss this action with an advisor to assure that dropping the course will not negatively impact progress to degree or financial aid eligibility. Further down, you will find more information on the financial ramifications for student drops related to grade reporting.

For resident education students: See [the information on Dropping Courses from the Office of the University Registrar](#).

For World Campus students: The World Campus policy and procedures for dropping a course are posted on the Student Enrollment Services website at:

<http://student.worldcampus.psu.edu/your-courses-how-to-guide/dropping-a-course>. During the standard drop-add period, drops and adds (assuming seats are available and student meets prerequisites) can be made directly by students through LionPATH.

Academic Integrity

Every College and campus has its own Academic Integrity policy and procedure. It is important that you find the policy to which your academic unit adheres so that you know the parameters, definitions, and procedures. The World Campus does not have a separate academic integrity policy and upholds the University policy and College processes.

There are many helpful resources related to academic integrity:

- One good, proactive idea is to educate your students about what constitutes academic integrity. Some instructors choose to use the [iStudy for Success modules](#) on academic integrity as part of their orientation activities.
- To assist you in managing academic integrity, Penn State has licensed a tool from Turnitin.com that will help you detect plagiarism. For more information about using this tool, visit [Turnitin at Penn State](#).
- If you believe a student has violated academic integrity, please see information and procedures for the appropriate College or campus at “[Advising @ PSU: Academic Integrity](#).”
- [Penn State Online also provides a good resource on Academic Integrity](#).

- Academic integrity might be understood very differently by international students. To understand the possible confusion points, see “[Guide to Advising International Students About Academic Integrity.](#)”
- “[Plagiarism and You.](#)” is a resource developed for students by the University Libraries.

Fair Use

A frequent concern is use of copyrighted material in your course. As you are teaching, you may locate items such as articles, handouts, or diagrams that you wish to send out to students enrolled in your course. One of the issues that the University asks us to be very careful of, for legal reasons, is the inclusion of externally copyrighted materials. If any article or handout you wish to use has been pulled from a textbook, journal, or other external source, it may need to be cleared for copyright permission before it can be distributed to students. The clearance process can take time and can significantly add to the cost of course materials.

Factors related to fair use should be examined to determine whether the items you wish to use require clearance. Some items, such as materials produced by the government or items that have passed out of copyright protection, are available for use without going through the formal clearance process. There are also individuals and organizations that create useful materials and clearly indicate that those materials may be used “for educational purposes.” Some publishers do not permit their publications to be placed in an electronic environment such as the Web; others stipulate that items may be used if the site is protected in some manner.

One option to consider is to use the Electronic Reserve system through the University Libraries. The library can provide fair and accessible online resources for courses. For more information on use of the eReserve system, visit the “[Electronic Reserve Request Form](#)” page.

For additional information, please visit the [Copyright Perspectives Fair Use](#) website.

If you are unsure where to find the information you need to determine what materials you can use in your course that fall within fair use, consult with your instructional designer or your College librarian.

Student Use of Copyrighted Materials

If your students create Web pages of their own as part of their course work, it would be beneficial to discuss with them in advance the liability that can arise regarding the placement of copyrighted materials – such as software, film or music clips, photos or articles from magazines – on their websites. Students, instructors, and employees of the University who violate copyright law and other conduct standards place the University in legal jeopardy. Further, according to [Policy AD20 Computer and Network Security](#), “Transmitting or making accessible offensive, obscene or harassing materials, and transmitting or making accessible chain letters, etc., are prohibited.”

Faculty who become aware of a potential problem regarding the electronic distribution of copyrighted materials or other materials that would violate University computing policies are advised to contact the student and request that he or she remove it, or that such behavior immediately desist. Misuse of University resources such as Web space and electronic mail accounts can result in the suspension of computing privileges for the offending user.

Public Access to Your Course

Student data (such as name, address, major, etc.) is protected by The Family Educational Rights and Privacy Act of 1974 (FERPA). This Act indicates that information from records, files, and data directly related to a student shall not be disclosed by any means (including telephone) to individuals or agencies outside the University without the signed, dated consent of the student in writing, except pursuant to a lawful subpoena or court order. By sharing course postings, e-mails, assignment submissions, etc., you would be in danger of violating a student's rights.

Check with your academic administrative unit for alternative options for granting public access to or sharing student content in your course.

Grading

University Grading Policies

Instructors are encouraged to become familiar with [Faculty Senate Policies 47-00, 48-00, and 49-00](#) regarding grades. Please pay particular attention to the two main components of policy 47-20, *Basis for Grades*:

1. This policy emphasizes that students' grades are to be based on the instructor's judgment of student scholastic achievement. The instructor is considered the academic authority within a course he or she is teaching, with the backup of the academic unit offering the course.
2. This policy states that the basis for grades must be provided to students in writing at the start of the course. An explanation of how final course grades are determined should be stated in the course syllabus, but you should review that document to confirm that your grading basis is properly relayed. You are encouraged to be familiar with the published grading system and to use it in determining student grades.


Posting Grades in LionPATH

Within 48 hours after the final exam or final assessment of the course, student grades must be entered by instructors in [LionPATH](#), a Web-based service for students, advisors, faculty, and parents that provides secure real-time access to academic and financial records in the University's administrative database. Access to LionPATH is automatically granted when you are identified as the instructor for a course. (If you do not have access, check with your academic department.)

At the end of the semester, you will receive an automated e-mail message indicating that you can submit your final course grades to LionPATH. Please note that you cannot submit grades until the semester ends, which is the timing of the automated e-mail message.

Your first step in reporting grades is to log in at [LionPATH](#) website.

- Choose the “Self-Service,” then “Faculty Center,” then “My Schedule” from the main screen.
- Be sure to select the appropriate term, and then classes that are available for grading will have the icon shown below next to the class name. Choose that icon to enter grades.

My Teaching Schedule > Fall 2016 > The Pennsylvania State Univ				
	Class	Class Title	Enrolled	Days & Times
	GEOG 296-001 (7731)	Independent Study (Independent Study)	1	TBA

Need help? See the [LionPATH support site](#).

LionPATH Grade Reporting Requirements

If a student seems to have stopped participating in your course, does not respond to you, and their grade is reported as an “F”, their financial aid must be reviewed to fulfill the federal regulations of Return to Title IV funds (federal grants and loans).

When a grade of "F" is assigned, the Office of Student Aid must make a determination whether or not the grade was "earned" or the result of a student "walking away" from the class (ceasing enrollment) without taking the proper academic action (dropping the class).

Noting the student's Last Date of Attendance (LDA) in a class is a critical component in the federal review of a student record in the determination of student aid adjustments. The LDA should be recorded *as the last day of participation in an academically-related activity*. Simply logging in to the course isn't sufficient. The accurate reporting of student's LDA, when assigning the “F” grade, supports the University's responsibility in compliance with federal regulations.

For more information visit the [LionPATH support site](#).

Grades for Graduating Seniors

Students who plan to graduate are advised to communicate directly with their instructors to ensure that all work can be completed and graded in time for graduation. It may be necessary for

a student to submit assignments or take exams early in order to assure that you have time to determine a final grade.

The deadline for instructors to post final course grades in LionPATH is 48 hours after the final exam. If your course includes graduating seniors, it is particularly important that you meet this deadline in order to ensure that their academic departments can approve them for graduation.

Deferred Grades

A student can request a deferred grade (DF) if he or she is “prevented from completing a course within the prescribed time” ([University Policy 48-40](#)). These requests may be made due to illness (their own or a family member’s), injury, death in the family, traumatic life events, natural disasters, or similar circumstances.

Deferred grades are governed by [University Policy 48-40: Deferred Grades](#). All requests for deferred grades are negotiated between you and your students, provided the student has completed the requisite minimum portion of the course (as defined by the college where the course originates). More information about deadlines for deferred grades can be found [at the University Registrar](#) website.

There are positive and negative reasons for granting a DF. Positive reasons for the student is time to cope with the situation that prompted the DF and to finish the course without losing money or academic credit. However, the student must complete the work independently without the support of a cohort or much attention from the instructor. A negative effect for the instructor is a carry-over of grading responsibilities once the student turns in his or her delayed assignments.

It is important to work with the student and to establish a communication plan and a clear schedule for completion. At the undergraduate level, all coursework must be complete and grades must be entered into LionPATH ten weeks after final grade reporting date. If the course is not completed within the agreed-upon time frame, you should plan to submit the student’s final grade based on completed lessons.

If you agree to grant a deferred grade, post "DF" for the grade in LionPATH at the end of the semester. DF grades automatically convert to an F if they are not updated by the deadline. Once the grade has automatically changed to an F, you will still have one academic year to submit a change of grade. If you wish to change a grade more than one academic year after the course was offered, you will need to pursue this change through the Faculty Senate.

Students who have not finished during the allotted amount of time may request an extension of the deferred grade. Normally the student should have some kind of extenuating circumstance to justify such an additional extension. If you approve the extension, please contact Student Enrollment Services; the new approved end date of the course will be need to be recorded, as this is reported to the University Registrar.

Policy Information for World Campus Students

World Campus students have access to student policies via their [Student Enrollment Services](#) website. This site includes information on World Campus policies and procedures for actions such as academic integrity, course drops, deferred grades, and the grading system, as well as general information on time management, study habits, and writing skills. Faculty are encouraged to review these policies prior to beginning to teach online.

Handling Proctored Exams for World Campus Students

In World Campus delivered courses that utilize proctored exams, instructors should put the exam grades in the Canvas grade book and provide any feedback to students through Canvas. The exams are not made available to the student, as the exams do not change each semester and may be used again. For review purposes, a student may contact the [World Campus Student Services Office](#) to request that the exam be sent back to the proctor. The student may then review the exam with their proctor. If the student has any questions regarding the exam, they can be written on the exam or an additional piece of paper. The exam and any questions should then be returned to World Campus Student Services, where they will be forwarded to the instructor. Under no circumstances are students permitted to make copies of exam content.

For more information on proctored exams through the World Campus, visit the “[Taking Exams and Securing a Proctor](#)” website.

Course Materials

Making Modifications to Your Online Course

As an instructor, you may be interested in making modifications to your course as you teach throughout the semester. However, before making any content-related changes or additions you should contact your department head or the instructional designer (if provided) for the course, as your academic unit may have special policies and procedures for how such changes are made. Some academic units may not allow individual instructors to make any changes to a particular online course, while others may provide instructors with the freedom to change, update or personalize the content. It is important for you to know the parameters your academic unit has in place.

Working with an Instructional Designer

Most online courses at Penn State are developed with the assistance of an instructional designer (also known as a “learning designer”). An instructional designer (ID) is an education expert who specializes in pedagogy and technology. Instructional designers work with faculty content experts to create online courses that are informed by tested learning theories, research, and practices. In addition to helping develop an online course, the ID often assists with the delivery of the course each semester by getting it ready for new instructors and handling technical issues. Your ID might be housed within your academic unit or may work for the World Campus.

Assuming you have the liberty to make changes to the online course you are teaching, your instructional designer can explain the structure of the course and advise you of potential pitfalls and ramifications such as:

- the need to connect new assessments to your gradebook;
- the impact of making your online course available to your students before the semester begins;
- the relationship between the current assessments and stated learning objectives;
- the cautions and issues related to merging course sections;
- how changes to content pages may impact the course syllabus;
- how to make sure additional readings are available on e-reserves;
- the impact of modifying scaffolded activities.

In addition, if your desired modifications are beyond small changes your instructional designer may direct you to your department head or the World Campus program manager for your course to discuss the timing of a larger revision.

Posting of Required Course Materials, Including Technologies

[The Higher Education Opportunity Act \(Public Law 110-315\)](#) requires that the University post all materials, technology requirements, and costs at the time a course becomes available on LionPATH and, if applicable, the World Campus Course Catalog. Any changes to, or removal of, previously released material will affect both the course content and student finances. Changes may also affect the technological relationships within the course. For this reason, instructors should never change materials or technology related to a course without first consulting the administrative unit overseeing the course.

Access after the Course Ends

Unless you deactivate the course site, students (and you) will continue to have access to your password-protected course materials for one year from the last day of the course, provided their Penn State Access user ID and password remain valid. (Students must continue to be registered for Penn State courses in order to maintain a valid Penn State Access account.)

Even after your course has officially ended, some students will continue to check back into the course to review material and check their grades. Because you will not continue to check into the course every day, you should post a message to your course announcements, discussion group, and/or e-mail to let your students know that if they need you after that date, they should contact you directly through e-mail. Be sure that your students have your University e-mail address. This way, a student is discouraged to post something to the course bulletin board or to your course-specific e-mail account expecting an answer from you.

Saving Student Work

In the future, you may wish to distribute to your students' examples of "exceptional" student essays, papers, etc., from past offerings of the course. This is a good idea, as it permits students currently enrolled in the course to develop a better understanding of your expectations for their performance. Students frequently comment on the usefulness of such examples, and request that more such examples be included in online courses. One of the issues that you need to consider is that ownership of student work submitted during participation in a course still rests with the student. If you wish to distribute such items or include them in your course in an ongoing manner (for example, by placing them on a course website), you should clear the use of these items with the original authors (getting such permission in writing is a good idea). It would also be a good idea to find out whether the student wishes to have his/her name associated with an example when it is used in the course.

Professional Development

Professional Development Resources

Units across the University offer a wealth of professional development resources related to teaching and learning online. The [Web Learning @ Penn State](#) website includes a listing of many of these resources, from web-based materials to speaker series and workshops.

World Campus Opportunities

World Campus Faculty Development offers online courses to provide faculty with an "online student experience" while exploring a rich variety of critical topics necessary for mastery in the online classroom.

The [Certificate for Online Teaching](#) is a professional development program to prepare for online teaching success. This fully online, five course series provide faculty with an "online student experience" while exploring a rich variety of critical topics necessary for mastery in the online classroom.

All Penn State faculty are invited to participate in Faculty Development activities and some academic programs may require faculty to complete one or more of these online offerings. More information on these programs and how to register for courses can be found at the [Online Faculty Development](#) website.

Accessibility and Usability

At Penn State, we are committed to providing a welcoming, encouraging, and empowering environment for students with disabilities to ensure equal access, full participation and reasonable accommodations for their academic pursuits. If a student with a disability self-

identifies to you and requests accommodations, please direct the student to contact [Student Disability Resources](#) (814-863-1807) as soon as possible.

You are not required to provide accommodations for students with disabilities unless you have been provided with a letter from Penn State [Student Disability Resources](#) specifying the academic accommodations for which the student is eligible. This might involve extended time for exams, textbooks in alternate formats, etc. The process of determining a student's disability and eligibility for appropriate accommodations can be a relatively lengthy one, and the earlier it begins, the sooner the appropriate accommodations may be provided.

In some cases, you will not be providing the adjustments directly, but you need to be aware that such accommodations are being provided. While the student may or may not disclose to you the nature of the disability, this information will not be specified in any communication you receive from Student Disability Resources.

For more information see:

- [Student Disability Resources, Handbook for Faculty and Instructors working with students with disabilities](#)
- [Accessibility and Usability at Penn State](#)
- [World Campus Students with Disabilities Accommodations](#)

World Campus Faculty Development offers an online course, OL 3000: Supporting Accessibility for Online Learners, for which faculty may register and complete at any time. It is an asynchronous, independent study model. To register for OL 3000, see the [Online Faculty Development](#) website.

Course-Related Disputes

Penn State can assist faculty and students with course-related issues that may improve through resolution or mediation with a third-party representative. You may contact your department head or Dean's Office for advice in the academic units or, for World Campus course-related student concerns, contact the World Campus at wdresolution@outreach.psu.edu or (814) 865-6285. Additionally, if you are teaching your course through the World Campus, the World Campus staff may contact you regarding a student's concern in your course.

Student Support Services

Student Support Services for Resident Instruction Courses

<Insert information specific to support services within individual colleges here. >

Student Support Services for World Campus Courses

If you are teaching a World Campus course, many offices can help you and your students with questions:

- [Academic Advising](#)
- [Academic Support \(e.g. tutoring, library assistance, disabilities\)](#)
- [Career Services](#)
- [Military & Veteran Services](#)
- [Financial Aid/Billing](#)
- [Technical Support](#)
- [New Student Orientation](#)
- [Students with Disabilities Liaison](#)

If an instructor of a graduate course has a question regarding advising, he or she needs to contact the academic department for the name of the graduate advisor.

To reach World Campus Academic Advising, Academic Support, Career Services, or Disability Services by phone:

1. Dial 800-252-3592
2. Select option 1 for World Campus
3. Select option 5 for Academic Advising, Career Counseling, or Disability Services
4. Select the option that meets your needs

[World Campus Technical Support](#) is available by phone, chat or email.

Do you work with military students and veterans? See the World Campus website related to [Military & Veteran Services](#).