CLARK ATLANTA UNIVERSITY

DISTANCE EDUCATION HANDBOOK

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Section I – Introduction

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) first approved Clark Atlanta University to offer online courses and programs using the name "**CAU Online**" in December 2017. Policies and guidelines articulated in this handbook apply to online courses and programs. Online courses and programs are intentionally and deliberately designed for delivery with the more than 50% of instructional interactions occurring at a distance - without students and instructors being in the same place.

These courses are governed by SACS-COC and NC-SARA with accountability for all quality assurances required by these agencies under the direction of the Associate Provost for the Online Learning and Continuing Education (OLCE).

NOTE: This handbook is not intended to govern "remote learning" initiated in a response to emergencies. Remote learning occurs when technology-enhanced instructional interactions are implemented in response to a crisis that prohibits continuing courses designed for in-person instruction.

Distance Education Mission

The mission of Distance Education at Clark Atlanta University (*CAU Online*) is to design and deliver education that is accessible, relevant, and transformative. This will enable the University to effectively expand student access to our faculty, curriculum, and support services.

CAU is committed to developing innovative academic programs and new modes of teaching and learning to produce graduates who are successful.

Distance Education Committee
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Associate Provost & Chief of Staff for Acacemic Affairs

Dr. Lauren Lopez, Chair
Vice President, Planning, Assessment and Institutional Research
SACSCOC Accreditation Liaison

- **Dr. Lori Boyer**, Associate Professor, Management Department
- **Dr. Cynthia Clem**, Executive Director, Center for Academic Student Success
- **Mr. Charles Cooper**, Associate Vice President/Chief Information Officer
- **Ms. Susan Gibson**, University Registrar
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- **Dr. Mary Hooper**, Associate Provost, Online Learning and Continuing Education
- **Dr. Ivis Renee King**, Assistant Professor, Whitney M. Young, Jr. School of Social Work
- **Prof. April Lundy**, Associate Professor of Film & Television Studies
- **Dr. Jamie Pleasant**, Dean, Graduate Education
- **Dr. Omar Torres**, Vice President, Student Affairs
- **Dr. J. Fidel Turner**, Dean, School of Education

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The major goals for the Distance Education Committee are:

1. To clarify and communicate a set of policies and processes for Distance Education at CAU; and
2. To provide information and resources to CAU faculty, staff, and students related to best practices for online course design and online instruction expectations.

Section II – Definitions, Terms, and Policies

Distance Education Definition

General Terms and Definitions for Online Learning In its policy statement, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) defines Distance Education as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Clark Atlanta University uses the umbrella term ***Online Learning*** for all educational processes related to Distance Education.

All courses and programs at CAU are approved for delivery using the University's Curriculum Review Approval Process. Program and courses to be delivered via CAU Online will be required to meet the CAU Quality Matters standards as part of the review process as defined in later sections of this handbook.

Instruction in online courses and programs may include any combination of both ***synchronous and asynchronous*** interactions using a variety of communication technologies. Synchronous interactions provide for instructors and learners to meet online at the same time. Asynchronous interactions are designed to allow learners to access course materials at any time within specified dates.

University Policy on Credit Hours Determination

The CAU policy on determining credit hours awarded for courses and programs stipulates that a standard three (3) semester credit hour course includes at least forty-five (45) contact hours per semester plus additional hours outside of the classroom. This policy informs the definitions of Fully and Partially Online courses and programs. Policy Link - [Policy on Credit Hour Determination (cau.edu)](cau.edu)

Online Courses

Online Learning courses at CAU are classified as Fully or Partially Online and are coded in Banner Web. To ensure that all students are afforded a quality learning experience, only faculty who have successfully completed the CAU Online Teaching Certification course (tTEC) are permitted to be assigned to teach in Fully Online courses and/or programs which is managed through the Online Learning and Continuing Education offices.

A Fully Online course is one in which 90% or more of the instruction and interaction occurs via online modalities with the faculty and students physically separated from each other. Based on this policy, a three (3) credit hour course classified as Fully Online could not have more than four and a half (4.5) hours of face-to-face contact. In practice, the face-to-face contact occurs as an extended half-day seminar on the weekend or up to five (5) fifty (50) minute class sessions spread out over the semester. Fully Online courses are coded with section numbers that begin with the number nine (9).

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A Partially Online course is one in which 51% – 89% of the instruction and interaction occurs via online modalities with the faculty and students physically separated from each other. Based on this policy, a course classified as Partially Online could not have more than twenty-two (22) hours of face-to-face contact. In practice during a regular 16-week semester, the face-to-face contact occur as a series of three weekend seminars or a maximum of twenty-two (22) fifty (50) minute class sessions spread out over the semester. Partially Online courses are coded with section numbers that begin with the number eight (8).

Online Programs

A Fully Online program is one in which 100% of the courses required for completion are classified as Fully Online. Programs classified as Fully Online may leverage the available face to face contact hours from all of the courses in the program to schedule a series of weekend seminars or an extended residency on campus (such as a summer residency). All Fully Online Programs will be coded in the official CAU Course Catalog and in Banner Production by program with the letter (O).

A Partially Online program is one in which more than 50% of the courses required for completion are classified as Fully Online. Programs classified as Partially Online may leverage the available face to face contact hours from all of the courses in the program to schedule a series of weekend seminars or an extended residency on campus (such as a summer residency). Partially Online Programs will be coded in the official CAU Course Catalog and in Banner Production by program with the letter (P).

Online Course Delivery Policy
Clark Atlanta University's Division of Academic Affairs, through the Online Learning and Continuing Education (OLCE) office, assures the integrity of its online offerings in accordance with the provisions outlined in the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Federal Rules and Regulations pertaining to Distance Education, and requirements of the State Authorization Reciprocity Agreement (SARA) which allows for CAU to enroll students across state borders.

Courses and programs designated as fully and partially online must be taught through the designated Learning Management System (Canvas) which requires a secure login and password. In order to ensure and protect the privacy and security of data, Canvas uses Hypertext Transfer Protocol Secure (HTTPS) for all communications and encrypts all inbound and outbound traffic using 128-bit TLS/SSL (Canvas-LMS/Security, 2015).

The Office of Information Technology and Communication (OITC) maintains student and faculty access to Canvas. OITC provides the technical infrastructure to automatically populate Canvas with student and faculty rosters based on Banner information generated in the Office of the University Registrar. Online students must use a secure login and password to verify identity when logging into all University's web-based systems. Synchronous sessions must be facilitated using instructional technologies integrated in Canvas to ensure secure access for all students. Faculty may work with the OLCE staff to explore integration of new technologies as needed. Courses designated as fully or partially online must be designed to meet the CAU Standards for Online Teaching which are based on the internationally recognized Quality Matters standards. A design template based on universal design standards is provided for faculty to provide consistent structures and accessibility for all students.

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Online Teaching Requirements

All faculty members (adjunct and full-time) teaching fully or partially online courses are held to the same standards as instructors teaching a traditional face-to-face course. Faculty members teaching online courses, whether part-time adjuncts or full-time must have the same academic credentials as faculty members teaching in the traditional classroom.

In addition to the faculty credentials related to their disciplines, faculty must earn the CAU Online Teaching Certification prior to being assigned to teach courses designated as fully or partially online. Earning the CAU Online Teaching Certification requires faculty to formally demonstrate proficiency with the Canvas Learning Management System by completing Canvas 101 with a score of 80% or higher and to formally demonstrate competency with CAU Quality Matters standards for online instructional design and pedagogy by completing tTEC with a score of 80% or higher.

Students enrolled in the online courses will have regular, structured access to the faculty of record with an expectation of responses within 24 hours during the regular work week. In addition, faculty may utilize synchronous and asynchronous learning components for each course based on program specific requirements. Synchronous learning will allow students to have real-time interactions with faculty through chat sessions and videoconferencing. This will allow students to receive instantaneous feedback and have peer interaction as well. In contrast, asynchronous learning will allow students to complete their course work outside of the scheduled instructional time at their own pace. Furthermore, faculty members will be accessible via email and through designated virtual office hours consistent with university requirements for offices hours as stipulated in Faculty Contracts and the current version of the Faculty Handbook and departmental practices. Faculty determine the designated hours and communicate them in the syllabus.

Section III - Institutional Effectiveness

Quality Assurance and Standards for Distance Education

From the initial approval of CAU Online, the training, design, and review of fully and partially online courses has been informed by Quality Matters (QM). QM is a global organization recognized as a leader for quality assurance practices in online and innovative digital teaching and learning environments. The CAU Online Course Review addresses each of the eight (8) with specific CAU Expectations which result in a design structure that ensures a consistent navigation experience for students. Click here to access the CAU Online Course Review – Quality Matters Standards.

Approval of New Online Courses and Programs (SARA Application Assurances)

The approval of new online courses and programs follows the same standard processes as outlined in Figure 1 Approval Maps: New Curricula Proposal below for the current University's Curriculum Review approval process for all courses and programs.
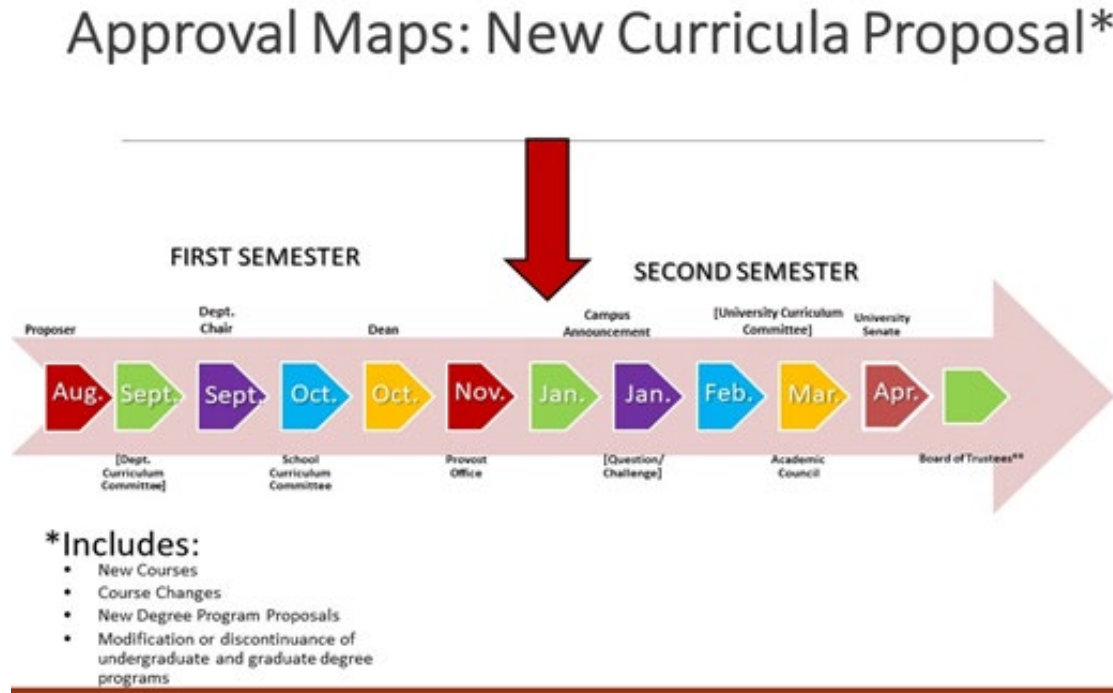

Figure 1. University Curriculum Review Approval Process

Approval to Change Course Delivery Modality

In December 2017, the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved Clark Atlanta University for distance learning and included it in the scope of the current accreditation beginning January 2018. The Board of Trustees further noted in their letter dated December 14, 2017 that no further notification to SACSCOC is necessary when any percentage of an additional approved program is offered online.

As part of all new courses and programs being approved through the University Curriculum Review Approval Process, the review in the Provost's office will engage the Office of Online Learning and Continuing Education (OLCE).

Approval for existing courses to be delivered via CAU Online begins with the Department Chair and Dean's signed consent and includes the review by the Associate Provost for OLCE. The engagement of OLCE staff in the review and approval process is intended to ensure that all courses and programs designated as fully, or partially online meet quality standard guidelines as outlined in assurances made to both SACSCOC and the State Authorization Reciprocity Agreement (SARA) as well as

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reinforced in the CAU Online Teaching Certification courses (Canvas 101 + tTEC). [Click here to access the CAU Online Course Design Approval Form.](#)

Assessment of Online Courses and Programs

The effectiveness of online courses will be measured through formative (i.e., Quizzes, Projects, Presentations) and summative (i.e., Test, Final Exams, Reports, Capstones Projects) assessment methods during the semester and at the end of program course delivery cycle. Formative assessment will be utilized to assess students during the mid-point of course to determine/evaluate students' satisfaction with online instruction for programmatic improvements (i.e.: ADD example for online). Summative assessment will be utilized at the end of course to assess effectiveness of the program module based on course learning outcomes (i.e.: ADD example). Finally, Student Evaluation of Online Learning Experiences, will be administered in tandem with the institution's implementation of Student Evaluation of Instruction processes. The results of the formative and summative assessments will be used for continuous improvement of the program and courses offered. Documentation of assessment data will be implemented through the use of the University's online assessment management system, *IMPROVE,* as required of all academic and non-academic units at the institution except for programs who have established a separate system based on specialized program accreditation.

Academic Program Review

The systematic assessment of an institution's academic programs is essential for ensuring that a quality educational experience is provided to all students. Internal Academic Program Review (APRs) is a central component of institutional effectiveness, strategic planning, assessment of student learning outcomes and in achieving organizational goals and objectives. The APRs standards and requirements are in alignment with regional and other specialized accreditation bodies like the Southern Association of Colleges and Schools Commission on College (SACSCOC), internal academic program review at Clark Atlanta University (CAU) is recognized as a core component of the institutional mission.

The impetus for APRs at CAU is faculty driven and is guided by Section 2.13 Academic Program Reviews of the Faculty Handbook (Approved by the CAU Board of Trustees, May 17, 2013). This section guides the purpose of determining, at a minimum, the "quality of academic curricula, the utilization of existing resources, the research and service activities, long-range plans and objectives, adequacy of financial support and the physical facilities, and the appropriateness of the departmental or program structure." The Academic Program Review will determine the effectiveness of each academic program.

Assessment of Student Learning Outcomes (SLOs) is a key component of Academic Program Review (APR). Expected educational outcomes must be established for each undergraduate and graduate degree program offered by the University. Respective faculties within the academic departments should identify what students should know (cognition), think (attitude) and be able to do (behavior) upon completion of their degree programs inclusive of outcomes specifically for the general education curriculum. Moreover, the respective faculties are expected to assess the extent to which established educational outcomes are achieved by their students. Further, results of assessment must be used to enhance curricula and instructional strategies as well as improve the administration of the academic programs.

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These regulations establish procedures that are to be followed in implementing Section 2.13 of the Faculty Handbook and were informed by the work of the University Effectiveness Committee on Academic Program Reviews and the Committee on Student Learning Outcomes, two of the Groundwork Committees, established as a part of our Institutional Effectiveness process. The Committees' recommendations are codified in these regulations.

Section IV – Faculty Support
Distance Education Faculty Training

To ensure that courses and programs offered through CAU Online are recognized for quality, only faculty who have earned the CAU Online Teaching Certification are eligible to teach courses designated as fully or partially online class at the institution. The Online Learning and Continuing Education (OLCE) office provides training for faculty teaching courses designated as fully or partially online to ensure that all courses meet the quality assurance standards as required by the State Authorization Reciprocity Agreement (SARA) which enables CAU Online to engage learners across state lines.

Earning the CAU Online Teaching Certification requires faculty to formally demonstrate proficiency with the learning management system by completing Canvas 101 with a score of 80% or higher and to formally demonstrate competency with CAU Quality Matters standards for online instructional design and pedagogy by completing tTEC with a score of 80% or higher. On-going support from the Center for Innovative Teaching Learning and Engagement (CITLE) (Hooper)

Housed in the Online Learning and Continuing Education (OLCE) office, the Center for Innovative Teaching, Learning, and Engagement (CITLE) has professional staff with expertise in instructional technology and training. These staff provide on-going training to advance pedagogically sound use of information technology in teaching and learning while offering instruction for successful delivery and management of learning environments. Additionally, the Center assists faculty in the development, redesign, and production of pedagogically sound and technologically appropriate learning materials. Faculty can make appointments for instructional design or other support six days a week and have 24/7 access to direct help from Canvas, the institution's LMS.

The OLCE office, in collaboration with OITC purchases and manages licenses for a variety of digital learning tools that faculty can use in designing digital content for their courses. OLCE reviews usage data annually to determine the usage and works with faculty to identify new resources. Current licenses that are supported with training include Zoom, Thing Link, Easy Content Generator, Adobe Suite, Respondus Monitor and Lock-Down Browser, YellowDig, Feedback Box, Zoom Meets, Portfolium, and Turnitin. In addition, the Center for Innovative Teaching, Learning, and Engagement (CITLE) has a fully functional Digital Content Studio that includes lecture capture resources and a Learning Glass to facilitate instructional engagement with a board that allows for the instructors face to be seen. Many open-source software options are available and faculty training for these are provided.

Section V – Technical Support

Information Technology Polices

The purpose of all Information Technology policies is to outline acceptable use of computer equipment and network resource to protect the staff, faculty, partners and the university as well as to establish the CAU Email as the official communication channel. Click here to review the CAU Information Technology policies:

- Acceptable Use of Computer Equipment;
- Password and email Policy;
- Remote Access Policy; and
- Information Security Policy.

All faculty and students enrolled in CAU Online Courses and Programs must comply with established Information Technology policies.

Hardware Requirements

A Dell Laptop will be provided by the University for all students new to CAU unless the student opts out of the Laptop Fee established beginning in Fall 2021. If a student decides to opt out of paying the fee to receive the CAU issued laptop, they must confirm access to their own hardware these requirements must be met.

- PC or Mac with i5 equivalent or faster processor with 16gigs of Ram and 250 gig solid state hard drive (recommended)
- Monitor
- Speakers
- Microphone
- Headset
- Webcam
- Additional Hardware may be Required (based on Academic program)

Software

- Windows 10 or Above
- OS 10.14 or Above
- Additional Software may be Required (Details can be found in the Course Syllabus)
- Please Note: Some course required software applications such
  as Respond*us LockDown Browser are not supported by Chromebooks.*

Internet Connection

- High speed Broadband Internet Connection is Required
    - Test your Internet speed using speedtest.net. Recommended Internet speeds:
    - Ping response is less than 100ms
    - Download speed is at least 10Mbps
    - Upload speed is at least 2Mbps
- Please consider the following while participating in online/hybrid courses:
    - Avoid using a shared Internet connection will impact connectivity, such as additional household member's use of streaming TV, gaming, and other Internet usage.
    - Wireless connections may be impacted by the distance from the router and interference from microwaves and other electronics. (Wired connections are recommended.)
    - Your Internet Service Provider's performance may vary throughout the day based on community usage.

Browsers

- The most recent release of Chrome is Recommended.

Dell Technical Support

Support for problems with CAU issued Dell laptops is available 24/7. Please contact Dell Technical Support at 1-800-945-3355 and give them the Service Tag Number located on the bottom of the device.

OITC Help Desk and Contact

The Office of Information Technology and Communications has 24 hour Help Desk. Call anytime at 404-880-6482 or you can also email your concerns to support@cau.edu.

Faculty Technical Support – OITC and CITLE
The Office of Information Technology and Communications has 24 hour Help Desk to help faculty with issues related to accessing CAU Email, Banner, Canvas, and other applications included in the My CAU Applications Portal. Call anytime at 404-880-6482 or you can also email your concerns to support@cau.edu.

Canvas Instructional Applications Support
For any support needs related to applications within the Canvas LMS or help with instructional design, faculty can reach a CITLE Support Team Member Monday – Friday 9:00 am – 6:00 and Saturdays 8:30 am – 1:30 pm pm via phone (404-880-6194) or email CITLE@cau.edu.

In addition, our Canvas Partners are available 24/7 to help with challenges related to navigating within Cavas. This support is available via live chat (see Support Navigation Bar in Canvas) or via phone (833-297-7434).

Classroom Instructional Technology
For classroom technology issues:
- Call the OITC Help Desk at 404-880-6482 and select option 1
- Indicate whether you are having a class-in-progress issue

To reserve a technology enabled classroom, computer lab, or conference room through the Registrar Office for an event or any other use:
Required:
- 72-hour notice
- Training in use of the equipment
- CAU login credentials for computer use
- Access to the building and/or room through your Panther PAW Card (contact Panther PAW Card Office at 404-880-8PAW (8729))
- Call the Help Desk at 404-880-6482 and select option 1 for a non-class in progress request:
- Indicate the location of your event as well as the date and time
- Convey what technologies will be needed:
- Audio/video
- Computer use - what you will be running on the computers

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      o PowerPoint
      o Internet access
      o Other application, etc.
- Include contact information so that a follow-up call can be made to you to ask further questions and set up training

For new technology or upgrade for a classroom, computer lab, or conference room, including software:
- Contact Mr. Derrick Lawrence, dlawrence@cau.edu

For installation of new and other software in computer labs:
- Contact OITC for all new software and hardware purchases
- New software should be vetted by OITC to ensure that it runs in the CAU environment before purchase
- **New and other software for computer labs are installed during the summer session**
- Proof of valid licenses are required before the installation of any software

Section VI – Student Resources and Guidelines
Student Complaint Process for Online Courses and Programs
Student complaints are handled through one of two procedures depending on the nature of the complaint. If the matter is **academic** in nature, the student should follow the stated academic complaint procedures. If the matter is **non-academic or grade** related, the student should follow the stated non-academic complaint procedures.

The CAU Online Learning and Continuing Education (OLCE) Office will not allow any form of retaliation against individuals who file a complaint, or who cooperate in the investigation of such reports. To the extent possible, the confidentiality of the reports will be maintained.

Academic Complaint Procedures

An academic student complaint is any non-civil rights related complaint generated by an individual student concerning the work-related activities of any faculty member (such as grade disputes).

Students who wish to lodge a complaint about a grade should follow the **Grade Appeal Policy** included in the Student Handbook.

Students wishing to lodge a complaint that is not related to a grade dispute but that is academic in nature should follow the procedures outlined below:

- Student must initiate a conference with the instructor with whom they have a complaint no later than two weeks after the relevant incident/dispute. Conferences can be via phone, Zoom, or some other communication channel established by the instructor.
- If the conflict is not resolved in the conference between the student and instructor, the student, may choose to pursue the matter further, by forwarding a summary of their

complaint and the initial conference to the Online Learning and Continuing Education (OLCE) using the [CAU Online Learning Complaint Form.](#) (click to access form).

- Within five business days of receiving the written documentation of the complaint, a representative of the OLCE office will convene a meeting with the student and instructor via a telephone conference following any necessary investigation prior to the meeting to include consultation with the department and academic school. The OLCE representative will render a decision taking all relevant factors into consideration.
- If the student or instructor is unsatisfied with the results of the meeting with the OLCE representative, either party may request a review of the complaint by the Associate Provost (AP - OLCE) for Online Learning and Continuing Education. At that time, the formal written complaint and the instructor's written statement of facts as he/she understands them will be submitted to the AP - OLCE. Within one week of the receipt of the applicable documentation, the AP - OLCE shall appoint an ad hoc committee to include representatives from various academic offices, who will consider the written appeal from the OLCE representative via conference call or through an electronic medium. After careful deliberation and consideration, the committee will recommend to the AP - OLCE what should be done in the case.
- The AP - OLCE will make a recommendation to the Provost for a final decision taking all relevant factors into consideration.

Non-Academic Complaint Procedures

A non-academic student complaint may be a complaint related to civil rights, services, violation of FERPA Regulations, or other complaints not academic in nature. If a student has a complaint, he or she should initially attempt to resolve that issue with the other person(s) involved no later than two weeks after the relevant incident/dispute. If the student is not satisfied with the outcome of that attempt, then he or she should submit a formal complaint, within ten (10) business days after the attempt to resolve the issue, by following the steps outlined below:

- To file a formal complaint, the student must submit a summary of their complaint a to the OLCE office ([Click here to access the CAU Online Learning Complaint Form](#)).
- Within five business days of receiving the written documentation of the complaint, a representative of the OLCE office will convene a meeting with the student and instructor via a telephone conference following any necessary investigation prior to the meeting to include consultation with the department and academic school. The OLCE representative will render a decision taking all relevant factors into consideration.
- If the student or instructor is unsatisfied with the results of the meeting with the OLCE representative, either party may request a review of the complaint by the Associate Provost (AP - OLCE) for Online Learning and Continuing Education. At that time, the formal written complaint and the instructor's written statement of facts as he/she understands them will be submitted to the AP - OLCE.
- Within one week of the receipt of the applicable documentation, the AP - OLCE shall appoint an ad hoc committee to include representatives from various academic offices, who will consider the written appeal from the OLCE representative via conference call or through an

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electronic medium. After careful deliberation and consideration, the committee will recommend to the AP - OLCE what should be done in the case.

- relevant factors into consideration.

State Agency Complaint Process

If the institutional procedure has been utilized with no resolution, the student may file a complaint with the State and/or Regional Accrediting Agency. Contact information for these agencies is available on the CAU website. Click here to access the Contact Information.

Library Resources
The Atlanta University Center (AUC) Woodruff Library supports all institutions of the AUC. For Clark Atlanta University (CAU) students and faculty conducting research, teaching, and learning off-campus or online, a wide variety of resources and services equivalent to the in-person experience is provided. Current information for faculty and students is always available on the Library's virtual guide (https://www.auctr.edu/exhibits/your-connection-to-virtual-services-and-resources/).

Remote students can access a full range of services via the Library website (www.auctr.edu) 24/7 from any device anywhere there is Internet access. Students can use their campus email address and password to access resources on the Library's website, such as electronic articles and databases. For assistance with trouble logging in to your campus account, contact your campus service desk. Some library services such as Interlibrary loan require a Library Account which can be created using a library barcode and password. If you are a new student and do not have a library barcode, please email barcodes@auctr.edu or call 404-978-2097 to receive one. After a barcode has been received, establish your online Library Account here. Input your barcode and click on the SET/RESET PASSWORD button. You will be emailed a link to establish your password.

Electronic Access to Collections
The Library's electronic collections include access to 244,941 electronic books, 166,591 electronic journals, 321 databases, and a host of other electronic and streaming videos and digital archival collections. The AUC eScholarship repository, RADAR (https://radar.auctr.edu/), facilitates 24/7 online access to AUC scholarship and research from anywhere an Internet connection is available. Currently, the repository houses over 7,000 digital objects worldwide, including theses and dissertations from Clark Atlanta University and Atlanta University. Many of the Library's archival collections have finding aids (http://findingaids.auctr.edu/) that are accessible remotely. Requests for reprints should be directed to archives@auctr.edu. Note: Not all archival material is available for reproduction.

Electronic reserves (e-reserves) facilitate student access to course readings selected by faculty. Faculty members can submit course reserves on the Library's website: https://www.auctr.edu/for-faculty/submit-course-reserves/. For example, many instructors will place links to full-text journal articles or e-Books in their course e-reserves. Physical materials can also be scanned and put on e-reserve. The fair use doctrine for copyright governs the amount of material the Library can place online. In general, this is equivalent to either one chapter of a book or no more than 10% of the book's total page count, whichever is *less*. Faculty members can reach out to their subject librarian for assistance. For those faculty members interested in integrating Open Educational Resources (OERs) into any of their courses, subject librarians can locate these materials. More information about OERS is available here: https://research.auctr.edu/OER.

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Should students want materials not owned by the Library, they can have many of those materials delivered directly to their desktop via interlibrary loan (https://research.auctr.edu/interlibraryloan). Book delivery is also available for students registered as distance learners. For questions about services such as an interlibrary loan or e-reserves, an email message may be sent to ILL@auctr.edu.

Distance Reference & Information Assistance
There are 12 professional librarians within the Library's Research Learning and Technical Services (RLTS) Department dedicated to assisting students and faculty with their research and information needs. A list of librarians is found here: https://www.auctr.edu/about/people/subject-librarians/. Librarians are available for individual or group consultations and can be reached by:
- Email (askref@auctr.edu)
- Chat (via LibChat located on the Library's homepage)
- Video Conference (via Zoom or Teams)
- Phone – (404) 978 – 2067

Instruction
Faculty can request formal instruction on how to use information resources for their classes by either emailing their subject librarian or completing the form found here: https://www.auctr.edu/for-faculty/tour-request/.

Online Orientation
First-year undergraduate or graduate students can access the Library's virtual orientation here: https://research.auctr.edu/orientation.

Online Study Support
AUC Woodruff Library understands that studying in the virtual environment requires a different set of skills than in-person and offers numerous resources to complement synchronous instruction:
- Research Guides: https://research.auctr.edu/
- Tutorials via the Library's YouTube channel (https://www.youtube.com/user/WoodruffLibraryAUC/videos)
- Tips on maximizing use of the Google suite of education tools for study https://research.auctr.edu/digiskills/home

Online Student Success
AUC Woodruff Library's Online Student Success team focuses on supporting students and faculty in the remote environment with resources, course design, workshop facilitation, embedded resources, and more. Students and faculty can find more information here: https://research.auctr.edu/onlinesuccess.

Student Feedback
AUC Woodruff Library values student and faculty input. Students and faculty can provide user experience feedback anecdotally via the website and formally via the institutional assessment conducted every three years.

Center for Academic Student Success

The Center for Academic and Student Success (CASS) fosters, facilitates and supports the advancement of undergraduate education at the University. These programs and services include; assistance with and interpretation of academic requirements, regulations and procedures for students, faculty and parents; review and approval of transient study applications, ongoing coordination of General Education Core curriculum and interpretation of core requirements; academic policies regarding appeals of academic decisions and policies; first-year experience program and first-year and transfer advisement and registration.

The mission of CASS is to facilitate the academic success, retention, and holistic development of undergraduate students, from recruitment to graduation. CASS serves the undergraduate student population. All enrolled undergraduate students are eligible to receive assistance through a variety of services and programs offered by CASS. Special emphases are placed on the following populations of students: academically "at risk," non-traditional, students with disabilities, and student athletes.

The services provided include: Early Intervention/Retention Alert. Services to first-year students who are conditionally admitted to increase the likelihood of academic success during the first year of enrollment. Students are referred to the appropriate unit for assistance when necessary. Monitoring the Satisfactory Academic Progress (SAP) and review of appeals are coordinated by CASS. Undergraduate Academic Seminar. The primary purpose of the weekly seminars is to monitor the progress of each student participating. These meetings serve as a forum to develop and implement solutions to the day-to-day challenges that may arise. The meetings are designed to be positive exchanges of feelings, ideas, solutions and future approaches to academics in general. Academic Advisement Services. Assign Retention and Graduation Specialists to first-year students (freshmen), entering courses for first-year students, reviewing academic records for overload approvals, transient permission, review of academic standing and advising undeclared majors. Tutorial and Study Skills Services. Provides integrated support through tutoring and study skills/time management across all academic disciplines. Serves as a vital resource in providing academic support services to each student who needs such services to meet his/her post-secondary goals and/or to graduate. All services are provided virtually and in-person.

Bettye M. Clark: Graduate Resource Center

The Graduate Resource Center (GRC) is designed to create an environment that supports graduate student learning and the integration of technology and serves as a centralized location providing programs and services throughout the year. The GRC offers a variety of academic and professional development workshops/seminars, writing consultation and assistance specifically tailored to the needs of graduate students working on theses, dissertations, conceptual papers, and those needing general assistance. All services are offered virtually and in-person.

GRC Resource Link - https://mycanvas.cau.edu/courses/15668

Distance Education and the Americans with Disability Act (ADA)

Disability Services provides reasonable accommodations that may be necessary for students with documented disabilities to have equal access to educational opportunities in accordance with the Americans with Disabilities Act (ADA) as amended in 2008 and Section 504 of the Rehabilitation Act of 1973.**Registration Process**

The registration process plays a significant role in the daily operations of the Office of Counseling and Disability services. It allows the office to track student engagement in the program and to provide appropriate and reasonable accommodations and services to students with documented disabilities. Most students register with the Office of Counseling and Disability Services after being referred by faculty, staff, rehabilitation counselor, school counselor, licensed clinician, and/or another student who is receiving services. The registration process is expedited when a student self-discloses that he/she has a disability, makes a request for accommodations and/or services provided by the office.

For more information on the documentation guidelines, description of services available, and steps to register, please visit the [Office of Counseling and Disability Services](#) website.

Counseling Services
Counseling services are available to all CAU students, graduate and undergraduate at no cost. The CAU counseling adheres to strict rules of confidentiality and HIPPA regulations. The exception is situations where mandated by law. Counseling records are not available to faculty, administrators, parents, or any other party without prior written consent of the student. Counseling provided uses a holistic approach and encourages self-learning in a confidential environment. Services provided include:

- Individual Counseling
- Personal and Relationship Counseling
- Group Counseling
- Alcohol and Substance Abuse Counseling and Prevention
- Sexual Assault and Prevention Services
- Coordination of Hospitalizations
- Crisis Interventions & Crisis Management
- Referral Management
- 24/7 On-Call Coverage

Outreach and Consultation Services

Workshops, forums, classroom and residence hall presentations are available on a variety of topics, and can include the following: stress management, grief, gender issues, male/female relationships, sexual assault, alcohol, and other drug use.

Consultation
On request, counseling staff members provide consultation with student organizations and faculty/staff. These services include psycho-educational / training sessions, as well as the provision of on-to-one assistance in reaching out to persons experiencing emotional distress and are in dire need of supportive services.

Referrals
The office serves as a starting point for students seeking counseling, guidance, or assistance with disability concerns. Please contact the office at (404) 880-8044 during the hours of 9:00am – 5:00pm EST, Monday – Friday.