Pre-College Online Courses
Instructor Manual
## CONTENTS

**Program Overview** ................................................................................................................................. 3
  Teaching Pre-College Online Courses ......................................................................................................... 3
  Homework Assignment Expectations ............................................................................................................. 3

**Instructor Logistics** ................................................................................................................................. 4
  Letter of Appointment ................................................................................................................................. 4
  Payroll ......................................................................................................................................................... 4
  Confirmation of Course ................................................................................................................................. 4
    Checking Enrollment In Banner .................................................................................................................. 4
  Accessing Brown Electronic services ......................................................................................................... 4
  Activating your Brown credentials (New / Returning Instructors Only) ..................................................... 5
  Obtaining a Brown ID Card ......................................................................................................................... 5
  Parking ......................................................................................................................................................... 5
  Instructor Development (Training and Support) ............................................................................................. 6
  Teaching Assistants ...................................................................................................................................... 6

**Course Logistics** ...................................................................................................................................... 7
  Developing Online Courses ......................................................................................................................... 7
  Note on Intellectual Property/Content Ownership ......................................................................................... 7
  Course Website ........................................................................................................................................... 8
  Course Materials and Digital Course Reserves ............................................................................................. 8
  Course Launch ............................................................................................................................................. 9
  Course Facilitation ...................................................................................................................................... 9
    Instructor Presence is Critical! .................................................................................................................. 9
  Behavioral Concerns .................................................................................................................................... 10
  Technical Support ....................................................................................................................................... 10

**End of Session** ......................................................................................................................................... 11
  Student Assessment .................................................................................................................................... 11
  Course Performance Report: Template and Guidelines ............................................................................... 11
  Grading in Banner ........................................................................................................................................ 11
  Entering Grades in Banner ........................................................................................................................... 12
  Notes on Grading in Banner .......................................................................................................................... 12
  Course Evaluation & Revisions ..................................................................................................................... 12
Brown’s pre-college online courses offer motivated and enthusiastic high school students the opportunity to experience Ivy League academics, explore challenging subjects, and engage with students from around the world. Students can learn about our courses and access course descriptions at http://www.brown.edu/academics/pre-college/online.

Pre-college online courses are rigorous, active learning experiences designed specifically for high school students and led by Brown’s innovative, dedicated instructors. Students engage in intellectual discussion and complete assignments designed to inspire curiosity and discovery, working closely with both you and their classmates. Our expectation is that each student receives specific and meaningful feedback and encouragement from you and, if applicable, your TAs and co-instructors.

These courses are asynchronous, which means that students are not required to log in at a set time—they can access their courses anytime, anywhere. However, students are expected to log in daily to participate in discussions and keep up with weekly course assignments.

Pre-college students are academically accomplished, and instructors should expect them to perform as first-year college students. Indeed, because the students have chosen their classes freely, they are committed to the material in a very real way.

As an instructor, your contribution to the success of their experience is crucial—and the most successful experience is one in which the student is engaged, informed, and challenged.

The School of Professional Studies provides a range of resources, grants, and awards designed to enhance pre-college program teaching experiences. You may learn more about these resources on our faculty website.

The School of Professional Studies Online Team oversees the development of pre-college online courses. Please do not hesitate to contact Lauren Bitsoli (lauren_bitsoli@brown.edu), Academic Program Coordinator for the Online Team, with any questions you may have about working with us.

With few exceptions, your course is the only course in which a student is enrolled in a given term, so you can expect students to have a good deal of time to engage in outside work. Total coursework assigned to students should be roughly ten (10) hours per week. Depending on the subject matter, coursework can take a wide variety of forms—from reading and writing to individual study, group work, and projects.
LETTER OF APPOINTMENT

The School of Professional Studies (SPS) emails each instructor an Appointment Letter confirming his or her course title, course dates, amount of compensation, and pay dates. This is **NOT a confirmation** that your course is running; course confirmation is contingent upon enrollment (see **Confirmation of Course** below).

PAYROLL

Please email spspayroll@brown.edu with any questions regarding payroll.

CONFIRMATION OF COURSE

- A pre-college online course is confirmed to run when enrollment reaches approximately 10 students (this may vary depending on the type of course). Instructors may monitor their course enrollment via Banner Web. (See section below for instructions.)
- The Online Team will contact you directly to confirm that your course has reached the minimum number of students to run.
- The enrollment period for pre-college online courses ends the Friday prior to when the course opens for orientation (12 days before coursework begins). If a course is at risk of being canceled due to low enrollment, SPS will update you regularly on enrollment progress.
- Please email lauren_bitsoli@brown.edu with any questions regarding course confirmations.

CHECKING ENROLLMENT IN BANNER

Banner is Brown’s online system for student data and course registration. Student registration in Banner is instantaneous, so enrollment numbers are displayed in real time. During the enrollment period, follow these steps to view your course enrollment numbers:

1. Go to the Banner class schedule search tool: https://selfservice.brown.edu/ss/bwckschd.p_disp_dyn_sched.
2. Select current term, for example: Summer 2016 (SPS).
3. Choose course SUBJECT and click “Class Search.”
4. Scroll down to find your course title.
5. Click on your course title and view enrollment details under the “Registration Availability” heading.

ACCESSING BROWN ELECTRONIC SERVICES

You must have Brown credentials to access the electronic services needed for online course development and facilitation. These include Banner, Canvas (Brown’s learning management system), digital library reserves, Brown email, Google apps, etc.

**Instructors who already are affiliated with Brown** (e.g. faculty, staff, graduate students) should have an active Brown ID and credentials (username and password) as well as access to all necessary e-services.
SPS will arrange credentials for instructors who are new or returning to Brown. Online instructors do not need a Brown ID card, but SPS can provide this if you wish. The Brown ID card grants access to libraries, card-swipe access to certain buildings, the Brown shuttle, and RIPTA bus service.

SPS will provide you with access to your course website in Canvas when you get started working with your assigned Instructional Designer (see Course Logistics section below).

Please contact lauren_bitsoli@brown.edu with any questions about your credentials, e-services, or ID.

ACTIVATING YOUR BROWN CREDENTIALS (NEW / RETURNING INSTRUCTORS ONLY)

You must activate your Brown account and Brown Google account in order to access any e-services such as Banner, Canvas, your Brown email, and Google apps.

SPS will email you the ID number necessary to activate your credentials. When you receive this message, follow the steps below.

1. Go to activate.brown.edu
2. Enter your last name, date of birth, and the ID number you received from SPS. Follow the on-screen instructions to activate your Brown account.
3. Make note of your username and the password you create; you will use these to log in to any password-protected Brown e-services.
4. You also will activate your Brown Google account at this time. Make note of your Brown email address.
5. Email lauren_bitsoli@brown.edu from your Brown account to confirm that you have completed these steps.

If you have any trouble activating your account, contact Brown’s IT Service Center (help@brown.edu or 401-863-4357).

If you have successfully activated your Brown credentials but are having problems logging into a service, viewing a class roster, and/or grading, contact Kathleen_Dorian@brown.edu in Computing and Information Services (CIS).

OBTAINING A BROWN ID CARD

If SPS has arranged for you to have a physical Brown ID card, you must pick it up at the Brown Card Office and present an official form of identification, such as a driver’s license or passport.

Brown Card Office
60 Brown Street, Suite 511
Email: brown_card@brown.edu
Tel: 401-863-2273

PARKING

Periodically, instructors may be asked to visit our 200 Dyer Street office to meet with an Instructional Designer or attend an Online Team meeting. Parking is available in the lot adjacent to our building; please see our receptionist to validate your parking ticket.
**INSTRUCTOR DEVELOPMENT (TRAINING AND SUPPORT)**

The SPS Online Team will support you throughout the course development and facilitation process, from initial course idea and planning to design, building, testing, launch and facilitation, student assessment, and course evaluation. During this process, you will be partnered with an Instructional Designer (ID). Your ID may help with:

- brainstorming online course ideas with the student in mind
- developing course curriculum
- establishing clear learning objectives
- imagining the best way to use the advantages of online tools to design an assignment
- considering ways to incorporate interaction/collaboration/project-based learning into the course
- constructing the course in the Canvas learning management system
- bringing out the best from online students
- assessing and addressing the results of each run of a course, based on feedback from students, the Instructional Designer, and the instructor’s observations.

All online instructors and TAs are required to complete SPS’s online course [Facilitating Learning Online](#) (FLO). The course requires just one to two hours each week for four weeks, and typically is offered three times a year, in January, May/June, and October/November. Your ID will work with you to schedule the most appropriate time for you to complete this course.

You may learn more about working with us and access our recommended resources about online teaching and learning at [Designing and Teaching with SPS Online](#).

**TEACHING ASSISTANTS**

The role of teaching assistants typically varies quite widely in terms of the degree and kind of support they provide an instructor and a course. In some cases, teaching assistants may serve largely to assist an instructor in the heavy load of reading papers and grading homework; in other cases, their main responsibility is to engage along with the instructor in class discussion, guide group work, and help with instructor feedback by corresponding directly with students.

The responsibilities of TAs, and also the workloads, can vary widely depending on the instructor’s preferences and the course needs. Our goal is to ensure that instructors and courses have the kind of support they need, and we will work with you to identify your needs and support you accordingly. TA compensation may reflect such differences in responsibilities.

- Courses are eligible for a Teaching Assistant (TA) when enrollment reaches 17 students.
- Instructors are responsible for identifying appropriate TAs for their courses. Please email selected TA names and contact information to Julia Lazarus ([Julia_Lazarus@brown.edu](mailto:Julia_Lazarus@brown.edu)), Project Manager for Online Programs, who will assist with recruitment as needed.
- Online TAs receive training from SPS in online facilitation and in the use of Canvas. Like any online instructor, TAs are required to take the FLO course. In addition, they must attend a workshop with our Instructional Design team prior to teaching with you.

TAs are expected to be prepared to engage with students and the instructor in the subject matter of the course, and on this foundation, provide additional support to the instructor and the students in ways that increase (in quality and quantity) instructor-student contact. Some of the types of tasks a TA can do are:

- Leading or facilitating discussion
- Augmenting an instructor’s role in presenting course material
- Grading and providing students with feedback on assignments
- Helping students understand homework assignments
• Tutoring students in how to learn (i.e. going over study strategies)
• Providing formative feedback to the instructor regarding student learning
• Acting as a “liaison” between instructor and students.

Specifically, online TAs are expected to:

• Log in and visit the course at least twice a day to facilitate, grade, and monitor student progress
• Promptly reply to student questions and, at least once a day, participate actively in discussions by commenting on student posts and facilitating further interaction
• As agreed upon with instructor, grade assignments and provide specific feedback within 48 hours of the due date
• Post “office hours” instructions so that students may request a one-on-one conference appointment (this may take place via Skype, Google Hangout, etc.)
• Help the instructor prepare student assessments as necessary and directed by the instructor.

TAs receive a stipend; their expected time involvement is approximately 14 hours per week.

While a TA should be viewed by students as an instructional resource supplementing an instructor, a TA is not a co-instructor: they are not responsible for creating a syllabus or individual class modules, or for being a primary or regular leader of a class. If an instructor wishes a TA to take on roles that are properly those of an instructor, we recommend considering a model of co-instruction.

**COURSE LOGISTICS**

**DEVELOPING ONLINE COURSES**

Planning and designing an online course takes considerable time and thought, whether it begins as a face-to-face class or is constructed from scratch. To create the most engaging and effective courses in the most efficient (and even enjoyable!) way possible, Brown faculty partner with one of the University's Instructional Designers (IDs) on SPS’s Online Team. Your ID is your primary point of contact for all course development needs.

Instructional designers work with faculty to understand the essence and aims of the course in order to develop clear course learning objectives and to design assignments, discussions, and activities that support those objectives using engaging, student-centered, pedagogical practices and design principles proven effective for online learning.

Once the course is completely developed, your instructional designer will conduct usability tests and provide you with helpful resources to ensure that your course is ready for launch.

View [Designing and Teaching with SPS Online](#) to learn more about working with us and to access our recommended resources for online teaching and learning.

**NOTE ON INTELLECTUAL PROPERTY/CONTENT OWNERSHIP**

The intellectual property of an online course is shared by both the instructor and Brown. Therefore, if the instructor is no longer employed by Brown or chooses to no longer facilitate the course, Brown has the right to offer the course, taught by another instructor. Likewise, the material may be used in any future courses of the developing instructor.
COURSE WEBSITE

Pre-college online courses take place in Canvas (canvas.brown.edu), Brown’s online learning management system. In Canvas, instructors can post course material including text, images, and videos; communicate and collaborate with students through discussions, messaging, and other collaboration tools; distribute and receive assignments and assessments; provide written, audio, or video feedback; and track student progress and provide grades. Canvas is integrated with Brown’s digital library reserves system and video streaming service, among other services.

Instructors work closely with their Instructional Designer to develop their course website in Canvas and learn how to use Canvas tools, as necessary. Instructors who wish to explore Canvas also may refer to Intro to Canvas and the IT Knowledgebase provided by Brown’s Instructional Technology Group.

As mentioned above, access to Brown e-services, including Canvas, requires active Brown credentials. If you are not a faculty/staff member or active graduate student, you will only have access to your Canvas course when your Brown credentials are active. SPS will arrange for these credentials during your course development period and while you are facilitating the course; if you require extended service past the conclusion of your course, you may arrange this via Academic Program Coordinator Lauren Bitsoli (lauren_bitsoli@brown.edu).

At the end of the course, instructors who wish to archive their course material for future reference should contact their ID for instructions.

Your Instructional Designer serves as your primary point of contact for questions about Canvas. You may also resolve technical issues with help from Brown’s IT Service Center.

COURSE MATERIALS AND DIGITAL COURSE RESERVES

Instructors may decide to require students to purchase course materials (books, videos, minimal equipment, etc.) for use within an online course. That said, we encourage faculty first to take advantage of tools and resources freely available on the web, and to consider making materials available to students digitally through Brown’s Online Course Reserves Access (OCRA).

You will work with your ID to identify all materials required for your course.

- If your course requires digital reserves through OCRA (including articles, e-books, book excerpts, audio, and video), please plan to finalize your list of materials at least four months prior to the start of the course in order to allow time for the Library to process your requests.
  - Submit your OCRA reserves list to lauren_bitsoli@brown.edu; Lauren will work with you and the Library to arrange your digital reserves. Please note: if you are familiar and comfortable with OCRA library reserves and would like to submit your own requests, please feel free to do so after finalizing your materials with your ID.

- If students must purchase materials for your course, work with your ID to develop a list including links to where students can find the materials (e.g. Amazon).
  - Submit your list of required materials for purchase to lauren_bitsoli@brown.edu. To ensure that students – especially those students who are overseas – have sufficient time to place and receive their orders, SPS will include this information in a welcome message automatically sent to students as they enroll in your course. Please note that students may enroll and receive this message beginning the first week of December, so be sure to finalize your list of materials by early November in order to allow time for SPS to set up this message.
COURSE LAUNCH

When the course development process is complete, the ID will assist you in preparing the course for launch. The Pre-Launch Instructor Checklist provides guidelines for completing a final review of your course. Ultimately, it is the instructor’s responsibility to ensure the quality and accuracy of the course content.

One week prior to the course start date, you will coordinate with your ID to “publish” the course. At this time, SPS will invite students to begin accessing the course and complete the orientation module. This period allows students to introduce themselves to one another and familiarize themselves with the course site before diving into coursework. Instructors are not required to be present during course orientation.

COURSE FACILITATION

INSTRUCTOR PRESENCE IS CRITICAL!

In the online environment, it is critical that students perceive the active participation of instructors. This “instructor presence” is key to encouraging student engagement with course materials. Regular interaction with students requires considerable time management on the part of the instructor; please review the following methods for ensuring that teacher presence is felt by students in an online class.

- When the class starts, reach out to each student right away. It is important to make contact with students as early as possible and throughout the course.
- If a student has posted a bio to the site, comment on their interests. Connect one student to another to keep the conversation going and to encourage students to develop a social network with one another.
- Log in and visit the course at least once per day to monitor student progress, assess student work, and participate in discussions by commenting on student posts and facilitating further interaction.
- Grade assignments and provide feedback within 48 hours of the due date.
- Check in with TAs weekly (at a minimum) to make sure they are meeting their responsibilities.

STUDENT ATTENDANCE

As one can expect, participation in an online course is crucial to student success. Students are expected to participate in the course multiple times each week, consistently and without absences. We urge instructors to reach out to any students who seem to be falling behind and encourage them to catch up.

SPS supports your course by verifying that students have successfully logged in to Canvas by the morning of the third day of the course (Friday). The Online Team’s Academic Program Coordinator will email any students who have not logged in by this time. At the end of the first week of coursework, the Academic Program Coordinator again will verify that students are active and keeping up with coursework, and will email any students who are behind.

At the mid-point of the course, the Academic Program Coordinator will contact course instructors prompting them to reach out to any students who are significantly behind and at risk of not completing the course successfully.

Please escalate any unresolvable issues with student attendance to Academic Program Coordinator Lauren Bitsoli (lauren_bitsoli@brown.edu).
VIEWING CLASS ROSTERS

In Canvas, the “People” page shows all participants in your course. Select “Student” from the drop-down menu to view all enrolled students.

You may also view your class roster in Banner.

2. Login in with USERNAME and PASSWORD.
3. Choose the “Faculty and Advisors” link.
4. Select “Summary Class List”
5. Select the term Summer 2016 (SPS) from the drop down list. (FOR PRE-COLLEGE COURSES)
6. Select the term Summer 2016 from the drop down list. (FOR CREDIT-BEARING COURSES)
7. Select the appropriate course from the drop down menu. (Instructors can only view their specific class roster.)

For further instruction, audio/video web tutorials, and other Banner resources, visit Banner FAQs for Faculty on the Registrar’s website, or the IT Knowledgebase section on Banner.

- Please contact Sherry Gubata (sherry_gubata@brown.edu) in the Registrar’s office with any questions about accessing Banner.
- If you identify any discrepancies between the course roster in Banner and the student list within Canvas, please contact spscourses@brown.edu immediately.

BEHAVIORAL CONCERNS

For support with a student behavioral concern, such as an agitated or disruptive student, please contact the program director right away for assistance:

Ren Whitaker
Director of Online Development
Brown University School of Professional Studies
200 Dyer Street
Providence, Rhode Island 02903
renw@brown.edu
401.863.7903

TECHNICAL SUPPORT

Your Instructional Designer is your first point of contact for any course issues, including technical issues.

Brown’s IT Service Center is also available for support, by email at help@brown.edu or by phone at 401-863-4357.

Please note that in the orientation for your course, students are instructed that if they are having any trouble with Canvas, they should click the “Help” button at the top right of any Canvas screen to “Chat with Canvas Support” or call 877.978.1650. The support is available 24 hours/day, 7 days/week. Instructors may wish to remind students of these instructions if technical questions arise.
END OF SESSION

At the end of your course, the course site will be set to “read-only” access. Students will be able to view the course through the end of Brown’s Fall semester, but will not be able to participate in any activities.

Online instructors may grant students an extension to their course as needed (generally, no more than seven days). If you choose to grant an extension, you must communicate this to both your ID and Academic Program Coordinator Lauren Bitsoli (lauren_bitsoli@brown.edu) no later than one week prior to course’s scheduled end date. If you grant the extension to your whole class, you should post an announcement in Canvas indicating the length of the extension and any special notes to students. Note that if you grant an extension – whether to the whole class or just one student – the course cannot be set to “read-only” access until the end of that timeframe.

STUDENT ASSESSMENT

At the end of a course, instructors are required to enter grades in Banner and complete Course Performance Reports (CPR) for each of their students (see details below). Students who complete a course successfully, based on your assessment, receive a Certificate of Completion from Brown’s Pre-College Programs. All students receive a CPR.

Students are very eager to receive their Certificates of Completion and Course Performance Reports to add to their college portfolios. Please complete grading and submit Course Performance Reports to SPS no later than one week after the conclusion of your online course.

COURSE PERFORMANCE REPORT: TEMPLATE AND GUIDELINES

The Course Performance Report is a meaningful evaluation of what each student accomplished in the course. It should begin with a one-paragraph description of the course, highlighting the most notable features of the class, followed by specific feedback about the student’s work, including suggestions for improvement.

If the course has a TA, he/she also should contribute to the CPR, but the feedback must come primarily from the instructor. This process should be followed for all students, whether their performance was satisfactory or not. Click here to view examples of well-crafted CPRs, including an example for a student who did not receive a certificate.

Your Academic Program Coordinator will email you templates for CPRs, one for each student. Please note CPRs do not require your signature. CPRs must be electronic; SPS will not accept hard copies of CPRs. Submit completed CPRs to spscourses@brown.edu, and include your COURSE CODE in the subject line of your email.

GRADING IN BANNER

Pre-college online courses are not for credit; therefore, the grading system in Banner allows you to designate an “S” (satisfactorily completed) or “NC” (no certificate). A grade must be entered for each student to enable SPS to issue Certificates of Completion.

- Certificates of Completion are issued to students with grades of “S.”
- No certificates are issued for students with grades of “NC.” These students receive just the Course Performance Report.
- It is imperative that instructors enter all grades in a timely manner in order for students to receive their course assessments.
ENTERING GRADES IN BANNER

- Log in to Banner with your Brown username and password at [http://selfservice.brown.edu](http://selfservice.brown.edu).
- Choose the “Faculty and Advisors” link, then “Final Grades.”
- Select the term **Summer 2016 (SPS)**. (Do not select “Summer 2016”).
- Select the appropriate ‘GRADABLE’ CRN (the Primary Meeting, not a conference or lab).
- Select a grade of “S” or “NC” from the drop-down menu of student names.
- Click the SUBMIT button to record grades for processing.
- To grade another class, click the CRN SELECTION LINK at the bottom of the screen.
- Contact the Registrar’s Office with any questions or concerns about entering grades in Banner (SPS staff does not have access to the grading functionality in Banner).

Sherry Gubata  
Registrar’s Office  
Email: Sherry_Gubata@Brown.edu  
Tel: 401-863-3752

NOTES ON GRADING IN BANNER

- Only individuals listed in Banner as instructors of a course can enter grades for that course.
- After 30 minutes, Banner will log out of the grading session. Non-submitted grades will be lost.
- If a grade space is left blank, no data is rolled to academic history; the instructor can post a grade at a later time even if other students in the same class have been graded and rolled to the students’ academic history.
- Grades may be submitted all at once or piecemeal, although grading whole sections at once is recommended in order to avoid leaving students ungraded.
- If you need to change an already submitted grade, do so directly in Banner. In addition, email spscourses@brown.edu to inform SPS of the student name, course title, and grade change.

COURSE EVALUATION & REVISIONS

After each course concludes, we evaluate the success of the course through student course evaluations, faculty surveys, and individual meetings with each online instructor. We ask ourselves what went well and what could be improved, and about new ideas for the next run of the course. Based on this input and data, the Online Team continues to work closely with faculty to make adjustments to the course. We are committed to ensuring our courses stay relevant, and to providing the highest quality learning experience for all of our students.

- Pre-college online students access the course evaluation from within Canvas, as an assignment required for completing the course. We encourage you to post an announcement reminding students to complete the course evaluation.
- Your ID and the Director of Online Development will review your course evaluations with you during a course debrief meeting. The Academic Program Coordinator will contact you to schedule a convenient time for this meeting.
- Your ID will work with you to identify the scope of any needed revisions identified during the debrief meeting, and will submit those revisions to the Director of Online Development for approval. If the revisions are approved, you and your ID will identify an appropriate schedule for designing and implementing the revisions.
- SPS will email you a brief faculty survey at the end of the term. Your feedback is vital to the continuous improvement of our programs and we appreciate your taking the time to share your experiences with us.