UNIVERSITY of MONTEVALLO

Faculty
Distance Education Handbook
2020-2022

Table of Contents

The following guidelines and policies for the development and delivery of University of Montevallo (UM) distance education courses have been reviewed by the following campus entities: the Distance Education Advisory Committee, the Council of Department Chairs, the Deans' Council, the Graduate Council, the Undergraduate Curriculum and Standards Committee, and the President's Executive Cabinet. These guidelines are based on national standards broadly agreed upon by a range of education and distance education organizations (e.g., Quality Matters, Online Learning Consortium). The purpose of these recommendations is to ensure the quality and rigor of UM's distance education courses in terms of instructional delivery, learning outcomes, and student experience.

UM Distance Education

Definitions

All courses at the University of Montevallo (UM) are *web-enhanced*, meaning that faculty use the learning management system (LMS) to, at minimum, provide access to course documents (e.g., syllabi) and communicate with students. The University defines an *online course* as a course that never meets in-person; all content is delivered online through the LMS (e.g., Canvas), email, Zoom, Skype, or other internet conferencing solution. Online courses may be synchronous, asynchronous, or a combination of the two. A *synchronous* online course requires students to log in at a scheduled time (e.g., in order to participate in a live-streamed session). In an *asynchronous* online course, students may be required to meet deadlines for work submissions, but they are not required to log in at a scheduled time.

A *hybrid course* is a course that includes at least one traditional (in-person) meeting but meets less than 50% of the time in person.

The charts below may assist faculty in determining acceptable structures for hybrid courses:

Traditional (In-Person) Delivery

Semester Credit Hours	Minimum Required Contact Minutes	Corresponding Number of 50-Minute Class Sessions (M-W-F)	Corresponding Number of 75-Minute Class Sessions (M-W & T-TH)	Corresponding Number of 150-Minute Class Sessions (once/week)
4	3000	60	40	20
3	2250	45	30	15
2	1500	30	20	10
1	750	15	10	5

Hybrid Delivery

Semester Credit Hours	Minimum Required Contact Minutes	Corresponding Number of 50-Minute Class Sessions (M-W-F)	Corresponding Number of 75-Minute Class Sessions (M-W & T-TH)	Corresponding Number of 150-Minute Class Sessions (once/week)
4	50-1499	1 - 29	1 - 19	1 - 9
3	50-1124	1 - 22	1 - 14	1 - 7
2	50-749	1 - 14	1 - 9	1 - 4
1	50-349	1 - 7	1 - 4	1 - 2

Technical Recommendations

The technical recommendations for delivery of distance education courses vary from minimal requirements to sophisticated, costly components. Listed below are the vendor's recommendations for minimal production. The recommendations are provided in generic terms without the intent to endorse particular brands or products. The software recommendations provided indicate UM-approved software. Requests for approved software should be submitted via the Solution Center. Requests for non-UM approved software must be submitted using the [Software Purchase/Download Request.](#)

Canvas System Requirements

Screen Size
Canvas is best viewed at a minimum resolution of 800x600. For viewing Canvas on a device with a smaller screen, we recommend using the Canvas mobile app.
Operating Systems
- Windows 10 and newer
- Mac OSX 10.10 and newer
- Linux - chromeOS
- Mobile Operating System Native App Support

Computer Speed and Processor
- 1GB of RAM
- 2GHz processor
- Internet Speed Minimum of 512kbps

The most up-to-date list of basic computer system requirements to use Canvas can be found [here](#).

Zoom System Requirements
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth
- A webcam or HD webcam – built-in or USB plug-in
- Or, a HD cam or HD camcorder with video capture card

The most up-to-date list of system requirements to use Zoom can be found [here.](#)

Numerous technology tools are available to facilitate distance education. For purposes of consistency, accuracy, quality and ease of use, the Distance Education Advisory Committee (DEAC) recommends the following:

- Logitech webcam (C525 most highly recommended), if an external webcam is needed.
- Zoom (for recording video)
- Camtasia (editing and captioning audio or video)
- Adobe Acrobat DC for published documents.

Note: PDF documents must be properly tagged for accessibility. Faculty can find instructions for how to tag documents on the "Instructional Tech Toolkit" at the Malone Center website.

University Commitment

The University will:

- Provide distance education students and faculty access to reliable and appropriate technologies for carrying out the instructional goals of distance education courses (i.e. a stable, password-protected platform for delivering content).

- Provide distance education students and faculty appropriate levels of training and training materials related to the use of distance education technologies.

- Provide distance education faculty and students with a pre-course assessment tool that allows students to determine their preparedness to take a distance education course (i.e. preparedness in terms of skills, knowledge of technologies, & learning styles).

- Provide distance education faculty and students access to a centralized technical support center that provides timely assistance on technology questions and problems.

- Provide a course coding system in the published schedule of course offerings that allows instructors and departments to flag courses as online, distance education (i.e., live-streamed remote instruction), hybrid, or traditional (in-person) format.

- Provide distance education faculty and students with digital access to library services, materials, and resources.

- Provide distance education students with access to remote administrative and support services: enrollment services, financial aid services, bookstore services, advising and counseling services, and disability support services.

- Provide distance education students with timely information on the technical equipment and skills required for success in the distance education courses offered at UM. This includes information on how to log in to the University's learning management system (e.g., Canvas) and the University's system.

- Provide access to an online orientation of the learning management system (LMS) for students enrolled in distance education courses and programs of study at UM.

Provision of Faculty Training and Support

The Malone Center for Excellence in Teaching provides mandatory training for faculty who wish to develop new distance education classes. Training will be provided in a variety of formats including online and traditional (in-person) training modules. Accessibility requirements are addressed in the training. In addition:

1. Malone Center personnel are available to provide support for planning and development of distance education courses as well as assistance with advanced features of Canvas, the University's learning management system (LMS).

2. Faculty members are encouraged to attend additional training workshops and take advantage of mentoring opportunities in order to learn more about best practices in hybrid and online course delivery.

3. Faculty members are encouraged to create a team of faculty peers or partners as an optional way to facilitate planning, obtain feedback, and ensure ease of use in new distance education classes.

4. Faculty members are expected to use the technology tools and technical equipment that are provided by the University (e.g. Canvas) in order to support best practices in distance education instruction.

5. UM's Information Services & Technology (IS & T) provides a technical assistance service to faculty and students (The Solution Center). Faculty and students who experience issues with Canvas may use the HELP button in Canvas' global menu to report issues. When reporting a problem, faculty and students should be as specific as possible about the incident by providing information about the course number, section, and assignment or area of the course where the issue occurred.

6. Carmichael Library personnel are available to help obtain and organize online library resources and provide information literacy instruction.

7. The campus copyright compliance officer is available to help faculty find and interpret current copyright law on the use of published and non-published instructional materials. The copyright compliance officer is the Director of Carmichael Library who can be contacted at 205-665-6100.

8. Faculty may also seek assistance from the University Bookstore for information regarding online texts and eBook options.

Faculty Commitment

To promote the quality and rigor of distance education at UM, faculty will adhere to standards for the design of distance education courses, participate in approval and training processes for distance education courses, and continue to develop their knowledge and ability to implement quality instruction in the distance education environment.

Department chairs are responsible for the oversight and quality of distance education courses offered in their program areas.

In addition, UM faculty will:

- Provide distance education students with online and hybrid courses that are easy to navigate, well-organized, and provide comprehensive and equitable access to resources and support services.

- Provide distance education students with online and hybrid courses of rigorous quality that utilize best practices in teaching, communicating, and assessing in the distance education environment.

- Offer distance education courses for which the modality is clearly aligned to the nature and objectives of the programs or courses.

- Clearly communicate expectations for relevant technologies used in distance education courses.

Distance Education Policies

1. Basic Course Information to Be Outlined in the Syllabus
The syllabus, made available by the first day of class, should include course objectives, a course calendar, the grading scale, grading standards, and expectations and modes of communication.

2. Record of Student Attendance
Federal regulations require that that students demonstrate a record of attendance/participation in academic activities in order to be eligible for financial aid. *In a distance education context, documenting that a student has logged in to an online class is not sufficient, by itself, to demonstrate academic attendance by the student.* Students enrolled in distance education courses must demonstrate active weekly participation consistent with attendance in a traditional (in-person) environment. *To this end, instructors should require a minimum of one assignment or activity per week.*

Examples of actions that might constitute class participation include, but are not limited to:
- Submitting assignments or exams
- Providing help or feedback to peers online
- Participating in online discussions

Faculty should note when students stop participating (e.g., date of last submission). This date will be needed for withdrawal and financial aid refund purposes if a failing grade is assigned at the end of the term. Withdrawal procedures and refunding follow the same guidelines as those used in traditional (in-person) courses. Students enrolled in online classes who do not access the learning management system (Canvas) should be reported as having never attended early in the semester according to the procedures established by the Registrar. Students reported as such will be administratively dropped from the class.

3. Third-Party Course Content
Faculty members are permitted to use publisher cartridges or other pre-packaged course content cartridges, but should not rely solely on this material for the content of a course, regardless of the course format.

4. ADA Considerations
Certain course design elements (e.g. closed captioning for audio and video files and alternate formats for print materials) are necessary to facilitate compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The

University has adopted WCAG 2.0 (AA level) as its standard for online accessibility. As in all their courses, faculty are expected to learn and employ accessibility requirements in their distance education courses. Periodic training is available through the Malone Center for Excellence in Teaching, Disability Support Services (DSS), and by request.

Distance education course content must be accessible to students with disabilities. Accessibility may require, but is not necessarily limited to, presenting material in multiple formats, such as Word or TXT files rather than image-only PDFs, and providing captioning for all auditory materials.

5. Copyright Law
Printed and digital materials must be used in compliance with current copyright law.

Communication of Distance Education Requirements

1. Required Technical Equipment and Skills
Students may need to possess certain equipment, technical skills, or other resources in order to succeed in a particular distance education class. Faculty should clearly inform students of any necessary equipment, technical skills, or resources prior to the end of the Drop/Add period and, as relevant, should provide adequate information and detail about those requirements.

2. Provision of Online Readiness Assessment
Because not all students are prepared for the distance education environment, courses should include an online readiness assessment that students will be expected to complete. This tool helps orient the student to distance education and informs both the instructor and the student of the student's level of online learning preparedness.

3. Synchronous Activities Standards
If any synchronous activities are required during the semester, *it is crucial that faculty provide to students specific attendance and participation information in the syllabus.* Faculty should only require synchronous instruction within the scheduled times of the synchronous online course. If a student can incur penalties related to tardiness or early departure, instructors should clearly specify those penalties and how they are incurred.

4. Discussion Posting Standards
If the discussion feature is part of the class participation grade, faculty should provide students with clear standards related to the quantity and quality of postings (e.g. length, substance or content, grammatical expectations, etc.).

5. Assignment Submission Instructions
In order to prevent misunderstandings, faculty should clearly state the specific requirements and directions for submitting assignments, including definitions of late work and the penalties.

Best Instructional Practices in Distance Education

1. Distance education activities and student learning outcomes should be comparable (but not necessarily identical) to the activities and learning outcomes of a traditional (in-person) version of the course.

2. All course materials, requirements, links and policies (including those regarding expectations for secure and reliable internet access), etc., should be clearly stated in the syllabus and should be revised and updated prior to the first day of the course.

3. Students should have access to the course syllabus no later than the first day of the term in which the course is being offered. Providing early access to the syllabus will enable students to drop the course in a timely manner.

4. Faculty should provide students with at least two reliable methods for contacting them throughout the semester (e.g., email, discussion board, telephone, in-person meeting, or online chat room) as well as their office location and hours. For hybrid courses, it is appropriate to include in-person office hours, but for online courses, virtual office hours should be specified.

5. Faculty should respond to student questions and inquiries in a timely manner, preferably within two working days (unless otherwise stipulated). This is essential in a distance education environment where students might easily feel disconnected from the instructor.

6. Course content and material should be organized in manageable portions. Research reveals higher levels of student course satisfaction and learning when distance education instructors organize course content into modules or units of instruction. In addition, research suggests that the optimal length for recordings is no more than seven minutes. Thus, partitioning course content into five to seven-minute segments is recommended. Research also demonstrates that the use of a checklist within each unit of study provides students with a greater awareness of specific tasks that are required for mastery learning within the module.

7. Students should be provided with useful and corrective feedback on assignments, tests, papers, and activities in a timely manner, preferably within seven working days during the Fall, Spring, and extended Summer term, and within two working days during condensed summer terms (May, Summer I, and Summer II).

8. Distance learning courses should utilize methods and mechanisms that foster student-to-student interactions as well as student-to-instructor interactions. Research suggests that student satisfaction and success are enhanced when instructors encourage a high level of interaction and collaboration in online and hybrid courses.

9. When appropriate, faculty should assess student learning using multiple measures rather than relying solely on the use of tests and quizzes. Different styles of learning (i.e. auditory, visual, kinesthetic, etc.) should be used in the design and delivery of instruction.

10. Third-party courseware (e.g., publishers' materials, cartridges, etc.) should be carefully assessed and reviewed prior to integrating such content into a given course. Third-party material should not be the only source of content for a distance education class.

11. Faculty should distribute and post the links and login information for course evaluation during the course evaluation period. Online students should be given at least 7 days to complete the course evaluation.

Student Commitment

The information that follows will be available to students who enroll in UM distance education courses via the student version of the Distance Education Handbook. It is also important for faculty to know and reinforce these expectations of students.

Students who enroll in distance education courses at UM are expected to:

1. Take the initiative to learn about the technical equipment and technical skill requirements for the course in advance of the course start date, and access training materials related to the course technologies when and where appropriate.

2. Ensure they have consistent and reliable access to the online environment and have a backup plan in place to prevent incomplete or late assignments. Instructors may choose not to accept incomplete or late assignments resulting from technology issues that are not widespread events.

3. Complete the given "Online Readiness Assessment" indicating preparedness for taking an online or hybrid course (i.e. preparedness in terms of skills, access to required technologies, and learning styles).

4. Adhere to the UM Student Code of Conduct which can be found in *The Fledgling* (student handbook).

5. Use UM email and Canvas Conversations (Canvas' messaging system) for the duration of the distance education course and check both frequently (preferably daily) for course communications.

6. Review details of the course syllabus by the first day of the start of the course, taking note of all course requirements, including any synchronous meetings.

7. Pay the full cost of each course prior to the first day of classes as required by University policy.

8. Drop or withdraw from a distance education course according to the procedures, policies, and deadlines established for traditional (in-person) courses.

9. Demonstrate participation in a given distance education course within the first week of the class or become immediately subject to an administrative drop/withdrawal.

10. Maintain weekly participation that provides an indication of "attendance." (See page 13.)

11. Respond to instructor-initiated emails and inquiries within a timely manner (within two working days unless a different timeline is stipulated).

12. Understand that frequent participation in a distance education course (i.e., completing assignments, responding to emails, posting messages, taking course exams, etc.) is a requirement for UM classes. ***A student who fails to participate in a course for three weeks is subject to an administrative withdrawal.***

13. Access Solution Center services for the duration of the course as needed.

14. Voice concerns about courses to the appropriate instructor, and follow the [University's student complaint process](#) as outlined in the [Student Code of Conduct](#) found in The Fledgling (UM's student handbook).

15. Access enrollment services, financial aid services, bookstore services, advising and counseling services, disability support services, library services and other college resources as needed.

16. Complete and submit the University course evaluation form available at the end of the semester.

17. Understand the Academic Rights of Students as outlined in the [Student Code of Conduct.](#)

Guidelines

Acceptable Use Policy

Use of University computing resources is a privilege extended to authorized students, employees, alumni, and other individuals for legitimate purposes related to education, public service, research, and administration. By using any University computing resource, the user agrees to abide by all applicable laws, copyright and licensing requirements, and University policies.

Users of University computing resources further agree not to utilize those resources for illegal, malicious, or destructive purposes or intentionally damage or disrupt any University computing resource or process.

Users of University computing resources further agree not to engage in cyber bullying. Cyber bullying is an act of aggression that intentionally intimidates, harasses, or imposes a reasonable fear of harm to an individual or the individual's property. Cyber bullying may also impose a clear disruption of the daily activities of an individual through malicious, hateful, threatening or harassing digital information and/or digital communications, including, but not limited to, LMS, text, instant, and email messaging; cellular telephone communications; social media forums; and Internet chatrooms, blogs and other postings.

For students, failure to comply with these regulations will result in disciplinary action including but not limited to restrictions, suspension, probation, expulsion, and legal or civil action. For employees, failure to comply with these regulations will result in disciplinary action including but not limited to restrictions, reprimand, suspension, termination and legal or civil action.

Additional restrictions may be imposed by the department providing access to computer resources. For additional information regarding the appropriate and authorized use of University computing resources, please see University of Montevallo Use of Information Resources.

ADA Syllabus Statement

The University of Montevallo provides equal opportunity to qualified students. If you have a disability (medical, physical, learning, psychological, etc.) and wish to request disability-related accommodations to complete course requirements, contact Disability Support Services (205-665-6250; or located in Main Hall, rear entrance). Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course objectives. Accommodations cannot be made retroactively.

Attendance in Distance Education Courses

A student who fails to participate in a course for three weeks in a row is subject to administrative withdrawal.

In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. A school must demonstrate that a student participated in class or was otherwise engaged in an academically-related activity such as contributing to an online discussion or initiating contact with a faculty member to ask a course-related question.

According to the US Department of Education Federal Student Aid Handbook, examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education program include:

- Student submission of an academic assignment
- Student submission of an exam
- Documented student participation in an interactive tutorial or computer-assisted instruction
- A posting by the student showing the student's participation in an online study group that is assigned by the institution
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An e-mail message from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Academically-related activities **do not include** the following:
- Living in institutional housing
- Participating in the school's meal plan
- Logging into an online class without active participation
- Participating in academic counseling or advisement

Course Development and Ownership

The University of Montevallo does not have a policy for compensating faculty who develop distance education courses. The development of courses for traditional (in-person), hybrid, or online delivery is an on-going professional responsibility of the UM faculty member. All courses are the intellectual property of the faculty members who develop them. When a faculty member leaves the University, UM reserves the right to purchase distance education course content that was developed while the faculty member was employed by the institution.

With regard to copyrightable materials, University Policy (01:013) states: "As a general rule, all rights to copyrightable material are the property of the creator. The distribution of royalties, if any, is a matter of arrangement between the creator and publishers or licensees. Different treatment may be accorded by the University in case of specific contracts providing for an exception, in cases where the University or sponsor may employ personnel for the purpose of producing a specific work, where different treatment is deemed necessary to reflect the contribution of the University to the work (as in the case of software or audiovisual materials), or where a sponsored agreement requires otherwise."

Course Evaluation

Department chairs are responsible for the oversight and quality of distance education courses offered in their program areas. Students will be provided with a digital means for evaluating distance education courses.

Faculty Load

For the foreseeable future, distance education courses are considered a component of a faculty member's typical course load of 12 credit hours each semester.

Identity Verification

Subject to change based upon findings of the Data Governance Committee.

In order to verify that the student who registers for an online or hybrid course is the same student who participates in and completes the course and receives academic credit, students must use a secure login and pass code to access course material. Faculty may also require proctored examinations and/or make use of technology that is effective in verifying student identity.

All methods of verifying the identity of students enrolled in distance education courses must protect the privacy of students' information as stated in the University Faculty Handbook, Section 4.13, Confidentiality of Student Records and Policy 01:211 – Privacy of Student Data.

Currently, there are no additional charges associated with verification of student identity. However, **a student can expect to pay fees to the online proctoring service associated with an exam** *that the student schedules late and/or for a missed exam*. If in the future a fee is imposed, students will be notified in writing at the time of enrollment.

Personally identifiable information collected by the college may be used, at the discretion of the institution, to verify identity. For example, a student requesting a learning management system (Canvas) password be reset by the Solution Center will be asked for two or more pieces of personal

information for comparison with personally identifiable information on file. No passwords will be reset via email.

Identification Cards
Subject to change based upon findings of the Data Governance Committee.

Each University of Montevallo student is required to obtain an official ID card that displays the student's photograph. The card is required to use the library, receive financial aid, and take advantage of the services and activities at the University. Students may apply for a UM ID card in person at the Solution Center in Carmichael Library or online at solutioncenter@montevallo.edu.

Loss or theft of cards should be reported to the Solution Center (done through the GET app) and to the UM Police Department. A student who uses the ID card in an illegal manner will be subject to disciplinary action.

Privacy of Student Data
Subject to change based upon findings of the Data Governance Committee.

As provided for in the Faculty Handbook Section 4.13, Confidentiality of Student Records, all employees must familiarize themselves with the provisions of FERPA. Faculty and staff are responsible for complying with FERPA and are required to review FERPA information and successfully complete the FERPA quiz.

In accordance with this policy:

- Faculty will not publicly post any grades or personal information for any student. Faculty who wish to make grades available online are urged to use the password-protected student grade book in Canvas and email accounts. Each student has distinct password-protected Canvas and email accounts. Students reset their passwords by calling the Solution Center at 205-665-6512.

- To further protect the privacy of students, all faculty must contact students using either University email or secure Canvas messaging.

- No student personal information, other than directory information as defined by FERPA, will be stored on faculty or staff personal devices or University owned devices, mobile or otherwise, which do not contain at least 128 bit encryption software such as BitLocker.

- In the event of theft or loss of a device that contains student data, faculty will report the loss to University Police, the Solution Center Manager or Information Services & Technology Asset Manager, and the Provost/Vice President for Academic Affairs.

- Online gradebooks other than the one in Canvas must be password protected and/or encrypted to ensure the security of student data.

- A student may provide written consent to release personally identifiable information which names the party or class of parties to whom disclosure may be made and what information may be released. Such documentation shall be maintained by the Registrar.

- University employees who have access to student records must report any improper requests for access to student records to their supervisors.

Proctored Exams

For the foreseeable future, decisions related to proctoring exams, quizzes, or other assignments for distance education courses are handled by individual faculty members. The University does not have a policy governing the use of testing centers, contractual proctors, computer cameras, etc. Some colleges may adapt their own policies. **A student can expect to pay fees to the online proctoring service associated with an exam *that the student schedules late and/or for a missed exam.***

Recording Students: Syllabus Statement & Permission

Faculty members are advised to secure student permission prior to recording in the distance education environment. If students will be recorded, it is recommended that the following statement be included in the course syllabus:

> By enrolling and participating in this course, students agree to the following statement: "I give my permission for the University of Montevallo to videotape, audiotape, photograph, record, edit or otherwise reproduce my voice, image or likeness, and use it in various formats and for the purposes within UM's mission of teaching. Distribution methods may include, but are not limited to the classroom, the Internet (including webcasts and podcasts), print publications or any other medium now existing or later created. I understand that I have the option to deny recording and reproduction of my voice, image or likeness without penalty but this may impact my ability to fully participate in the course."

Faculty Training

Faculty members are required to attend training provided through the Malone Center for Excellence in Teaching prior to offering hybrid or online courses for the first time. Options for training include, but are not limited to:

- UM Online Instructor Training for course development
- Self-paced training for those with prior online training
- Intensive training for new instructors

On-going training options for experienced instructors include, but are not limited to, the following:
- Finals Week Workshops (on-going/advanced training)
- Distance Education Modules for on-going/advanced training
- Peer-led workshops, video tutorials, "best practice" articles, and one-on-one sessions with Malone Center staff (offered upon request).

Resources & Services

Student Learning Environment

The University of Montevallo is an equal opportunity/affirmative action institution and prohibits unlawful discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, gender identity, gender expression, age, genetic information, disability, or disabled veteran/Vietnam era veteran status in the University's educational programs; admissions policies; faculty, staff, and student employment policies; financial aid; or other school-administered programs and services. The University of Montevallo prohibits any form of harassment related to race, color, religion, national origin, gender, sexual orientation, gender identity, gender expression, age, genetic information, disability, or veteran status of and by faculty, staff, and students. Further information is available in *The Fledgling* and through Human Resources.

Falcon Success Center (Academic Support and General Studies Advising)

The overall goal of the Falcon Success Center is to provide student-centered, retention-focused support to students as they define and obtain success. Undergraduate students enrolled in distance education courses can contact the Falcon Success Center at falconsuccesscenter@montevallo.edu, call 205-665-6092, or text 205-900-4668 for assistance in connecting with academic support resources or their academic advisor.

Learning Enrichment Center (Tutoring)

The Learning Enrichment Center (LEC) offers tutoring at no charge to all undergraduate students enrolled at the University of Montevallo pending availability of a peer tutor in the subject. For more information or to request tutoring, visit the LEC's website, call: 205-665-6113, text: 205-810-1665, or email enrichment@montevallo.edu.

Carmichael Library Services

Carmichael Library offers a number of services for students enrolled in distance education courses, including a LibGuide to assist students in locating resources. Through the library's website, students also have access to:

- 100+ databases and thousands of academic journals, newspapers, streaming videos, streaming music, and over 200,000 e-books.
- Scan and Deliver service—Provides access to articles and book chapters from the Library's print journals and book collection.
- Interlibrary Loan (ILL)—Students may request journal articles and books that Montevallo does not hold to be mailed to their homes. ILL will also mail up to five books in the Library's collection to distance learners at home.
- Digital research guides—Curated resources for classes by discipline. Also includes guides on citations, digital learning, open access resources, and more.
- Research assistance from librarians via email, chat, or phone.
- Assistance with creation of videos and other digital media via the Digital Media Lab

Carmichael Library hours can be found on their website or by calling 205-665-6100.

UM has a partnership with four other universities in the greater Birmingham area (Miles College, Samford, Birmingham-Southern College, University of Alabama at Birmingham) called the Birmingham Area Consortium for Higher Education (BACHE). University of Montevallo students have full borrowing privileges at BACHE institutions. They must show a valid UM ID.

TRIO McNair Scholars Program
The Ronald E. McNair Post-Baccalaureate Achievement Program (McNair Scholars Program) is one of the federally-funded TRIO programs designed to assist first-generation and limited-income students as well as those students underrepresented in graduate education to successfully earn the baccalaureate degree, enter graduate school and earn the doctoral degree. Scholars receive services such as GRE preparation, academic counseling, personal development and other services based on individual needs. They are also exposed to graduate school campuses, cultural events and professionals in their areas of interest. Scholars participate in monthly seminars, academic programs and undergraduate research. To apply, students must complete an online pre-application to determine eligibility. Once determined eligible, interested students then complete the program application and participate in an interview.

TRIO Student Support Services Program (TRIO SSS)
Funded by the U.S. Department of Education, TRIO SSS is designed to increase the retention and graduation rates of low-income, first generation college students, and students with disabilities. TRIO SSS provides a wide array of services including tutoring, advising, counseling, and seminars/workshops addressing academic, personal, and professional/graduate school plans. Participants receive ongoing and consistent support throughout their time at UM. All services are free of charge.

TRIO SSS is an exclusive program and can serve only 200 students each academic year. Students must be eligible to participate by at least one of the criteria above. For more information, visit the TRIO SSS website.

TRIO Upward Bound/Upward Bound Math and Science Program
The Upward Bound/Upward Bound Math and Science Program (TRIO UB/TRIO UBMS) is a pre-college program designed to provide academic support, counseling, tutorial services, mentoring, and cultural exposure necessary to complete both secondary and postsecondary education. The program employs faculty members and tutors who help students become successful in high school and select a field of study. The office is located on the second floor of Sharp House. If you would like additional information, please visit www.umub.org.

University Bookstore
Textbooks and other course materials will NOT be sent automatically to students. Materials may be purchased online for a standard shipping charge. The University Bookstore is located on 845 Main Street in Montevallo and can be contacted via phone at 205-665-6575.

Admissions, Distance Orientation, & the Registrar's Office
Students may apply to the University through UM's Undergraduate Admissions or Graduate Admissions and, once admitted, may participate in distance orientations that provide information about systems access, University contacts, campus services and tips for success. Helpful information regarding registration and other initial steps can be found at "I'm Accepted . . . Now What?" for undergraduate students and First Steps for Graduate Students. Once admitted, records are available online through Banner. Students who have questions or

concerns about their records should call the Registrar's Office at 205-665-6040 or email registrar@montevallo.edu.

Career Development Center

The Career Development Center (CDC) offers a variety of resources to help you prepare for the career of your dreams. Our services are available to all currently enrolled degree seeking students, faculty, staff, and alumni by appointment only. The CDC can be contacted by phone at 205-665-6262 or via email at career@montevallo.edu to schedule an appointment for assistance.

Cashier's Office

Students may pay on their accounts and check account balances through Banner. They may contact the Cashier's Office at 205-665-6065 or by email at cashier@montevallo.edu.

Counseling Services

University of Montevallo Counseling Services offers individual counseling, case management, and emergency assistance. These services are available to all currently enrolled degree seeking students who also meet state legal and ethical limits of services.

Students needing assistance can contact Counseling Services by phone at 205-665-6245 or via email at counseling@montevallo.edu. Students experiencing an emergency outside of normal business hours can contact the UMPD at 205-665-6155 or the Crisis Center at 205-323-7777. If you are experiencing a life-threatening emergency please call 911 or go to the closest emergency room.

Disability Support Services

Disability Support Services coordinates services and accommodations for students with documented disabilities, including those students who are taking online and/or hybrid courses. Accommodations may include but are not limited to extended time on tests, alternate format materials, ASL interpreters or captioning, etc. Faculty should expect to receive a Classroom Accommodation Letter if a student requests disability-related accommodations. Accommodations are not retroactive. Eligible students wishing to make such a request should go through the usual DSS registration process, and complete a request form for classes each term. The DSS website can serve as the initial point of contact for students. Completed accommodation letters may be picked up in person or emailed to the student (students should indicate a preference). Students are then responsible for signing their letters, contacting their faculty for a discussion and delivering the letters to their faculty (in person or via email). Email delivery of the letter does not replace the required discussion. Faculty should discuss the accommodations with the student and return a copy of the signed letter to DSS. DSS can be contacted at 205-665-6250 (phone/TTY) or via email at DSS@montevallo.edu. It is located in the rear lower level of Main Hall (directly off Vine Street).

Financial Aid

Students may apply for financial aid through UM's Student Aid website. Forms and guidelines are both available online. Phone appointments may be set up to facilitate the student's schedule. For questions, contact the Financial Aid office by phone at 205-665-6050 or via email at finaid@montevallo.edu.

Harbert Writing Center (HWC)

The HWC provides students in any area of study assistance via peer-to-peer consultations for the purpose of building on writing skills at any level. The Center focuses on the individual needs of writers, the instructional needs of professors, and the communication endeavors of the broader community. It is located on the third floor of Comer Hall. Information about in-person and remote (online) appointment hours may be found on the HWC's website.

IS&T Solution Center and Computer Labs

The Solution Center offers assistance to faculty, staff, and students with UM computer services and network issues. Computer services include maintenance of UM computer labs, desktop services, email services, username services, and assistance with software. The Solution Center is located on the first floor of Carmichael Library and is available Monday through Thursday from 8:00 AM to 7:00 PM and Friday from 8:00 AM to 5:00 PM during regular terms. These times are subject to change. For current hours, please check the University of Montevallo Solution Center website. The Solution Center may be contacted by phone at 205-665-6512 or via email at SolutionCenter@montevallo.edu. IS&T manages computers in a total of 14 computer labs across campus. The most up-to-date information on UM computer labs can be found here.

Building	Room	Hours	User Restrictions
Bloch Hall	112	Monday – Friday 8:00 am – 5:00 pm	None
Bloch Hall	204	Monday – Sunday 24 hour Card Access	Art Department Only May be reserved for class use. Otherwise available for general use.
Bloch Hall	214	Monday – Sunday 24 hour Card Access	Art Department Only May be reserved for class use. Otherwise available for general use.
Bloch Hall	223	Monday – Sunday 24 hour Card Access	Art Department Only May be reserved for class use. Otherwise available for general use.
Carmichael Library	First Floor, Digital Media Lab	Monday – Sunday Library Hours	May be reserved for class use. Otherwise available for general use.
Comer Hall	108	Monday – Friday M-F 8:00 am – 5:00 pm	May be reserved for class use. Otherwise available for general use.
Harman Hall	118	Monday – Friday 8:00 am – 5:00 pm	May be reserved for class use. Otherwise available for general use.
Morgan Hall	202	Monday – Friday 8:00 am – 4:30 pm	May be reserved for class use. Otherwise available for general use.
Morgan Hall	206	M-F, 8:30 am -4:30 pm	None
Myrick Hall	104/105	M-F, 8:00 am – 5:00 pm	None
Strong Hall	116	-------------------	Mass Communication Dept. Only Used for classes
Strong Hall	126	-------------------	Mass Communication Dept. Only Used for classes
Wallace Hall	112	Monday – Friday 8:00 am – 5:00 pm	None

Technical Assistance with Email Use

E-mail is considered an official medium for communicating with students. All students are responsible for checking their University of Montevallo issued email accounts in a timely fashion and on a regular basis. (The official email system for students is identified by userID@forum.montevallo.edu and can be accessed by visiting the University's main website and scrolling to the bottom of the page.)

For questions about how to log in to UM email, please contact the Information Services & Technology Solution Center. The Solution Center staff is available by phone Monday through Thursday from 8:00 AM to 7:00 PM and Friday from 8:00 AM to 5:00 PM at 205-665-6512 or by email at SolutionCenter@montevallo.edu. These times are subject to change. For current hours, please check the University of Montevallo Solution Center website.

Malone Center for Excellence in Teaching

The Malone Center specializes in supporting faculty in their teaching endeavors, whether that is online or in the classroom. A wide variety of resources and training are available. Please visit the Malone Center's website for specific information on these tools.