

# Table of Contents

1.0	TSU Distance Education Policy	. 4				
1.1	Overview	. 4				
1.2	Distance Education Vision Statement					
1.3	Distance Education Mission Statement	. 5				
1.4	Distance Education Defined	. 5				
1.4.2 1.4.2	-					
1.5	Assessing Distance Learners	. 9				
1.6	DE Course Approval Process	12				
1.7	DE Training and Course Development	14				
1.7.5 1.7.5 1.7.5 1.7.6 1.7.6 1.7.6 1.7.8	Copyright	14 15 15 17 18 19 21				
1.9	Student Evaluation of Instruction	30				
1.10	DE Course Scheduling and Procedures	30				
1.10 1.10						
2.0 2.1	Technology-Enhanced/Hybrid Course Policy					
2.2	Definition	32				
2.3	Process and Procedures	32				
3.0	Student Support Services	33				
3.1	Orientation Sessions for DE Courses	33				
3.2	Virtual Student Support	34				
3.3	Library	35				
3.4	Testing	36				

4.0	Technical Support	38
5.0	Multimedia Support	38
Dista	nce Learning - Faculty and Student Support Services	40
Gloss	sary	41
Refe	rences	43
Attac	hments and Forms	44

### 1.0 TSU Distance Education Policy

#### 1.1 Overview

Distance learning has been in practice at Tennessee State University (TSU) for over fifteen years. The introduction of various technologies such as desktop / interactive videoconferencing have shaped the wide variety of distance education programming offered through the University. Advances in technology are steadily augmenting the manner in which faculty can deliver course content. These advances have enabled and will continue to enable Tennessee State University to increase the quality of content delivered as well as the integrity of the distance degree programs.

Instructional technology has been a beneficial tool for many faculties who have utilized distance-based applications to supplement traditional instruction in face- to-face instructional settings. The availability of syllabus, lecture notes, supplemental reading materials, and multimedia have proven beneficial to many students attending traditional courses. Courses that have integrated technology in this manner have been labeled technology-enhanced.

This policy guide will address policies related to both distance education and technology-enhanced course development to ensure the necessary tools are utilized and that courses are appropriately identified for students. The Office of Tennessee State University (TSU) Global Online works with faculty to initiate a contract, create a Course Development Plan, and determine the best distance delivery method for course materials. The Executive Director for TSU Global Online oversees the development of distance programs and courses and assists Department Chairs, Directors, and Deans with the completion of paperwork required by the University, TBR, THEC and/or SACSCOC. The Instructional Designer for Distance Education examines pedagogy and practice solutions in conjunction with developing faculty. In addition, the Instructional Designer is responsible for acquiring copyright

permission for course materials. The Center for Teaching, Learning and Technology (CTLT) works with faculty to enhance instruction through the integration of technology. Additionally, the Center coordinates with the Instructional Designer for Distance Education to establish the multimedia services required for both distance education and technology-enhanced courses.

### 1.2 Distance Education Vision Statement

TSU Global Online will provide/deliver a high quality, dynamic, and innovative educational experience steeped in Tennessee State University's tradition of academic excellence and one that is unique, flexible & convenient and can be completed from anywhere in the world.

#### 1.3 Distance Education Mission Statement

TSU Global Online is dedicated to reducing location and time restrictions that prevent students from successfully completing a degree program. Utilizing both synchronous and asynchronous forms of delivery, TSU Global Online supports excellence in University instruction and establishing an active and enriching virtual learning environment. Faculty, students, and technology support are key elements of TSU Global Online mission.

#### 1.4 Distance Education Defined

Distance education at Tennessee State University is the offering of educational programs designed to facilitate a learning strategy which does not depend on day-to-day contact teaching but makes the best use of the potential of students to study independently. It provides interactive study material and decentralized learning facilities where students can seek academic and other forms of educational assistance when they need it (Daniel, 1997, p.15). TSU acknowledges and accepts the definition of distance education as defined by its governing body, the Tennessee State University Board of Trustees:

Distance education occurs when there is a physical separation of the teacher and learner and when communication and instruction take place through, or are supported by, any technological means such as telephone, radio, television, computers, satellite delivery, desktop / interactive video, or any combination of present and future telecommunication technologies.

TSU distance education (TSU DE) programs incorporate both asynchronous and synchronous course delivery. Asynchronous courses are true to the anytime anywhere format in that there is no restriction of time or place. Synchronous course elements connect the student to the teacher and/or other students in real time using chat, videoconferencing, or other real time tools.

The intention for all distance education course development should be to explore the possibility of establishing distance education degree programs. Distance education programs should represent a virtual replication of the traditional on ground course. Student interaction, course delivery structure and enriched multimedia experiences are each essential components of a superior distance course. To this end, student, faculty and technology support are fundamental tools in launching a flourishing distance education program.

As stated in the introduction, Tennessee State University offers several methods for distance learning delivery. These include but are not limited to online courses, desktop / interactive videoconferencing and hybrid/blended courses. All distance education programs can include a combination of these methods.

#### **1.4.1 Online**

TSU online courses are enhanced by web-based technologies and do not require attendance by faculty and students in a traditional or on-ground classroom setting; class time is spent in an online virtual environment. The delivery of content is via the Internet and a system such as eLearn, the University's Learning Management Systems (LMS). This delivery method offers the student an opportunity for anytime, anywhere learning experiences. The student may log on to the LMS and interact in with the instructor and other students. Syllabus, assignments, exams, projects, and discussions are each elements of the online course. Instructors have the option to include additional elements such as chat, email, electronic whiteboards, and more. Additionally, video streaming and other types of multimedia can be utilized to enhance online course delivery.

Faculty are expected to adhere to a set of teaching and learning standards (see Attachment 1) especially given that students have access to course content 24/7. Faculty are encouraged to 'check in' with students multiple times a day or post the times in which they will be virtually available to their students. This is to ensure that all learners' needs are addressed in a timely manner. All course content and resources must be identified and uploaded in the LMS in totality when the course is initially offered. Copyright agreements are required for this method of instruction and when a faculty member commits to this form of delivery the following requirements identify skills necessary for success:

#### Faculty Requirements

- Appreciation for the virtual learning environment and distance education pedagogy and practice
- Average to above average computer skills
- Unlimited access to a computer with Internet access
- Familiarity with eLearn
- Familiarity with html or current html editor
- Commitment to attending required training sessions (for example, eLearn Basics, Online Pedagogy and Assessment and Evaluations).

#### **Student Requirements**

- Average to above average computer skills
- Access to a computer with Internet connections and administrative rights to download software, update computer settings, etc.
- Commitment to attending required Orientation session
- Familiarity with online downloads such as Adobe Reader, media players etc.
- Appreciation for the virtual learning environment and distance education pedagogy and practice

### 1.4.2 Desktop / Interactive Video

Desktop / Interactive video courses (DVC) allow TSU to broadcast live instruction to individual desktops in addition to enrolled students at remote sites via Voice-Over-IP (VOIP) or webconferencing. The remote sites can include other colleges, universities, and school systems. This method of delivery allows the instructor to communicate in real time via both audio and video. The two-way interaction between student and faculty is one of the benefits of utilizing interactive video instruction for distance education course delivery. This interface provides learners with a synchronous learning environment; thus, this environment is restricted by time in that learners and faculty must be in the local and remote sites at the same time in order to conduct the course.

DVC may be used for course delivery with supplemental online materials available in the LMS. When a faculty member commits to this form of delivery, just as with online delivery, faculty are expected to adhere to a set of teaching and learning standards (see Attachment 1) and the following requirements identify skills necessary for success:

### Faculty Requirements

- Appreciation for the virtual learning environment and distance education pedagogy and practice
- Average to Above Average computer skills
- Unlimited access to a computer with Internet access
- Familiarity with a technology rich classroom environment
- Ability to communicate instructional needs to technicians
- Comfortable with presenting in front of a camera
- Strong communication and classroom management skills
- Well organized in course delivery methods

### **Student Requirements**

- Average to above average computer skills
- Access to a computer with Internet connections
- Commitment to attending required Orientation session
- Familiarity with online downloads such as Adobe Reader, media players etc.
- Appreciation for the virtual learning environment and distance education pedagogy and practice
- Accessibility to desktop video camera and microphone
- Familiarity with web-conferencing tools (for example, Zoom)

## 1.5 Assessing Distance Learners

TSU distance education courses will incorporate formative or continuous assessment and other strategies that provide ongoing feedback to improve instruction and learning for the distance learner. Formative assessment involves:

- Instructors carefully and systematically planning their course.
- Instructors building a rapport with students via assessment strategies.

- Learning becomes more transparent to the student and student gains become more apparent to the instructor (Schrum, 1998, Thorpe, 1998)
- Pacing and feedback become essential in establishing the learning quality
  of the course. (Feedback should be timely and useful to the learner. There
  is no benefit in providing feedback if the learner has proceeded to the next
  assignment prior to receiving comments from the instructor.)
- Instructors utilize the following principles of practice for assessment:
  - Assessment instruments and activities should be reflective of the learning goals and skills required of the learner throughout a distance education program or course. Instructors should communicate thoroughly the expectations of the course evaluation tools.
  - Assessment and measurement strategies should be integral parts of the learning experience, with learners assessing their ongoing progress to identify areas for review. Instructors should provide students access to grades throughout the course to enable students to circumvent failure.
  - Ocontinual communication between instructor and student serves as a valuable assessment tool and provides a deterrent for cheating. Assessing integrity occurs in both on ground and online courses but the online instructor may have the advantage in measuring academic honesty.
  - Assessment and measurement strategies which accommodate the distance learner include:
    - ✓ Multiple Choice, Short Answer, True/False Quizzes
    - ✓ Essay Tests
    - ✓ Portfolio
    - ✓ Papers
    - ✓ Presentations

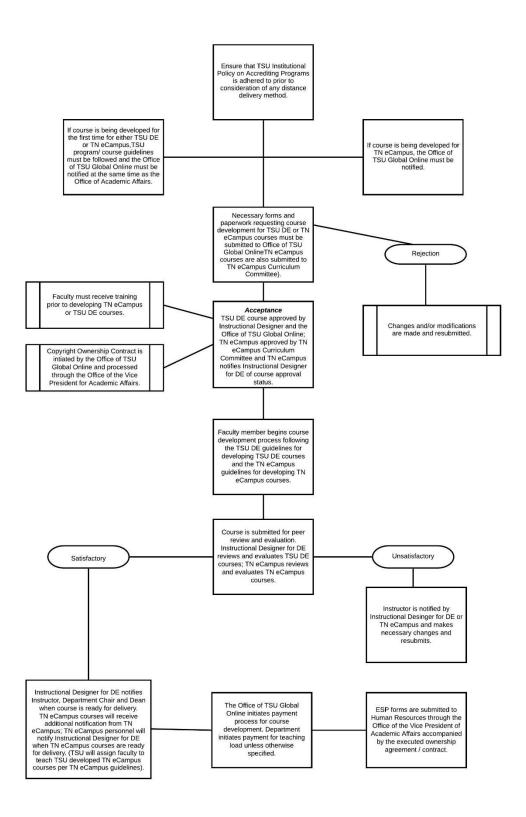
- ✓ Self-Assessment
- Course management tools that aid in student assessment include:
  - ✓ Discussion
  - ✓ Email
  - ✓ Assignments
  - ✓ Assessments
  - ✓ Virtual Office Hours (communicated by professor through syllabus)
  - ✓ Student Progress
  - ✓ Chat
- Distance learning is labor-intensive requiring daily connection to the course.
- Distance synchronous courses actually have a greater interaction between students, which familiarizes students with one another. Synchronous events should be utilized as effective evaluation tools.
- Embedded activities increase a professor's familiarity with student performance, which assists in determining the originality of work presented for evaluation (Johnson, 2003)
- Preventative measures for cheating include:
  - ✓ Increased communication with students throughout the week
  - ✓ Having students create profiles that include their pictures and a brief biography. This 'exposes' the student to the group.
  - ✓ Have students identify their goals within the scope of the
    course at the beginning of the semester and have them list
    those goals along with assignments, activities, and

- assessment tools that were aligned with the goal
- ✓ Assign peer groups to work in teams and access one another's work at times throughout the course
- Establish a policy for academic honesty. Post the policy and have students respond to a discussion topic on the academic honesty policy (Johnson, 2003).
- Employ the Seven Principles of Good Practice (Chickering & Gamson, 1987):
  - ✓ Encourage contacts between students and faculty
  - ✓ Develops reciprocity and cooperation among students
  - ✓ Use active learning techniques
  - ✓ Give prompt feedback
  - ✓ Emphasize time on task
  - ✓ Communicate high expectations
  - ✓ Respect diverse talents and ways of learning
- Utilize Proctors when administering major exams. Proctors
  may be identified through the TSU Testing Center. The Testing
  Center will assist in identifying proctors within geographic
  proximity of the DE student and will assist in coordination of
  testing processes between instructor, student, and remote
  proctor.

### 1.6 DE Course Approval Process

Distance education course approval processes are outlined in Figure 1. These processes include course approval for TSU DE or TN eCampus course development via the completion of a Course Action Request Form – CARF (Attachment 2), intellectual property agreements, copyright agreements, and extra service pay agreements. Deans, Department Heads, and faculty should follow these processes to ensure centralized documentation is available through the Office of TSU Global Online for all accrediting bodies requiring access.

Figure 1 - DE Course Approval Process



1.7 **DE Training and Course Development** 

Faculty developing distance education courses must complete 8 hours of training

related to the Learning Management System, Pedagogy and Practice, Multimedia

Tools, Copyright, and Assessing the Distance Learner. Faculty will begin the

process of course design by completing a Course Development Plan independent of

technology, aligning course objectives and learning outcomes with distance

education methods of instruction.

1.7.1 **Faculty Training** 

The Office of TSU Global Online in coordination with the Center for Teaching,

Learning, and Technology (CTLT) facilitates training for all faculty members

interested in developing distance education or web- enhanced courses. Training

includes four workshops demonstrating tools available within eLearn. The

workshops are offered each semester and are announced through an Exchange

email:

CTLT-E101: elearn Basic Training

CTLT-E102: Online Pedagogy

CTLT-E103: Building Course Content

CTLT-E104: Assessment and Evaluation

Other workshops available to faculty include Microsoft Office Applications (Word,

Excel, Outlook and PowerPoint) and Adobe Acrobat. In addition to scheduled

workshops, CTLT also schedules independent sessions with faculty for assistance

with course design and multimedia content development.

1.7.2 Copyright

The Technology, Education and Copyright Harmonization (TEACH) Act

established a new set of rules related to fair use and teaching via distance. The Act

was actually a result of the increased number of courses offered through distance

education, which impacted the use of copyright materials as instructional aids. Copyright seminars are required on a semester basis to inform faculty of laws and practices related to use of copyrighted materials through distance education. A completed copyright agreement (DE FORM 2) is required by developing faculty and submitted to the Office of TSU Global Online outlining the use of copyrighted materials and indicating contact information to request permission for use.

### 1.7.3 Copyright and Distance Education

TSU has an established policy regarding the use of copyrighted materials in instruction using the TEACH Act and "fair use" exceptions to copyright law. The TEACH Act provides guidelines for use of protected material in an educational setting in the Information Age. "Fair Use" is a common term for a provision in copyright law that could allow a protected work to be used without consent.

Like all legislative product, the TEACH Act is open to interpretation – by the judicial powers, not by individual faculty. Please follow the guidelines in this section of the handbook regarding use of protected material.

### 1.7.4 TEACH Act Explained

Congress recognized both the importance and complexity of distance education with the creation of this statute. Though it should be applauded for clarifying issues regarding the use of protected materials in online and audio/video milieu, please be aware that the act is more restrictive than what you may be used to in traditional classroom settings regarding what kinds of materials can be used in class and how they may be used.

#### • Works Permitted:

- o Performances of non-dramatic literary works;
- Performances of non-dramatic musical works;

- Performances of any other work, including dramatic works and audiovisual works, but only in "reasonable and limited portions"; and
- Displays of any work "in an amount comparable to that which is typically displayed in the course of a live classroom session."

#### • Works Not Permitted:

- Works that are marketed "primarily for performance or display as part of mediated instructional activities transmitted via digital networks"; and
- Performances or displays given by means of copies "not lawfully made and acquired" under the U.S. Copyright Act, if the educational institution "knew or had reason to believe" that they were not lawfully made and acquired.

### • Instructor Requirements:

- The performance or display "is made by, at the direction of, or under the actual supervision of an instructor";
- The materials are transmitted "as an integral part of a class session offered as a regular part of the systematic, mediated instructional activities" of the educational institution; and
- The copyrighted materials are "directly related and of material assistance to the teaching content of the transmission."

### • Digital conversions:

The instructor may find it desirable to include in an online class materials that are not available in digital format, such as scanning pages from a printed book or article, VHS video, or audio on vinyl. The TEACH Act expressly prohibits this unless certain conditions are met:

- The amount that may be converted is limited to the amount of appropriate works that may be performed or displayed, pursuant to the revised Section 110(2) of the Act; and
- A digital version of the work is not "available to the institution," or a digital version is available, but it is secured behind technological protection measures that prevent its availability for performing or displaying in the distance-education program consistent with Section 110(2).

#### • Fair Use:

Many still utilize the familiar "Fair Use" provisions of Copyright law in Distance Education, notwithstanding the uncertainty of the provisions, an uncertainty magnified when an attempt is made to apply this to online education. The TEACH Act addresses issues specific to distance education, such as digital conversions and online transmissions. It is for this reason TSU Global Online observes TEACH Act as policy.

Institutional Assistance Regarding Copyright and TSU DE:
 The TSU Instructional Designer is responsible for assisting faculty with any copyright questions and in procuring permissions when necessary.
 The use of any protected material must be cleared with the copyright designee before this material may be used in your classes. The copyright designee will work with you in contacting the copyright owners to attempt to get permission to use the work in class if necessary.

## 1.7.5 Pedagogy, Practice and Assessment

Teaching at a distance is very different from teaching in a traditional classroom. Although the perception may be that teaching via distance allows for faculties to spend less time in preparation and instruction, this is not the case. Distance faculties must spend an extensive amount of time in the development process prior to offering the course. Additionally, when the course is delivered through distance,

the faculty must be available to respond to students' questions and concerns within a 24-hour period of the student posting the comment. Teaching at a distance requires faculties to be flexible and understanding while remaining consistent with course requirements and deadlines. The distance course should replicate the on- ground course in a virtual learning environment. For the purpose of developing a distance course at Tennessee State University, faculty are encourage to include at least two synchronous events throughout the course. This hybrid method of distance course delivery allows faculty to establish a real-time connection with students while also providing the flexibility of anytime anywhere learning experiences.

#### 1.7.6 Contracts

Distance education course developers receive compensation to develop a TSU DE course. Prior to the development of a TSU DE course, faculty must sign a Copyright Agreement Contract (DE FORM 2). The agreement is processed through Academic Affairs and must be fully executed prior to receiving payment. Contracts also specify the timeline for course development and identify the date in which the course will be fully completed meeting all criteria set forth by the Office of TSU Global Online. An Extra Service Payment form (DE FORM 4) is completed and executed upon successful development of TSU course. Payment is not made until exemplary reports are received from course evaluators. Faculty are paid \$2000 to develop a course for TSU DE, \$3000 to develop a course for a TN eCampus course. The payment for updating a TSU DE course varies and the compensation amounts are determined by how much updating is necessary (see Table 1). Faculty members who develop for TN eCampus are eligible to receive \$500 when a course is replicated for TSU DE. The course must be modified to meet the instructional design standards for TSU DE.

**Table 1 - Tennessee State University Course Redevelopment Fees** 

Work Completed	Redevelopment Stipend
Complete course redesign (76%-100%)	\$2,000.00
50%-75%	\$750.00
0% - 49%	\$500.00

### 1.7.7 Course Development Plan (CDP)

Creating a Course Development Plan (Attachment 2) enables faculty to outline the overall structure of the course and determine resources required for distance delivery of the content. The CDP outlines the fifteen weeks of instruction and includes resources, learning objectives, anticipated outcomes, lecture method, assignments and evaluations of the course on a week-by-week basis. The course is constructed independent of technology but with consideration to distance student needs and learning styles. After the CDP is completed without thought of technological tools, the Instructional Designer for Distance Education works with the faculty member to determine which technologies are most appropriate to deliver course content. The solutions are then implemented through a collaborative plan developed in conjunction with the Center for Teaching Learning and Technology. Figure 2 outlines the process a faculty member would follow to fully develop a distance course.

# COURSE DEVELOPMENT PROCESS

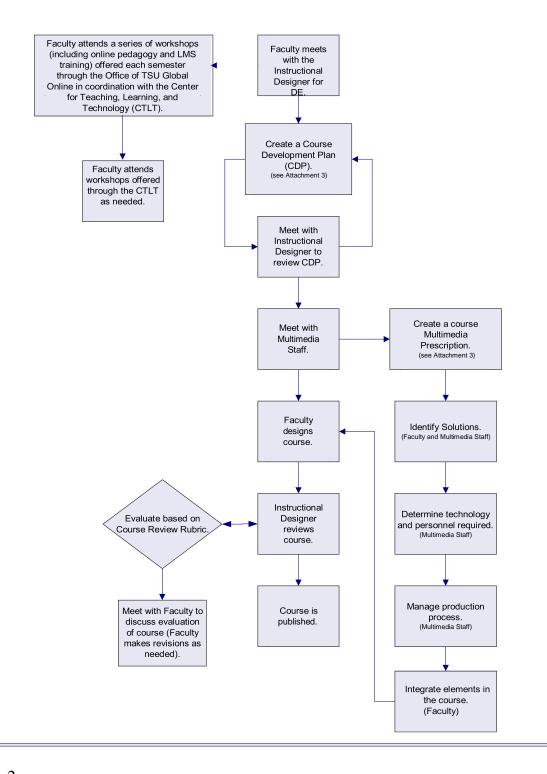


Figure 2

#### 1.7.8 Multimedia Enhancement of DE Course

TSU DE courses should include essential multimedia elements necessary for establishing an active virtual learning environment. DE faculty should meet with the Center for Teaching Learning and Technology to fully integrate the prescribed multimedia into the course (Attachment 4). Synchronous elements are a critical component of TSU DE courses and the Center for Teaching Learning and Technology provides individual training for synchronous applications such as chat and desktop / interactive videoconferencing.

#### 1.8 DE Course Evaluation

Course evaluation for distance education courses and programs is extensive. The developer should refer to the rubric evaluation for TSU DE Courses as charted below when developing any DE course. The course review process begins with the Instructional Designer for Distance Education using the rubric as a tool to identify areas of strength and areas of weakness within the course. The Instructional Designer may return the course to faculty for further development or modifications. A peer and/or an administrator will also evaluate the course within the College after the product is complete. The final process of evaluation occurs when an outside evaluator using the same rubric as the Instructional Designer reviews the course.

### TSU DE Course Rubric

### Rubric Evaluation for TSU DE Courses

Category 1	Baseline	Effective	Exemplary
Learner Support	A. Course contains	A. Course contains	A. Course contains
Services	limited	some information	extensive
	information for	for online learner	information about
	online learner	support and links	being an online
	support and links	to campus	learner and links
	to campus	resources.	to campus
	resources.		resources.
	B. Course provides	B. Course provides	B. Course provides a
	limited course-	come course-	variety of course-
	specific	specific	specific
	resources,	resources, some	resources, contact
	limited contact	contact	information for
	information for	information for	instructor,
	instructor,	instruction,	department and
	department,	department and	program.
	and/or program.	program.	
	C. Course offers	C. Course offers	C. Course offers
	access to a	access to some	access a wide
	limited number	resources	range of
	of resources	supporting course	resources
	supporting	content.	supporting course
	course content.		content.
Category 2			
Web Interface	A. Much of the	A. Course is	A. Course is well
Organization &	course is under	organized and	organized and
Design	construction,	navigable.	easy to navigate.
	with some key	Students can	Students can

	components		understand the		clearly
	identified such as		key components		understand all
	the syllabus.		and structure of		components and
			the course.		structure of the
					course.
B.	Course syllabus	В.	Course syllabus	В.	Course syllabus
	is unclear about		identifies and		identifies and
	what is expected		delineates the role		clearly delineates
	of students.		online		the role the online
			environment will		environment will
			play in the		play in the total
			course.		course.
C.	Aesthetic design	C.	Aesthetic design	C.	Aesthetic design
	does not present		presents and		presents and
	and		communicates		communicates
	communicate		course		course
	course		information		information
	information		clearly.		clearly
	clearly.				throughout the
					course.
D.	Web pages are	D.	Most web pages	D.	All web pages are
	inconsistent both		are visually and		visually and
	visually and		functionally		functionally
	functionally.		consistent.		consistent
					through the
					course.
E.	Accessibility	E.	Accessibility	E.	Accessibility
	issues are not		issues are briefly		issues are
	addressed.		addressed.		addressed
					throughout the
					course.

Category 3						
Instructional Design	A.	Course offers	A.	Course offers	A.	Course offers
& Delivery		limited		some		ample
		synchronous and		synchronous and		synchronous and
		asynchronous		asynchronous		asynchronous
		opportunities for		opportunities for		opportunities for
		interaction and		interaction and		interaction and
		communication		communication		communication
		student to		student to		student to
		student, student		student, student		student, student
		to instructor and		to instructor and		to instructor and
		student to		student to		student to
		content.		content.		content.
	B.	Course goals are	B.	Course goals are	В.	Course goals are
		not clearly		defined but may		clearly defined
		defined and do		not align to		and aligned to
		not align to		learning		learning
		learning		objectives.		objectives.
		objectives.				
	C.	Learning	C.	Learning	C.	Learning
		objectives are		objectives are		objectives are
		vague or		identified and		clearly identified
		incomplete and		learning activities		and learning
		learning		are implied.		activities are
		activities are				clearly integrated.
		absent or				
		unclear.				
	D.	Course provides	D.	Course provides	D.	Course provides
		few visual,		some visual,		multiple visual,
		textual,		textual,		textual,
		kinesthetic		kinesthetic and/or		kinesthetic and/or

	and/or auditory	auditory activities	auditory activities
	activities to	to enhance	to enhance
	enhance student	student learning.	student learning.
	learning.		
	E. Course provides	E. Course provides	E. Course provides
	limited or no	some activities to	multiple activities
	activities to help	help students	that help students
	students develop	develop critical	develop critical
	critical thinking	thinking and/or	thinking and/or
	and/or problem	problem solving	problem solving
	solving skills.	skills.	skills.
Category 4			
Assessment &	A. Course has	A. Course has some	A. Course has
Evaluation of	limited activities	activities to	multiple timely
Student Learning	to assess student	assess student	and appropriate
	readiness for	readiness for	activities to
	course content	course content	assess student
	and mode of	and mode of	readiness for
	delivery.	delivery.	course content
			and mode of
			delivery.
	B. Learning	B. Learning	B. Learning
	objectives,	objectives,	objectives,
	instructional and	instructional and	instructional and
	assessment	assessment	assessment
	activities are not	activities are	activities are
	closely aligned.	somewhat	closely aligned.
		aligned.	
	C. Assessment	C. Ongoing	C. Ongoing
	strategies are	assessment	multiple
	used to measure	strategies are	assessment

		content		used to measure		strategies are
		knowledge,		content		used to measure
		attitudes and		knowledge,		content
		skills.		attitudes and		knowledge,
				skills.		attitudes and
						skills.
	D.	Opportunities for	D.	Opportunities for	D.	Students receive
		students to		students to		regular feedback
		receive feedback		receive feedback		about their own
		about their own		about their own		performance in a
		performance are		performance are		timely and
		infrequent and		provided.		efficient manner.
		sporadic.				
	E.	Students' self-	E.	Students' self-	E.	Students' self-
		assessments		assessments		assessments
		and/or peer		and/or peer		and/or peer
		feedback		feedback		feedback
		opportunities are		opportunities		opportunities are
		limited or do not		exist.		exist throughout
		exist.				the course.
Category 5						
Innovative Teaching	A.	Course uses	A.	Course uses some	A.	Course uses a
with Technology		limited technology		technology tools to		variety of
		tools to facilitate		facilitate		technology tools to
		communication		communication		appropriately
		and learning.		and learning.		facilitate
						communication
						and learning.
	B.	New teaching	B.	New teaching	B.	New teaching
		methods are		methods are		methods are
		applied to enhance		applied to		applied and
		student learning.		innovatively		innovatively

				enhance student		enhance student
				learning.		learning, and
						interactively
						engage students.
	C.	Multimedia	C.	Multimedia	C.	A variety of
		elements and/or		elements and/or		multimedia
		learning objects		learning objects		elements and/or
		are limited or non-		are used and are		learning objects
		existent.		relevant to student		are relevant to
				learning.		student learning
						throughout the
						course.
	D.	Course uses	D.	Course optimizes	D.	Course optimizes
		Internet access and		Internet access and		Internet access and
		engages students		effectively		effectively
		in the learning		engages students		engages students
		process.		in the learning		in an active
				process.		learning process in
						a variety of ways
						throughout the
						course.
Category 6						
Faculty Use of	A.	Instructor offers	A.	Instructor offers	A.	Instructor offers
Student Feedback		limited		some opportunities		multiple
		opportunity for		for students to		opportunities for
		students to give		give feedback to		students to give
		feedback to faculty		faculty on course		feedback to faculty
		on course content.		content.		on course content.
	B.	Instructor offers	B.	Instructor offers	B.	Instructor offers
		limited		some opportunities		multiple
		opportunity for		for students to		opportunities for
		students to give		give feedback on		students to give
1		feedback on ease		ease of online		feedback on ease

of online	technology in	of online
technology in	course.	technology in
course.		course.
C. Instructor uses	C. Instructor requests	C. Instructor uses
student feedback	and uses student	formal and
at the end of the	feedback a couple	informal student
semester to help	times during the	feedback in an
plan instruction	semester to help	ongoing basis to
and assessment of	plan instruction	help plan
student learning	and assessment of	instruction and
for the next	student learning	assessment of
semester.	for the rest of the	student learning
	semester.	throughout the
		semester.

Rubric modified from Rubric of Online Instruction, CSU, Chico, Copyright 2003

	Course R	eview and Re	commend	ations	
Name of Co	ourse:				
Course Nur	nber:			College	e:
Faculty Dev	veloping:			Dept:	
Semester to	be offered:				
(please circ	ele one) Peer/	Instructional	Designer/	Exter	nal Evaluator
Category		Basic	Effe	ctive	Exemplary
1	Learner Support				
2	Web Interface Organization & Design				
3	Instructional Design & Delivery				
4	Assessment & Evaluation of Student Learning				
5	Innovative Teaching w/Technology				
6	Faculty Use of Student Feedback				
Recommen	dations by Category	7:	•		,

#### 1.9 Student Evaluation of Instruction

The Office of Institutional Planning and Assessment (IPA) administers the end of course evaluations for all TSU courses including the distance education courses. The survey used has questions designed specifically for evaluation of online instruction. Evaluations are available for students to complete online via the MyTSU portal. University-wide communications to inform students of the process and to remind students to complete the evaluations are managed by IPA. After the deadline has passed, the results of the survey are compiled and sent to the appropriate instructor, department head, and dean. Evaluation of TN eCampus courses are managed via the Tennessee Board of Regents (TBR) Central Office and are available to faculty in their assigned courses and reports shared with the TSU Office of Academic Affairs each semester.

### 1.10 DE Course Scheduling and Procedures

### 1.10.1 Scheduling a DE Course

Scheduling distance education classes will be a collaborative coordinating effort between the department head and the Instructional Designer for Distance Education. The Instructional Designer and the Department Head will also coordinate selection of instructors to teach DE courses. All distance courses, no matter the delivery format, are identified with a 98 section number and 98 plus alphabet (for multiple sections of ENGL1010: ENGL101098, ENGL101098A, ENGL101098B, etc.) will indicate multiple section offerings.

New distance courses should be input into the Banner system by the department and the department should immediately notify the Office of TSU Global Online.

When scheduling section 98 courses, the fields in Banner should be populated as follows:

Instructional Method Code = WEB (Web Asynchronous) or

- Instructional Method Code = DVC (Web Synchronous)
- Campus = ZOZ (TSU Online)

A distance education course scheduling summary is distributed to department chairs each semester (Attachment 5).

The enrollment process for students in distance learning courses is equivalent to the procedure used for traditional classroom courses. All established policies and procedures pertaining to registration, drop/add, withdrawal, etc. are applicable to distance learning courses. The Office of Student Support Services for Adult and Distance Learners has been established to attend to the enrollment needs of distance learners.

#### 1.10.2 Class Cancellations

- (a) Inclement WeatherDistance learning classes are subject to the same regulations as stated for on-ground classes.
- (b) Low Enrollment

  TSU reserves the right to cancel any class with low enrollment according to the University established guidelines

### 2.0 Technology-Enhanced/Hybrid Course Policy

#### **2.1** Goal

The goal of the Technology-Enhanced/Hybrid Course Policy is to outline a definition and a set of processes and procedures that govern the creation and delivery of technology-enhanced and hybrid courses at Tennessee State University. This policy provides a means for university faculty, staff and administration to track the number and quality of courses integrating technology into the curriculum. This policy also provides a mechanism for providing data to governing bodies and

accreditation

agencies, relevant to the university's level of involvement in incorporating instructional technology into its academic programs.

#### 2.2 Definition

A technology-enhanced course at Tennessee State University is defined as:

- (a) A course that utilizes web-based technologies (including but not limited to the use of digital documents and multimedia) and;
- (b) A course which requires attendance by faculty and students in a traditional or on-ground classroom setting and that meets during regularly scheduled times.

A hybrid course at Tennessee State University is defined as:

- (a) A course that utilizes web-based technologies (including but not limited to the use of digital documents and multimedia) and:
- (b) A course which requires attendance by faculty and students in a traditional or on-ground classroom setting 50% or less of the time.The other time is spent in an online virtual environment.

#### 2.3 Process and Procedures

The department and faculty member planning to offer / teach a hybrid course is requested to follow the process and procedures as outlined at least one semester prior to the course start:

• Notify the Office of TSU Global Online of your plans to offer a hybrid course and contact the Instructional Designer for DE for assistance in developing the online component (compensation for hybrid course development = \$0).

- When scheduling hybrid courses, the field in Banner should be populated as follows:
  - Enter the Instructional Method Code = HYB (Hybrid)
  - Note that there is not a specific course section designation for hybrid courses. For example, ENGL1010-01 could be offered as a hybrid.
  - Schedule a classroom for your in-class sessions.

Possible course schedules for hybrid courses include, but are not limited to, the following:

- For a MWF class, meet face-to-face two days a week and in the online virtual classroom the third day.
- For a class that meets two days a week (i.e., Tuesday & Thursday), meet face-toface one day a week and in the online virtual classroom the second day.
- For a course that meets for three hours one night a week, meet face-to-face for two hours at night and participate in online discussions, meetings or readings for an additional hour each week or meet every other week.

#### 3.0 **Student Support Services**

The Office of Student Support for Adult and Distance Learners exists to provide support for admissions, records, or financial aid services to the distance and adult learner. Student Support Counselors have been assigned to assist associate degree, undergraduate and graduate students.

#### 3.1 **Orientation Sessions for DE Courses**

Prior to the start of each semester the Office of TSU Global Online in partnership with the Center for Extended Educations hosts an orientation session for students who are registered for TSU online courses. Notification of this event is sent to students via email and published on the TSU Global Online website. It is suggested Page 33

that students enrolled in online courses for the first time participate in this orientation to become acquainted with the modality of instruction. This orientation session covers information regarding access to the TSU e-learning environment, proper login procedure, course communication, netiquette, and general participation expectations within the virtual classroom. Students are also familiarized with the TSU student support services available for the distance learner. The unit also makes available an online orientation course within eLearn to familiarize students with the tools within the learning management system.

### 3.2 Virtual Student Support

The following services are available for TSU distance education students:

#### **Bookstore**

TSU distance education and off-campus students have the convenience of ordering and returning books through the TSU online bookstore at https://www.bkstr.com/tennesseestatestore. TSU students enrolled in TN eCampus courses may order or return books online through the TN eCampus bookstore at https://www.bkstr.com/tnecampusstore/home. Hyperlinks to bookstore resources are embedded in each TSU Online and TN eCampus course and published on the TSU DE and TN eCampus websites.

#### Career Services

The Career Development Center offers group and individual counseling in the career planning process. Career planning workshops/seminars are conducted frequently to assist students in securing career positions and in school student-employment positions. Students may register with the Career Center by attending one of our career planning seminars and by entering a resume/s on-line using TigerTrack.

#### Counseling Services

TSU Counseling services are available to distance education and off-campus students ©TSU DE Policy Guide and Handbook – V3.2 / 2020 Page 34

regarding vocational, educational and/or personal concerns, issues, or crises through confidential tele-counseling session(s) conducted by personnel in the TSU University Counseling Center. Distance education students have access to this service by contacting the Center directly or by referral from a Student Support Service Counselor or other University personnel.

#### Disabled Student Services

The TSU Office of Disability Services provides services and reasonable accommodations for TSU distance students with current educational, psychological and physical documented disabilities. A notice is embedded in each TSU and TN eCampus course describing the services available for students with disabilities. The students are advised to notify their instructor immediately and to contact the TSU Office of Office of Disability Services to discuss their individual needs.

#### **Tutorial Services**

Online tutoring for the TSU distance education student is available 24 hours a day and seven days a week via *TutorMe* tutorial services. Tutorial assistance is available in the several academic areas including mathematics, Spanish, chemistry, physics, economics, statistics, accounting, biology, reading and writing.

### 3.3 Library

TSU distance education and off-campus students have access and privileges to the Brown-Daniels Libraries and Media Center resources via online databases, ebooks, inter-library loans, a virtual librarian, embedded librarian within participating courses, and reference and research assistance. Hyperlinks to the University Library and other learning resources are embedded in each TSU Online and TN eCampus course. The TSU Global Online and TN eCampus websites also provide hyperlinks to library and learning resources.

Providing the aforementioned services ensures compliance with SACS mandates ©TSU DE Policy Guide and Handbook – V3.2 / 2020 Page 35

requiring the extension of services available to on ground to students enrolled in distance programs. Students should have access to services necessary to complete the course and to have a well-rounded college experience.

### 3.4 Testing

To incorporate proctored examinations into a TSU distance education course, please follow these procedures:

- Schedule your online exams to be available during the TSU midterm and final exam periods and plan to administer the exams through eLearn.
- No later than the second week of the semester, notify the designated
  Testing Center staff member that you have scheduled proctored midterm
  and/or final exams in your course and provide the exam passwords you
  have set.
- Notify your students at the beginning of the course that they are expected
  to take proctored exams and that they should each email the Testing
  Center to determine the most convenient location for their exam.

The Testing Center will assist your students as follows: students who are within reasonable driving distance of TSU will be given a schedule of blocks of time, throughout the midterm or final exam period, and they may walk-in and test anytime that best fits their schedule; students who live within Tennessee will be directed to the nearest TBR institution and arrangements will be made for them to test there at a mutually agreed upon time; all other students will be encouraged to contact the testing office at a college in their area and/or follow the procedure for Proctor Verification.

There are important guidelines for proctored exams that are based on the features and vulnerabilities of eLearn, security issues in testing, and positive professional relationships with colleagues in other units on our campus and in other institutions.

It is helpful when instructors keep the following guidelines in mind as they design examinations:

- Resources available during the exam If you want your students to have access to a calculator, course materials, etc. during the exam, these resources should be provided independent of the computer. For example, students should be told to bring their own calculator (no memory, no keyboard, not a part of a cell phone, etc.). The current version of eLearn allows students to exit your exam, seek information anywhere on the web, and return to the exam. A proctor can prevent this, but not if the instructor has told the students this is what they should do.
- Time limits time limits set for computer-administered exams are problematic because variations in bandwidths result in computer functions for requiring different processing time different computers/students. It is suggested that you try to set a time limit that is long enough to allow students to finish without rushing but is short enough to discourage seeking unauthorized resource materials. This optimal time is difficult to gauge. If a test is proctored, time limits can contribute to test security. Please note, however, that time limits do not, in and of themselves, provide security for an exam and setting tight time limits for un-proctored exams does not add security for the exam; instead, it tends to frustrate students and/or encourage cheating.
- Proctor role—the proctor's role is to verify the identity of the student, enter the exam password while keeping it confidential, provide scratchpaper or other exam resource material agreed upon with the instructor, prohibit student access to other unauthorized resources, insure that students submit the exam when finished, and communicate with the instructor to resolve any problems that occur with the exam delivery.

Additional requests of proctors--please do not request that proctors fax or

mail materials to you, collect student assignments and send them to you, or notify you when each student completes the test. If you have a similar request that seems reasonable to you, please contact the TSU Testing Center while you are in the planning phase and discuss your ideas with the appropriate staff.

#### 4.0 Technical Support

Collaboratively, the TSU-Information Technology (TSU-IT) unit and the Office of TSU Global Online provide technical support to both DE students and faculty. TSU distance education students are provided technical support 24 hours a day, seven days a week regarding MyTSU, network password resets, eLearn@TNSTATE, eLearn at TN eCampus by phone, email or online live chat. The Office of TSU Global Online staff is also available to provide assistance as needed.

TSU-IT provides helpdesk support to distance students and faculty during the University's 24 hours/day seven days a week. In addition, helpdesk support is available to distance students and faculty in conjunction with courses offered via TN eCampus. The Office of TSU Global Online administers the eLearn application and authorizes any courses to be housed on the server.

eLearn courses are available by term to both faculty and students. At the onset of each semester, students populate courses as registration occurs. This process is automated which allows for batch updating of the eLearn enrollment database.

## 5.0 Multimedia Support

The Center for Teaching Learning and Technology (CTLT) provides a wide variety of multimedia software applications available upon request from CTLT. Faculty is strongly encouraged to incorporate digital content throughout the course. CTLT assists faculty through training for web enhanced courses as well as multimedia development for distance-based courses. CTLT staff is available to assist faculty ©TSU DE Policy Guide and Handbook – V3.2 / 2020 Page 38

through training or through individual appointments. Sound production, video production, and a variety of instructional multimedia applications related to course development are obtainable through this unit.

#### **Document Version Summary**

Version 1.0 – Fall 2004

Version 2.0 – Fall 2008

Version 3.0 – Fall 2011

Version 3.1 – Spring 2013

Version 3.2 – Spring 2020

#### Distance Learning - Faculty and Student Support Services

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#### **Glossary**

<u>Asynchronous</u> - learning events that occur without time and place restrictions. <u>Desktop Conferencing</u> – utilizing a desktop videoconferencing camera to connect via point-to-point or multipoint using Zoom or other designated videoconferencing applications

<u>eLearn</u>- The learning management system, eLearn@TNSTATE that has been adopted by Tennessee State University as the recommended course management application. This application is located on a remote server and is administered by the Office of TSU Global Online. Faculty may use eLearn to deliver course content, administer tests, conduct surveys, conduct presentations, complete discussions, and communicate with students. Additional applications may be used supplemental to eLearn to allow for a more enriching instructional experience.

<u>Hardware</u> – computer systems, printers, and monitors are examples of hardware. Hardware consists of the parts of a computer that are tangible.

<u>Desktop / Interactive Videoconferencing</u>- Videoconferencing events may occur in an DVC classroom located on the Main Campus, Avon Williams Campus OR by utilizing a desktop camera with a personal computer. There are several rooms available on the TSU campus whereby faculty have access to videoconferencing equipment.

<u>Learning Management System (LMS)</u> - an application that provides a course shell, allowing faculty to deliver technology-enhanced, hybrid and online courses by integrating traditional course tools in digital form

Multimedia – the combination of voice, video and data

<u>Multipoint Videoconferencing</u> – a voice and video interaction that occurs between more than one specified locations

<u>Point-to-Point Videoconferencing</u> – a voice and video interaction that occurs between one specified location and another

<u>Software</u> – the intangible component of the computer required to process

information input into the system. Software receives data and transforms data based on user requests.

<u>Synchronous</u> - learning events that occur in real time or based on scheduled dates/times

### References

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Schrum, L. (1998). On-line Education: A study of emerging pedagogy. *New Directions for Adult and Continuing Education*, 78, 53-61.

Thorpe, M. (1998). Assessment and 'third generation' distance education. *Distance Education*, 19(2), 265-84.

# Attachments and Forms

#### **ATTACHMENT 1**

## **TSU Online Teaching and Learning Standards**

#### General Information

elearn.tnstate.edu (TSU courses - Section 98).

gotoclass.tnecampus.org (TN eCampus courses - Section R50 - R5n, R2n).

Check your Class List frequently during the first couple of weeks and send an e-mail (MyTSU) with login instructions to students that have not logged into the system; you must submit an "x" grade for students that never log into your course.

Post a Welcome Message to your students the first day (this increases retention the first week of classes).

Please make sure you contact the University Testing Center (963-7111) if you plan to have proctored exams (i.e., midterm and final).

#### Remember to:

- · Initiate at least three e-mails per week with your students.
- Answer e-mails within 24 hours.
- · Grade assignments and exams within a two week period.
- Monitor your discussion board (no appropriate conversations).
- Embedded Librarian contact Angel Sloss at 963-5206 for more information.
- · Refer students to the Student Success Center or TutorMe for tutoring.
- Refer any students to Office of Disabilities Services (963-7400) for ADA (Disabilities) Support and Assistance.
- · Encourage students to complete the course evaluations at the end of the semester.

Need Assistance?

Contact: Dr. Deborah Bellamy 615-963-7013

dbellamy@tnstate.edu

#### ATTACHMENT 2

#### Course Action Request Form Tennessee State University Nashville, Tennessee

School/College/Institute: Click here to enter text. Department: Click here to enter text. PROPOSAL TO: Establish a New Course Discontinue a Course Change Number/Title of a Course Change Course Description or Prerequisites **Change Course Credit Hours** Establish Alternative Delivery System [additional approval is required through the Office of Distance Education and Multimedia Services Cross Listing of a Course Proposed Semester Change Date for Requested Action\_\_\_\_\_ Present Course Title: Present Course No: Present Credit Hours: Proposed Course Title: (list SAME if no changes)\_\_\_\_ Proposed Course No.: (list SAME if no changes) Proposed Credit Hours: (list SAME if no changes)\_\_\_\_\_\_ Effective Term of Action: (Semester and Year): Classification of Instructional Programs Code \_\_\_\_\_ Academic Ceiling Limit \_\_\_\_\_ **Grading Scheme** Organizational Responsibility\_\_\_\_\_ Funding Source\_\_\_\_ Instructional Medium/ Media\_\_\_\_\_

Rationale for Change

Catalog Descriptions (Including prerequisites):

• Present Catalog Description (including credit hours, prerequisites):

Weekly Contact Hours

 Proposed Catalog Description (including credit hours, prerequisites): (list NO CHANGES if no changes in description written above)

#### **Further Information Required**

- If Establishing a New course:
  - Indicate the projected enrollment in the course, justify the course in terms of student need, and the relationship to other courses in the departmental curricula (core, major, elective, etc.) and to the total educational curricula of the university;
  - If a comparable course is offered in another unit, justify any duplication;
  - Will the course be adding hours or substituting hours in a curriculum?
- For changes in existing courses, indicate how the change will affect the departmental curriculum and/or the total educational curricula of the university.
- For Dual listed (undergraduate/graduate courses,) course outline must demonstrate a
  substantial difference between undergraduate and graduate components, and just ensure
  appropriate attention to both groups. Graduate study must be at a level of complexity and
  specialization that extends the knowledge and intellectual maturity of the student, must require
  graduate students to analyze, explore, question, reconsider and synthesize old and new knowledge
  and skill (SACSCOC 2012- 4.3.4)

#### **Special Features**

- List programs presently being offered for which this course will be used to meet requirements
- Provide a list of faculty members who may teach the course and their qualifications.
- Discuss any special physical facilities needed to support the proposed new course, such as laboratories, teaching and research equipment, seminar room etc.
- If the course is in an area in which professional certification is advisable, explain how the course will contribute to certification.
- Projected new costs associated with the course, including facilities, faculty, library, research
  and teaching supplies, travel expenses, technical assistance, or other related expenses.

Note: Attach a Course Outline including the general and specific **objectives**, clinical or experiential **components** outline of **course topics**, **activities** required of students, **evaluation** procedures.

#### **CARF Approvals**

Date  Date
Date
Date
Date
•

**Approved VPAA- December 2018** 

# **Course Development Plan:**

Lesson 1/Week 1/Unit 1: (objective)

- Identify objective
- Identify learning outcomes

#### Resources:

- Identify URL's students may access (you need to make sure they are active and have appropriate information)
- Identify Library resources available through TSU online library or other online library resources
- Identify online journal articles you would like for students to review
- Identify any text, book, or other print material that students will need to gain access to
- Identify any multimedia-based material the students need to acquire
- Any resource or instructional materials used for course content delivery should be referenced in bibliographic form here. Copyright permissions required should be noted here as well.

#### Lectures:

- Provide EXTENSIVE content for the learner. This content should reflect the EXACT content covered in an onground section of the course. This can be done through PowerPoint with voice narration, via Zoom (a streaming media delivery method involving videoconferencing presentation), through a web page with integrated links and images, or through other multimedia methods with lecture notes incorporated
- The format should be consistent each week i.e. Terms, overview, introduction, key concepts, review But the manner in which the material is presented may change from week to week i.e. PowerPoint, Zoom session, web-based lecture notes, interactive web page, etc.

#### Assignments:

- Directions for assignments should be clearly explained in this section of the course; however, you will have the students upload the work using the assignment link or drop box available through the link on the left side of the screen
- Be sure to FULLY EXPLAIN the timeline for completing an assignment and the time frame in which the assignment will be graded
- Outline the grading policy and scale for each assignment to reinforce the policy Evaluation:
  - Directions for completing evaluations will be outlined here with great detail. If students
    are required a proctor for exams it must be clear in the syllabus and in this section of the
    course. Online quizzes and self-quizzes are available should you choose to use this
    assessment tool. It is best to work with the Instructional Designer to determine which
    assessment tools work best for your class

# **Course Multimedia Prescription**

Course Name:	Course Number:	Lead Faculty:
Terminal Objective:	<i>Term:</i>	

	Objectives	Reading Assignments	Learning Activities	Multimedia	Assignments	Assessments
Week 1						
Week2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						
Week 12						
Week 13						
Week 14						
Week 15						

#### **ATTACHMENT 5**

# Tennessee State University Distance Education (DE) Course Scheduling Summary

When enrolling in TSU courses, students need to know: (a) if the course is a technology-enhanced, online or hybrid course and (b) if instruction is asynchronous or synchronous.

Based on these considerations, the following course and banner field definitions are established to assist the department in the course scheduling process and to help students in making informed enrollment decisions.

#### 1.1 Course Definitions and Banner Field Definitions:

#### **TSU Technology-Enhanced:**

- A course enhanced by web-based technologies and;
- A course which requires attendance by faculty and students in a traditional or on-ground classroom setting and meets during regularly scheduled times.
- There is not a specific course section designation for web-enhanced courses. For example, ENGL1010-01 could be web-enhanced.
- When scheduling web-enhanced courses, the field in Banner should be populated as follows:
  - Instructional Method Code = CON (Conventional Methodology)
- Schedule class times, locations, as normal.
  - Meeting Dates: Enter days and time / Meeting Type = CLAS
  - Meeting Location / Building = Enter building information

#### TSU Online\*\*:

- A course enhanced by web-based technologies and;
- A course that does not require attendance by faculty and students in a traditional or on-ground classroom setting; class time is spent in an online virtual environment. A mandatory orientation session is required for first-time online course students.
- TSU online courses are designated as section 98; for multiple sections, the designation is 98, 98A, 98B, 98C......98Z.
- When scheduling section 98 courses, the fields in Banner should be populated as follows:

<u>Web Asynchronous</u> instruction is true to the anytime anywhere format in that there is no restriction of time or place.

- Instructional Method Code = WEB (Web Asynchronous)
- Meeting Dates: Do not enter days or times / Meeting Type = Web
- Meeting Location & Credits: Building = ONLINE
- Campus Location = ZOZ

<u>Web Synchronous</u> instruction connects the student to the teacher and/or other students in real time using chat, videoconferencing, or other real time tools and requires days and times to be scheduled in Banner.

- Instructional Method Code = DVC (Desktop Videoconferencing)
- Meeting Dates: Enter days and time / Meeting Type = Web
- Meeting Location / Building = Enter building information
- Campus Location = ZOZ

#### TSU Hvbrid\*\*:

- A course enhanced by web-based technologies and;
- A course that requires attendance by faculty and students in a traditional or on-ground classroom setting 50% or less of the time. The other class time is spent in an online virtual environment.
- There is not a specific course section designation for hybrid courses. For example, ENGL1010-01 could be offered as a hybrid.
- When scheduling hybrid courses, the field in Banner should be populated as follows:
  - Instructional Method Code = HYB (Hybrid)
- Schedule class times, locations, as normal (see 1.2 for ideas on how to schedule the Hybrid courses).
  - Meeting Dates: Enter days and time / Meeting Type = CLAS
  - Meeting Location / Building = Enter building information

All DE courses as outlined above must have the appropriate codes flagged in Banner in order to assist with accurate reporting of TSU DE course offerings and enrollments and to ensure faculty and student enrollments in eLearn are managed effectively and efficiently.

#### 1.2 Hybrid Course Possible Scheduling Options:

Possible course schedules for hybrid courses include, but are not limited to, the following:

- 1. For a MWF class, meet face-to-face two days a week and in the online virtual classroom the third day.
- 2. For a class that meets two days a week (i.e., Tuesday & Thursday), meet face-to-face one day a week and in the online virtual classroom the second day.
- 3. For a course that meets for three hours one night a week, meet face-to-face for two hours at night and participate in online discussions, meetings or readings for an additional hour each week or meet every other week.

\*\*Note: Faculty planning to teach a TSU Online or TSU Hybrid course must contact the Office of TSU Global Online at least one semester prior to the course start in order for the appropriate documents to be filed with the academic department, Office of Records, and Office of Academic Affairs.

# Tennessee State University Technology-Enhanced/Hybrid or Online Course Information Sheet

		50	<i>y</i>			
	Course Information Sheet					
	☐ Technology-enhanced	☐ Hybrid	☐ Online			
Cou	Course Information					
C	ourse Prefix/Number (i.e. MATH19	15)				
С	ourse Title: (i.e. Calculus I)					
C	ourse Description:					
Т	erm: (Spring, Summer, Fall) / Year					
С	ourse Section Number:					
С	ollege or School:					
D	epartment:					
Inst	ructor Information					
Fi	rst Name:					
La	ast Name:					
To	elephone:					
T	SU Email:					
О	ther Contact Information:					
Add	Additional Information (Information you would like available i.e., Office Hours, etc.)					
Subi	mitted by					

Submit completed form to:

Dr. Deborah Bellamy Office of TSU Global Online dbellamy@tnstate.edu

Note: Form DE 1 is to be submitted to acquire an eLearn account and course template. Course Request Action Form (FORM) must be submitted and approved before offering online courses. All TSU DE courses must have a special section number assigned when offering the class through alternative delivery methods.

(Back of DE Form 1)

#### PARTIAL ASSIGNMENT OF COPYRIGHT OWNERSHIP AGREEMENT

#### **Educational Online Course Materials**

Agreement Between

Tennessee State University

And

Jane Doe

This Agreement made xxth day of January XXXX by and between <u>Jane Doe</u> ("Author"), and Tennessee State University ("Institution").

#### **Recitals**

The Parties recognize that the educational course materials developed by Author hereunder (the "Work") are, absent this Agreement, the sole and exclusive property of Institution. Institution, however, desires to assign a portion of its ownership interest to Author. Author and Institution therefore acknowledge and agree that the Work (and all rights therein, including, without limitation, copyright) is the joint property of Author and Institution. Under law, as joint owners each could act independently of the other in exploiting the Work, with only an obligation to account to each other for a share of any profits. In furtherance of their mutual objectives, the Parties instead will allocate certain of their jointly held rights and responsibilities as set forth in this Agreement.

#### THE AUTHOR AND THE INSTITUTION AGREE THAT:

#### 1. Rights Granted

a) Institution (the "Exclusive Licensor") shall have the exclusive right to license the Work to others, including, without limitation, the rights described in Section 7.

The parties agree that the Institution, may grant, for the full term of this Agreement, the non-exclusive right to copy, distribute, display, perform, transmit, and publish for nonprofit educational purposes the educational course materials entitled: [EDSE 58XX-98 (Technology and Rehabilitation) (hereinafter called "Work").]

The parties also agree that in the event the Author leaves the Institution during the terms of this Agreement or is unable to teach the course for any reason, the Institution may assign another faculty member to teach the course. The institution also reserves the right to assign other faculty to teach this online course due to

workload issues with the Author. In the event the Author leaves the Institution, the Institution may allow the Author to copy the coursework to use in Author's next educational institution.

(b) The Parties shall share in royalties, if any, as set forth in Section 6.

#### 2. Description of the Work

The Work which is the subject of this Agreement includes: Author will develop <u>EDSE 58XX-98 (Technology and Rehabilitation)</u> as an online course to be included as part of the Institution's Teaching and Learning undergraduate degree program. Author will deliver course in the online mode for the Summer XXXX semester and subsequent semesters as assigned by the Institution during term of this agreement. Assignment of teaching this course shall be at the discretion of University.

Author will attend special training sessions for Desire2Learn as needed to develop course materials. Author agrees to attend Desire2Learn training sessions at times/places required by University. Author will work with the Institution's Desire 2Learn trainer to ensure that work meets all requirements of Tennessee State University's online program.

#### 3. Delivery of the Work

- (a) The Author will deliver to the Institution on or before Month, Day, Year the completed Work (with all illustrations, charts, graphs, and other material, including syllabi, handouts, reference lists, etc., in the medium mutually agreed upon for the Work) in form and content satisfactory to the Institution. (All work must be available for uploading on the Desire2Learn server by Month, Day, Year) course will be offered for Summer XXXX.
  - (b) If the Author fails to deliver the Work on time, the Institution will have the right to terminate this Agreement and to recover from the Author any progress payments (not including salary) made in connection with the Work. Upon such termination, the Author may not have the Work published elsewhere until such progress payments have been repaid.

#### 4. Quoted Material

With the exception of short excerpts from others' works, which constitute fair use, the Work will contain no material from other copyrighted works without a written consent of the copyright holder. The Institution will be responsible for obtaining such consents. Author agrees to assist Institution in obtaining such consents. Only with prior written approval of Institution will expenses incurred in obtaining such consents be paid by Institution.

#### 5. Copyright

The Author authorizes the Institution to register copyright in the Work in the names of the Author and the Institution in the United States and elsewhere as the Institution may elect.

#### 6. Consideration

As this Work is part of the Author's scope of employment with Institution, in consideration for delivery of the Work in accordance with the provisions of this Agreement, Institution shall provide Author his or her regular salary and benefits while Author is an employee of the Institution. Assignments to teach course sections using this online course will be at the discretion of the Institution as needed during term of this agreement.

In further consideration of and upon development, delivery and acceptance of the Work in accordance with the provisions of this Agreement, Institution shall pay Author Extra Service Pay in the amount of \$2,000. Payment of \$2,000 (no extra service pay will be paid) upon acceptance of course materials and at the start of the first semester when the course is offered. Acceptance of course materials will be from Institution's applicable Academic College/ School/Department and the Institutions Distance Education Department. Author will also be responsible for a peer review of this course.

Institution shall also provide the Author the following to assist in the development and delivery of Work:

Institution will also provide Author assistance in developing online work through use of the course management system - Desire2Learn and provide Desire2Learn server to house and service the online course and provide use of Institution's resources including Institution's Desire2Learn trainer to provide consultation and assistance to Author in development of work.

The Author also agrees that in the event the Author leaves the Institution during the terms of this Agreement or is unable to teach the course for any reason, the Institution may assign another faculty member to teach the course. The institution also reserves the right to assign other faculty to teach this online course due to workload issues with the Author.

In further consideration of delivery of the Work in accordance with the provisions of this Agreement, Institution shall share in any profits resulting from the commercialization of the Work, with profits split 50% to the Institution and 50% to Author.

Tuition and fees paid to the Institution in connection with use of the Work shall not be considered profits. Other revenues resulting from commercialization of the Work, less the Institution's reasonable expenses incurred in the development and commercialization of the Work, shall be deemed to be profits.

#### 7. Subsidiary Rights

[The Exclusive Licensor shall have the right to license, sell, or otherwise dispose of the following rights in the Work: Publication or sale by book clubs; reprint rights; foreign rights; translation rights; publication in anthologies, compilations, digests, condensations; first and second serial rights (in one or more installments); dramatic, motion picture, and television rights; broadcast by radio; recordings; electronic, mechanical, and visual reproduction; computer programs; microprint, microfiche, and microfilm editions; syndication rights; permission rights (quotations, excerpts, illustrations, etc.); any other rights to the Work not specifically enumerated; and otherwise utilize the Work and material based on the Work.]

#### 8. Revisions

The Author shall retain the right to revise the Work [at one year intervals] in accordance with academic standards. The Author further agrees to update the Work within ninety (90) days upon the receipt of a written request from the Institution. The provisions of this Agreement shall apply to each revision of the Work by the Author as though that revision were the Work being published for the first time under this Agreement.

#### 9. Term and Termination

- [(a) This Agreement shall remain in effect for **three** (3) **years** unless terminated earlier in accordance with this Section 9. Upon expiration of the term and any renewal term(s) agreed upon pursuant to Section 9(c), or upon earlier termination in accordance with Section 9(b), the rights granted in the Work shall revert to those provided to joint owners under law.
- (b) In the event that either Party shall be in default of its material obligations under this Agreement and shall fail to remedy such default within sixty (60) days after receipt of written notice thereof, this Agreement shall terminate upon expiration of the sixty (60) day period.
- (c) Upon the expiration of the term of this Agreement, the parties may agree to renew this Agreement for an **additional two** (2)] **year** term, upon the same terms and conditions as set forth herein.]

#### 10. Options/Contracts with Third Parties

Nothing contained in Section 9 shall affect any license or other grant of rights, options, or Agreements made with third parties prior to the termination date or the rights of either Party in the income resulting from such Agreements.

#### 11. Amendments

The written provisions contained in this Agreement constitute the sole and entire Agreement made between the Author and the Institution concerning this Work, and any amendments to this Agreement shall not be valid unless made in writing and signed by both parties.

#### 12. Construction, Binding Effect, and Assignment

This Agreement shall be construed and interpreted according to the laws of the State of Tennessee and shall be binding upon the parties hereto, their heirs, successors, assigns, and personal representatives; and references to the Author and to the Institution shall include their heirs, successors, assigns, and personal representatives.

**IN WITNESS WHEREOF**, the parties have duly executed this Agreement of the date written above.

JANE DOE (AUTHOR)		
By:	Associate <u>Professor</u>	
Jane Doe	Title	Date
TENNESSEE STATE UNIVERSITY		
By:Glenda B. Glover	<u>President</u> Title	 Date

Checklist for Fair Use	
Please complete this analysis to determine whether your desired use of a copyrighted work may be used within the scope of F	air Use.
Name:Date:	
Course (if applicable):# of students:	
Indicate the term and year for which the item is needed:	
FallWinterSpringSummer	
Intended use:	
Citation/Description	
Author/Editor/Translator:	
Publisher:	
Book/Journal Title:	
Chapter/Article Title:	
1. What is the <b>PURPOSE</b> of the proposed use? Check all that apply.	
FAVORS FAIR USE OPPOSES FAIR USE	
_Teaching	
Commercial Activity (Ask, will this be sold?)	
_Research	
_Profiting from the use	
_Scholarship	
Entertainment	
_Criticism	
Bad-faith behavior (Ignoring the Copyright law)	
_Comment	
_Denying credit to original author	
_Parody (Lack of or no attribution given to original author.)	
_News reporting	
_Nonprofit Educational Institution	
_Restricted Access (Available only to students or other appropriate group)	
_Transformative or Productive use (Changes the work for new utility; adds value to the work; or does not diminish the market.)	
2. What is the <b>NATURE</b> of the copyright work from which it will be used? Check all that apply.	
FAVORS FAIR USE OPPOSES FAIR USE	
_Published Work	
Unpublished work Factual or nonfiction based	
_Highly creative work (Art, music, novels, films, plays.)	
_Important to favored educational objectives	
Fiction	

3. What **AMOUNT** of the copyrighted work will be used? Check all that apply.

You should measure the amount of material both quantitatively and qualitatively. Evaluate quantity relative to the length of the entire work and the amount needed. (The reproduction of an entire work weighs against fair use.) A reproduction that is relatively small but still uses the "heart" of the work will also weigh against fair use.

_Small Quantity of work to	
_Sman Quantity of work to _Large portion or entire w	
_Portion used is not centra	ork to be used
Portion used is central to	work or "heart of the entire work work"
_Amount is appropriate fo	
Fiction educational purpo	
	n the market or potential market if this item is used? Check all that apply.  or the purchase of the original weighs heavily against fair use. This factor is closely linked to the other
FAVORS FAIR USE OPPOS	ES FAIR USE
_User owns lawfully acqui	
	righted work copy of original work
Significantly impairs mar	• ., •
	narket for copyrighted work or derivative
_No significant effect on th	
_Reasonably available lice	nsing mechanism potential market for copyrighted work for use of the
copyrighted work	
_No similar product marke	
	ailable for using holder work
_Lack of licensing mechan	sm
_Numerous copies made	
	n the internet or in other public forum
_Repeated or long-term us	e desired
-	heck one of the following statements after completing the checklist.)
	ysis completed above, I have determined that my use of the material
falls within the fair use e	<u>-</u>
	ysis completed above, I have determined that my use of the material
does not fit within the fa	•
_I will obtain permission f	rom the copyright owner before using the materials.
Signature:	Date:
Notations:	
Adapted from documents prepared	l by the Copyright Management Center, Indiana University, Purdue University Indianapolis; University of North

Carolina's 2001 Copyright Policy; and existing copyright documents for Brigham Young University.

# DE FORM 4

TENNESSEE State University	Extra Service Pay	Office of Human Resources  Personnel Action Request		
ID Number: T  Last Name: First Name:	Previous	Salary:   ESP:   d Amounts for Current Fiscal Year:		
Middle: Department Present Job Title:		\$		
Check one: Non-credit Instruction	Credit Instruction Consult	antOther		
Description of Service:				
Services rendered From:	To:			
Total payment amount:  Check one:  One-time payment (at the end of service period)  Distributed across service period				
Source of funds for extra service payment Fund Org Acct Program  Position number:				
Special Conditions:				
Authorization for ESP must be documented and approved before services are rendered or work is performed.				
PEOPLEADMIN ROUTING.  Requestor_to Denartment Head_to Denar Jo VE_to Title III* Jo Grant* Jo Radeet Jo Human Resource_to President  *optional (for grant-funded positions)				
Please print and have the employee sign the Verification of Additional Work form (found on a separate tab in this workbook). Scan and attach that and any additional back-up material (such as a leave request form) as supplemental documentation in PeoplaAdmin. The maximum Extra Service Psy that can be aerated in the first Jupy ser 250% of the named salary.				
Complete form and save to your network to     Begin new PARF action in PeopleAdmin.		ed form to PARF action. make sure routing does not stall.		

TENNESSEE STATE UNIVERSITY	Verification of Additional Work	Office of Human Resources Personnel Action Request
		resonance rection rectanges
ID Number: T		
ID Number. 1		
Last	Name:	
First Name: Middle:		
Department		
Present Job Title:	<del></del> .	
I,	have agreed to pe	erform the following
duties:		
duties.		
		<del></del>
for (department):		
in connection with (name of grant or researc	h project):	
( )	-,-,-,	
for the agreed upon total amount of: \$	This service will in no way inte	rfere with my regularly
assigned job duties or work schedule at Ten	sarraa Stata University	
assigned Job duties of work schedule at Tear	lessee State Oniversity.	
Proposed work schedule:		
Authorization for ESP must be document	ted and approved before services are	rendered or work is performed
Signature of Employee:		
Signature of Employee's Supervisor:		
Signature of Employee 5 Super visur.		
Signature of Project Supervisor:		
Print form for signatures, then scan and	attach as supplemental documentati	on at the time extra-service pay
request is submitted via PeopleAdmin.		