# Table of Contents

1.0  TSU Distance Education Policy ......................................................... 4
1.1  Overview ......................................................................................... 4
1.2  Distance Education Vision Statement .................................................. 5
1.3  Distance Education Mission Statement ............................................... 5
1.4  Distance Education Defined ............................................................... 5
1.4.1  Web-Based/Online ......................................................................... 6
1.4.2  Interactive Videoconference ......................................................... 8
1.4.3  Videotapes .................................................................................. 9
1.5  Assessing Distance Learners ............................................................... 11
1.6  DE Course Approval Process ............................................................... 14
1.7  DE Training and Course Development ............................................... 16
1.7.1  Faculty Training ........................................................................... 16
1.7.2  Copyright .................................................................................... 16
1.7.3  Copyright and Distance Education ............................................... 17
1.7.4  TEACH Act Explained ................................................................. 17
1.7.5  Pedagogy, Practice and Assessment ............................................. 19
1.7.6  Contracts .................................................................................... 20
1.7.7  Course Development Plan (CDP) .................................................. 20
1.7.8  Multimedia Enhancement of DE Course ....................................... 23
1.8  DE Course Evaluation ...................................................................... 23
1.9  Student Evaluation of Instruction ..................................................... 32
1.10  DE Course Scheduling and Procedures ............................................ 32
1.10.1  Scheduling a DE Course ............................................................... 32
1.10.2  Class Cancellations ..................................................................... 33
1.10.3  Site Approval ............................................................................... 33
2.0  Web-Enhanced/Hybrid Course Policy .............................................. 33
2.1  Goal ............................................................................................... 33
2.2  Definition ....................................................................................... 34
2.3  Process and Procedures ................................................................. 35
3.0  Student Support Services ............................................................... 37
3.1  Orientation Sessions for DE Courses ............................................... 37
3.2  Virtual Student Support ................................................................. 38
3.3  Library ......................................................................................... 39
3.4  Testing ......................................................................................... 40

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Center for Extended Education
4.0 Technical Support ................................................................. 42
5.0 Multimedia Support .............................................................. 42
6.0 Committees ........................................................................... 43
6.1 Distance Education Committee ............................................ 43
6.2 Educational Technology Council ......................................... 44
Distance Learning - Faculty and Student Support Services .......... 45
Glossary ..................................................................................... 46
Instructional Software and Applications ...................................... 47
References .................................................................................. 48
Attachments and Forms ............................................................... 49
1.0  TSU Distance Education Policy

1.1  Overview

Distance learning has been in practice at Tennessee State University (TSU) for over a decade. The introductions of various technologies such as cable television, interactive videoconferencing, and the Internet have shaped the wide variety of distance programming offered through the TSU campus. Advances in technology are steadily augmenting the manner in which faculty can deliver course content. These advances will 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 clips have proven beneficial to many students attending traditional courses. Courses that have integrated technology in this manner have been labeled web-enhanced.

This policy guide will address policies related to both distance education and web-enhanced course development to ensure the necessary tools are utilized and that courses are appropriately identified for students. The Office of Distance Education works with faculty to initiate a contract, create a Course Development Plan, and determine the best distance delivery method for course materials. The Director for Distance Education & Multimedia Services 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 SACS. 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 web-enhanced courses.

1.2 Distance Education Vision Statement
Through the use of technology, TSU Distance Education will reach out into the worldwide community of learners providing a convenient, flexible, intellectually stimulating virtual learning environment.

1.3 Distance Education Mission Statement
Tennessee State University Distance Education 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 Distance Education supports excellence in University instruction and establishing an active and enriching virtual learning environment. Faculty, student, and technology support are key elements of TSU Distance Education 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 Board of Regents:
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, interactive video, or any combination of present and future telecommunication technologies.

TSU distance 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, desktop videoconferencing, or other real time tools.

The intention for all distance course development should be to explore the possibility of establishing distance education degree programs. Distance degree 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 mediums for distance learning delivery. These include but are not limited to web-based courses, interactive videoconferencing, video programs and print-based programs. All distance programs should include a combination of these mediums.

1.4.1 Web-Based/Online

The delivery of content via the Internet and a web-based application such as eLearn is considered to be a web-based course or program. This delivery offers the
student an opportunity for anytime, anywhere learning experiences. The student may log on to the website and interact in a static environment with the instructor. Syllabus, assignments, exams, projects, and discussions are each elements of the web-based 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 web-based course delivery.

Faculty must log on and interface with the students as frequently as four times a day to ensure that all learners’ needs are addressed in a timely manner. Because students have access to course content 24/7, the faculty is encouraged to ‘check in’ with their students multiple times a day or post the times in which they will be virtually available to their students. All course content and resources must be identified in totality when the course is initially offered. Copyright agreements are required for this medium 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 (Pedagogy and Practice, eLearn, Copyright, Multimedia Workshops)
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 web based downloads such as Adobe Reader, media players etc.
- Appreciation for the virtual learning environment and distance education pedagogy and practice
- Access to MS Word

1.4.2 Interactive Videoconference

Two-Way interaction between student and faculty is the benefit of utilizing interactive videoconferencing (IVC) for distance learning course delivery. Faculty is located at the local site and students are located at what is typically referred to as the remote site. This interface provides learners with a synchronous learning environment; however, 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.

The advantage of an IVC classroom is the synchronous interaction between faculty and student but the disadvantage is the acceptance of course assignments and evaluations. Often these challenges are overcome by using either web-based or print material options. IVC may be used as course delivery with supplemental online materials available to both remote and local sites or IVC may be incorporated into a web-based course using Horizon Wimba. 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 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 web based 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
- Familiarity with Horizon Wimba and ability to download Horizon Wimba or access equivalent applications over the Internet
- Access to MS Word

1.4.3 Videotapes

The use of videotapes for course delivery is considered one of the more traditional means of distance learning. Advances in technology have opened many other alternatives to course delivery yet many students prefer the autonomy video
courses offer. Often print material accompanies the videotape offering a more enriched distance experience. Technologies such as CD and DVD allow instructors to create interactive courses on DVD so that students may view video and interact through simulation activities after the viewing.

Videos currently in production are purchased with copyright agreements negotiated through the Director of Distance Education prior to the course being posted. Print material or a web-based environment could supplement the video. The Office of Distance Education & Multimedia Services negotiates copyright when purchasing the license for the video courses. When a faculty member commits to this form of delivery the following requirements identify skills necessary for success:

Faculty Requirements

- Appreciation for distance education pedagogy and practice
- Ability to communicate instructional needs to technicians and students
- 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 web based downloads such as Adobe Reader, media players etc.
- Appreciation for the virtual learning environment and distance education pedagogy and practice
- Access to Television with connection to DVD or VCR hardware
• Commitment to follow through on picking up (or having mailed) Video Tapes from library
• Access to MS Word

1.5 Assessing Distance Learners

TSU Distance courses will incorporate formative or continuous assessment, 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:
  o 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.
  o 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.
Continual 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 Web Pages 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 Office of Testing. The Office of
Testing 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 the chart below. These processes include course approval for TSU DE or ROCC course development via the completion of a Course Action Request Form – CARF (Attachment 1), 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 Distance Education for all accrediting bodies requiring access.
Ensure that TSU Institutional Policy on Accrediting Programs is adhered to prior to consideration of any distance delivery method.

If course is being developed for RODP, Instructional Designer for Distance Education (TSU RODP Administrator) must be notified.

If course is being developed for the first time for either TSU DE or RODP, TSU program/course guidelines must be followed and the Instructional Designer for Distance Education must be notified at the same time as the Office of Academic Affairs.

Necessary forms and paperwork requesting course development for TSU DE or RODP courses must be submitted to Instructional Designer for DE (RODP courses are also submitted to RODP Curriculum Committee).

Faculty must receive required training prior to developing RODP or TSU DE courses.

Intellectual Property Contract is initiated by Instructional Designer for DE and processed through the Office of Vice President for Academic Affairs.

Acceptance
TSU DE approved by Instructional Designer for DE /RODP approved by RODP Curriculum Committee and RODP notifies Instructional Designer for DE (TSU RODP Administrator) of course status.

Faculty member begins course development process following RODP guidelines for developing RODP courses and TSU DE guidelines for developing TSU DE courses.

Course is submitted for peer review and evaluation. RODP reviews and evaluates RODP courses, Instructional Designer for DE reviews and evaluates TSU DE courses.

If satisfactory, Instructional Designer for DE notifies Instructor, Department Chair and Dean when course is ready for delivery. RODP courses will receive additional notification from RODP; RODP personnel will notify Instructional Designer for DE when RODP courses are ready for delivery. (TSU will assign faculty to teach TSU developed RODP courses per RODP guidelines).

If unsatisfactory, Instructors are notified by RODP or Instructional Designer for DE; makes necessary changes and resubmits.

ESP forms are submitted to Purchasing and Human Resources through Vice President’s office accompanied by processed contract.
1.7 DE Training and Course Development

Faculty developing distance education courses must complete 8 hours of training related to Pedagogy and Practice, the Course Management System, 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 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: General Overview
- CTLT-E102: Online Pedagogy
- CTLT-E103: Building Course Content
- CTLT-E104: Grades and Quizzes

Other workshops available to faculty include Microsoft Office Applications (Word, Excel, Outlook and PowerPoint); Web Browser Basics; Social Networking and Web Tools; Adobe Acrobat; and Camtasia Studio. 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 Distance Education 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:
  - 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 TSUDE 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 will include at a minimum 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 plasticity 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 TSUDE 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 Distance Education. 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 the Regents Online Campus Collaborative (ROCC) and $500 to update a course for either TSU DE or ROCC. Faculty members who develop for ROCC 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.

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.
CENTER FOR EXTENDED EDUCATION

Faculty meets with Instructional Designer.

Create a Course Development Plan (CDP).
(see Attachment 2)

Meet with Instructional Designer to review CDP.

Meet with Multimedia Staff.

Create a course Multimedia Prescription.
(see Attachment 3)

Faculty designs course.

Instructional Designer reviews course.

Identify Solutions.
(Faculty and Multimedia Staff)

Determine technology and personnel required.
(Multimedia Staff)

Manage production process.
(Multimedia Staff)

Integrate elements in the course.
(Faculty)

Evaluate based on Course Review Rubric.

Meet with Faculty to discuss evaluation of course (Faculty makes revisions as needed).

Course is published.

Figure 2
1.7.8 Multimedia Enhancement of DE Course

TSUDE 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 3). Synchronous elements are a critical component of TSUDE courses and the Center for Teaching Learning and Technology provides individual training for synchronous applications such as chat and 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

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Baseline</th>
<th>Effective</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td>A. Course contains limited information for online learner support and links to campus resources.</td>
<td>A. Course contains some information for online learner support and links to campus resources.</td>
<td>A. Course contains extensive information about being an online learner and links to campus resources.</td>
</tr>
<tr>
<td></td>
<td>B. Course provides limited course-specific resources, limited contact information for instructor, department, and/or program.</td>
<td>B. Course provides some course-specific resources, some contact information for instruction, department and program.</td>
<td>B. Course provides a variety of course-specific resources, contact information for instructor, department and program.</td>
</tr>
<tr>
<td></td>
<td>C. Course offers access to a limited number of resources supporting course content.</td>
<td>C. Course offers access to some resources supporting course content.</td>
<td>C. Course offers access to a wide range of resources supporting course content.</td>
</tr>
<tr>
<td>Category 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web Interface</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization &amp;</td>
<td>A. Much of the course is under construction, with some key</td>
<td>A. Course is organized and navigable. Students can</td>
<td>A. Course is well organized and easy to navigate. Students can</td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Components identified such as the syllabus.</td>
<td>Understand the key components and structure of the course.</td>
<td>Clearly understand all components and structure of the course.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>B. Course syllabus is unclear about what is expected of students.</td>
<td>B. Course syllabus identifies and delineates the role the online environment will play in the course.</td>
<td>B. Course syllabus identifies and clearly delineates the role the online environment will play in the total course.</td>
<td></td>
</tr>
<tr>
<td>C. Aesthetic design does not present and communicate course information clearly.</td>
<td>C. Aesthetic design presents and communicates course information clearly.</td>
<td>C. Aesthetic design presents and communicates course information clearly throughout the course.</td>
<td></td>
</tr>
<tr>
<td>D. Web pages are inconsistent both visually and functionally.</td>
<td>D. Most web pages are visually and functionally consistent.</td>
<td>D. All web pages are visually and functionally consistent through the course.</td>
<td></td>
</tr>
<tr>
<td>E. Accessibility issues are not addressed.</td>
<td>E. Accessibility issues are briefly addressed.</td>
<td>E. Accessibility issues are addressed throughout the course.</td>
<td></td>
</tr>
<tr>
<td>Category 3</td>
<td>Instructional Design &amp; Delivery</td>
<td>A. Course offers limited synchronous and asynchronous opportunities for interaction and communication student to student, student to instructor and student to content.</td>
<td>A. Course offers some synchronous and asynchronous opportunities for interaction and communication student to student, student to instructor and student to content.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Instructional Design &amp; Delivery</td>
<td>A. Course offers limited synchronous and asynchronous opportunities for interaction and communication student to student, student to instructor and student to content.</td>
<td>B. Course goals are not clearly defined and do not align to learning objectives.</td>
<td>B. Course goals are defined but may not align to learning objectives.</td>
</tr>
<tr>
<td>Instructional Design &amp; Delivery</td>
<td>B. Course goals are not clearly defined and do not align to learning objectives.</td>
<td>C. Learning objectives are vague or incomplete and learning activities are absent or unclear.</td>
<td>C. Learning objectives are identified and learning activities are implied.</td>
</tr>
<tr>
<td>Instructional Design &amp; Delivery</td>
<td>C. Learning objectives are vague or incomplete and learning activities are absent or unclear.</td>
<td>D. Course provides few visual, textual, kinesthetic</td>
<td>D. Course provides some visual, textual, kinesthetic and/or</td>
</tr>
<tr>
<td>Category 4</td>
<td>Assessment &amp; Evaluation of Student Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Course has limited activities to assess student readiness for course content and mode of delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Learning objectives, instructional and assessment activities are not closely aligned.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Assessment strategies are used to measure</td>
<td></td>
<td></td>
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<tr>
<td>A. Course has some activities to assess student readiness for course content and mode of delivery.</td>
<td></td>
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<tr>
<td>B. Learning objectives, instructional and assessment activities are somewhat aligned.</td>
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<td></td>
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</tr>
<tr>
<td>C. Ongoing assessment strategies are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.</td>
<td></td>
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<tr>
<td>B. Learning objectives, instructional and assessment activities are closely aligned.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C. Ongoing multiple assessment</td>
<td></td>
<td></td>
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</tbody>
</table>

and/or auditory activities to enhance student learning.
E. Course provides limited or no activities to help students develop critical thinking and/or problem solving skills.
F. Course provides some activities to help students develop critical thinking and/or problem solving skills.
G. Course provides multiple activities that help students develop critical thinking and/or problem solving skills.
<table>
<thead>
<tr>
<th>Category 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovative Teaching with Technology</td>
<td></td>
</tr>
<tr>
<td>A. Course uses limited technology tools to facilitate communication and learning.</td>
<td>A. Course uses some technology tools to facilitate communication and learning.</td>
</tr>
<tr>
<td>B. New teaching methods are applied to enhance student learning.</td>
<td>B. New teaching methods are applied to innovatively</td>
</tr>
</tbody>
</table>

D. Opportunities for students to receive feedback about their own performance are infrequent and sporadic.

E. Students’ self-assessments and/or peer feedback opportunities are limited or do not exist.
### Category 6

**Faculty Use of Student Feedback**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong></td>
<td>Instructor offers limited opportunity for students to give feedback to faculty on course content.</td>
<td>Enhance student learning.</td>
</tr>
<tr>
<td><strong>B.</strong></td>
<td>Instructor offers limited opportunity for students to give feedback on ease of online learning.</td>
<td>Enhance student learning, and interactively engage students.</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C.</strong></td>
<td>Multimedia elements and/or learning objects are limited or non-existent.</td>
<td>A variety of multimedia elements and/or learning objects are used and are relevant to student learning throughout the course.</td>
</tr>
<tr>
<td><strong>D.</strong></td>
<td>Course uses Internet access and engages students in the learning process.</td>
<td>Course optimizes Internet access and effectively engages students in an active learning process in a variety of ways throughout the course.</td>
</tr>
<tr>
<td>Technology in Course</td>
<td>Technology in Course</td>
<td>Technology in Course</td>
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<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>C. Instructor uses student feedback at the end of the semester to help plan instruction and assessment of student learning for the next semester.</td>
<td>C. Instructor requests and uses student feedback a couple times during the semester to help plan instruction and assessment of student learning for the rest of the semester.</td>
<td>C. Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.</td>
</tr>
</tbody>
</table>

Rubric modified from Rubric of Online Instruction, CSU, Chico, Copyright 2003
# Course Review and Recommendations

<table>
<thead>
<tr>
<th>Name of Course:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>College:</td>
</tr>
<tr>
<td>Faculty Developing:</td>
<td>Dept:</td>
</tr>
<tr>
<td>Semester to be offered:</td>
<td></td>
</tr>
</tbody>
</table>

(please circle one)  Peer/ Instructional Designer/ External Evaluator

<table>
<thead>
<tr>
<th>Category</th>
<th>Basic</th>
<th>Effective</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learner Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Web Interface Organization &amp; Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Instructional Design &amp; Delivery</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Assessment &amp; Evaluation of Student</td>
<td></td>
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<tr>
<td>5</td>
<td>Innovative Teaching w/Technology</td>
<td></td>
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<tr>
<td>6</td>
<td>Faculty Use of Student Feedback</td>
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<td></td>
</tr>
</tbody>
</table>

Recommendations by Category:
1.9 Student Evaluation of Instruction

The Office of Institutional Planning and Assessment (OIPA) 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 OIPA. After the deadline has passed, the results of the survey are compiled and sent to the appropriate instructor, department head, and dean. Evaluation of ROCC courses are managed via the Tennessee Board of Regents (TBR) ROCC Central Office.

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 Distance Education. A distance education course scheduling summary is distributed to department chairs each semester (Attachment 4).
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 Weather
Distance 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

1.10.3 Site Approval

Sites for distance education classes (IVC) will be approved in cooperation with Instructional Designer for Distance Education. The official site approval process from the Tennessee Board of Regents will be followed for all new sites where applicable.

2.0 Web-Enhanced/Hybrid Course Policy

2.1 Goal
The goal of the Web-Enhanced/Hybrid Course Policy is to outline a definition and a set of processes and procedures that govern the creation and delivery of web-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 web-enhanced course at Tennessee State University (TSU) 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 meets during regularly scheduled times.

There are two types of web-enhanced courses at TSU and the type is defined by the components of the course and the course management system used to deliver the content: Tier I and Tier II components are defined as follows:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Tier I Components</th>
<th>Tier II Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Information</td>
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<tr>
<td>Syllabus</td>
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<td>Course Outline</td>
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<tr>
<td>Calendar</td>
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<tr>
<td>Discussion Board</td>
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<tr>
<td>Chat</td>
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</tr>
<tr>
<td>Course Management System</td>
<td>MyTSU</td>
<td>eLearn</td>
</tr>
</tbody>
</table>

A hybrid course at Tennessee State University (TSU) 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

A faculty member planning to teach a web-enhanced or hybrid course is requested to follow the process and procedures as outlined in the chart below at least one semester prior to the course start:
1. Faculty submit DE Form 1 to Office of Distance Education and Multimedia Services to indicate intent to teach web-enhanced or hybrid course.

2. Faculty submits Fair Use Checklist (DE Form 3) to ensure copyright guidelines are being adhered to regarding web-enhanced or hybrid course materials.

3. Multimedia Services sends an email to faculty and appropriate department chair acknowledging receipt of forms.

4. Multimedia Services in conjunction with course management system administrator activates course.

5. Multimedia Services sends an email to faculty acknowledging completion of course activation.

6. Faculty works with the Center for Teaching, Learning, and Technology for training on applications and creation of digital content as needed.
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 Distance Education and Multimedia Services hosts an orientation session for students and faculty who are registered for TSU online courses. Notification of this event is sent to students via email and published on the TSU Distance Education website and the Distance Education tab in MyTSU. Students enrolled in online courses for the first time are required to participate in this orientation to become acquainted with the modality of instruction and meet participating online faculty. 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.

After the student session, a separate meeting is held for faculty and the TSU Online Teaching and Learning Standards (Attachment 5) are distributed to the faculty as a reminder of faculty-to-student communication requirements, grading periods and procedures, discussion board etiquette, the TSU Libraries embedded librarian and virtual reserve services, and ADA support and assistance as provided by the TSU Office of Disabled Student Services. Students who are unable to attend the face-to-face orientation have access to an online tutorial, and student support services information.
3.2 Virtual Student Support

The following services are available for TSU distance education students:

**Bookstore**

TSU distance education students have the convenience of ordering and returning books through the TSU online bookstore at www.tsu.bkstr.com, by phone or via email at tsu@bkstr.com. TSU students enrolled in ROCC programs or courses may order or return books online through the ROCC bookstore at www.rodp bkstr.com, by phone or via email rodp@mtsu.edu. Hyperlinks to bookstore resources are embedded in each TSU Online and ROCC course and published on the TSU DE and ROCC websites.

**Counseling Services**

TSU Counseling services are available to distance education and off-campus students 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 a Student Support Service Counselor or other University personnel.

**Disabled Student Services**

The TSU Office of Disabled Student 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 ROCC 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 Disable Student Services to discuss their individual needs.
**International and Multi-Cultural Affairs**

Distance education students have access to this service by referral from a Student Support Service Counselor or other University personnel.

**Libraries and Learning Resources**

**Technical Support/Help Desk**

TSU distance education students are provided technical support 24 hours a day, seven days a week regarding MyTSU, network password resets, eLearn@TNSTATE, eLearn@RODP by phone, email or online live chat. Helpdesk personnel assist students with eLearn related issues such as uploading assignments, posting a discussion comment, or sending an email. Office of Distance Education staff is also available to provide assistance as needed.

**Tutorial Services**

TSU distance education students can receive tutorial assistance from the TSU Academic Enrichment Center online ICAN Tutorial Program, MERLOT academic tutoring websites, and Smarthinking virtual tutorial services. Online tutorial assistance is available in the areas of 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, e-books, 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 ROCC course. The Off-Campus, TSU DE and ROCC websites also provide hyperlinks to library and learning resources.
Providing the aforementioned services ensures compliance with SACS mandates 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, formulae, 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.). Formulae should be emailed to the TSU Testing Center where they will be printed on colored paper and given to the student for use during the exam. The current version of eLearn does not have a secure browser and this means students can 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 requiring different processing time for 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 scratch
paper 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, CIT and the Office of Distance Education provide technical support to both DE students and faculty. CIT provides helpdesk support to distance students and faculty during the University’s regularly scheduled helpdesk hours. In addition, evening and weekend helpdesk support is available to distance students and faculty in conjunction with the Regents Online Campus Collaborative. The Instructional Designer for Distance Education 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 global 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 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.

6.0 Committees

6.1 Distance Education Committee

The Distance Education committee works in conjunction with the Office of Distance Education to provide the Vice President of Academic Affairs guidance in developing policies and procedures for implementing, maintaining, and evaluating a distance education program at Tennessee State University. The goals of the committee are as follows:

- to provide a forum for administrators and faculty to address distance education issues, problems, and establishing collaborations between academic units,
- to promote the efficient use of distance education in order to provide academic access and promote quality instruction,
- to promote faculty training and utilization of all distance education technologies,
- to establish operational policies and guidelines for program delivery through distance education,
- to promote partnership efforts between TSU and other TBR institutions to coordinate and develop new student markets for specialized courses each respective institution offers, and
• to promote the use of distance education among diverse campus units and other higher education programs with regard to distance education and related technologies.

With the assistance of the Director of Distance Education & Multimedia Services, the Associate Vice President for Academic Affairs appoints representatives from all major colleges/schools and other academic and administrative units as needed to provide a cohesive and involved advisory body.

### 6.2 Educational Technology Council

The Educational Technology Council exists to ensure a systematic approach to instructional technology planning for the University is taking place and the services being offered by Office of Distance Education and Multimedia Services unit are of value to the University community. The council also provides input into the University-wide Information Technology plan to ensure the technology infrastructure is appropriate for the growth and impact of integration projects.

With the assistance of the Associate Vice President for Academic Affairs and the Director of Distance Education & Multimedia Services, the Vice President for Academic Affairs appoints representatives from all major colleges/schools and other academic and administrative units as needed to provide a cohesive and involved advisory body.
Distance Learning - Faculty and Student Support Services

Office of Distance Education & Multimedia Services

Dr. Cheryl H. Seay, Director
Phone: 615-963-7360
Email: cseay1@tnstate.edu

Dr. Mario A. Owens, Instructional Designer
Phone: 615-963-7013
Email: mowens6@tnstate.edu

Mr. Carl Hunter, Training Coordinator
Phone: 615-963-7358
Email: chunter@tnstate.edu

Mr. Charles Cook, Multimedia Design / Training Technician
Phone: 615-963-7284
Email: ccook01@tnstate.edu

Student Support Services for Adult and Distance Learners

Mr. Wilson Lee, Director
Avon Williams Campus, Suite 339
Phone: 615-963-7362
Email: wilsonlee@tnstate.edu

Mr. Bryan Thorpe, Student Support Services Counselor (Undergraduate)
Avon Williams Campus, Suite M200
Phone: 615-963-7214
Email: bthorpe@tnstate.edu

Ms. Sarah Riebau, RODP Graduate Coordinator
Avon Williams Campus, Suite M200
Phone: 615-416-5085
Email: swinter@tnstate.edu
Glossary

Multimedia – the combination of voice, video and data

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

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

Desktop Conferencing – utilizing a desktop videoconferencing camera to connect via point-to-point or multipoint using NetMeeting or other designated videoconferencing applications

Software – the intangible component of the computer required to process information input into the system. Software receives data and transforms data based on user requests.

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

Course Management System- an application that provides a course shell, allowing faculty to develop web courses by integrating traditional course tools in digital form

Synchronous-learning events that occur in real time prohibiting time and place flexibility

Asynchronous-learning events that occur without time and place restrictions

eLearn- The course management system, Desire2Learn or eLearn@TNSTATE has been adopted by the Board of Regents as the recommended course management application. This application is located on a remote server and is administered by the Instructional Designer for Distance Education. 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.
Interactive Videoconferencing- Videoconferencing events may occur in an IVC 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.

Instructional Software and Applications

Camtasia- an application that enables users to include voice overlay with a PowerPoint presentation, produce a video and insert the clip into your course, or create a voice tag to insert into the course.

Impatica- Faculty interested in uploading PowerPoint presentations into eLearn will find this application most helpful. Impatica reduces the size of a PowerPoint file and allows the entire presentation to upload into eLearn with a few clicks of the mouse.

Respondus- Tests created in Microsoft Word can be saved as a text file and uploaded into eLearn through Respondus. Respondus allows the settings for the exam to be established and then uploaded along with the test into eLearn. Multiple Choice, Essay, Fill in the Blank, and True False tests are easily uploaded and graded using the Respondus tool.

Horizon Wimba- a streaming voice-over-IP/video application that enables faculty to deliver real time streaming video, remote desktop access, application sharing, live chat, and online assessment to a scheduled session of distance students.
References


Attachments and Forms
Course Action Request Form
Tennessee State University
Nashville, Tennessee

School/College/Institute _______________ Department _______________ Discipline __________

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
_____ Cross Listing of a Course

Proposed Effective Date for Requested Action (Semester and Year)

____________________________________________________________________

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):

Hegis Taxonomy Code: ______________________________________________
Academic Enrollment Ceiling Limit:

Grading Scheme:

Organizational Responsibility:

Funding Source:

Instructional Medium/ Media: __________ Weeks

Weekly Contact Hours: __________ Duration: __________

Rationale for Change

Catalog Descriptions (including prerequisites):

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

- 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 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 (SACS 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**

Dept. Curriculum & Instruction Committee

<table>
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<tr>
<th>Chair</th>
<th>Date</th>
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Chair of the Department:

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<th>Chair</th>
<th>Date</th>
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School Dean:

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<th>Dean</th>
<th>Date</th>
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Faculty Senate Curriculum & Instruction Committee

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<th>Chair</th>
<th>Date</th>
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Graduate Council (graduate courses only)

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<th>Chair</th>
<th>Date</th>
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Final Approval

<table>
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<tr>
<th>Vice President for Academic Affairs</th>
<th>Date</th>
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</table>

Copies of final approved document go to Dean, Admissions and Records and Dean, Graduate School for information and dissemination into Banner System.

Dean of OAR

_____________________

Date Received in OAR/ Scheduling

_____________________

Action Taken

_____________________

**Approved VPAA- April 21, 2003**
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 videos/DVD or CD 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 on-ground section of the course. This can be done through PowerPoint with voice over using Camtasia, through Horizon Live (a streaming media delivery method involving videoconferencing presentation), through a web page with integrated links and images, or through CD/DVD video 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, Horizon Live 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:** _____  

**Term:** _____  

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Objectives</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
<th>Multimedia</th>
<th>Assignments</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Week 2</td>
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<td>Week 15</td>
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</table>
1.1 Course Definitions and Banner Field Definitions:

**TSU Web-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.

**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:
  - Instructional Method Code = WEB (Web Asynchronous)
  - Campus = 45A (Avon Williams Campus)

**TSU Hybrid**: 
- 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).

**TSU Video Independent Study Courses**: 
- A course that requires the student to independently review and study pre-recorded videos/DVDs. A mandatory orientation session on the first day of class is required. Other sessions are scheduled...
throughout the semester for content review and examinations. Students are required to attend all scheduled class meetings.

- TSU video courses are designated as section 97.
- When scheduling video courses, the field in Banner should be populated as follows:
  - Instructional Method Code = VDC (Video Disc)
- Schedule class times, locations, as normal.

**TSU Interactive Video Courses:**

- A course which allows TSU to broadcast live instruction to enrolled students on-ground and at remote sites. These sites can include other colleges, universities, and school systems. The video conferencing classrooms allow the instructor to communicate in real time via both audio and video.
- TSU interactive video courses are designated as section 95; for multiple sections, the designation is 95, 95A, 95C, 95D......95Z.
- When scheduling interactive video courses, the field in Banner should be populated as follows:
  - Instructional Method Code = TWY (Two-Way Video and Audio)
- Schedule class times, locations, as normal.

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.
**General Information**

www.elearn.tnstate.edu (TSU courses - Section 98): Students will be able to see their TSU courses Friday after 12 Midnight CST.

www.elearn.rodp.org (RODP courses - Section R50 - R5n): Students will be able to see their RODP courses Monday after 3:00 PM CST.

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.

Prepare for some adjustments in enrollment the first three days next week.

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 24-36 hours.
- Grade assignments and exams within a two week period.
- Monitor your discussion board (no appropriate conversations).
- Embedded Librarian - contact Barbara Vanhooser at 963-5206 for more information.
- Refer students to the Academic Enrichment for tutoring.
- Refer any students to Office of Disabled Student Service (963-7400) for ADA (Disabilities) Support and Assistance.
- Encourage students to complete the course evaluations at the end of the semester.

---

**Need Assistance?**

Contact: Mario Owens, Instructional Designer
615-963-7013
mowens6@tnstate.edu
# Web-Enhanced/Hybrid or Web-Based/Online Course Information Sheet

- **Web-Enhanced**
- **Hybrid**
- **Web-Based/Online**

## Course Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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<tbody>
<tr>
<td>Course Prefix/Number (i.e. MATH1915)</td>
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<tr>
<td>Course Title: (i.e. Calculus I)</td>
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<tr>
<td>Course Description:</td>
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<tr>
<td>Term: (Spring, Summer, Fall) / Year</td>
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<tr>
<td>Course Section Number:</td>
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<td>College or School:</td>
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<td>Department:</td>
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<tr>
<td>MyTSU ID:</td>
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<tr>
<td>eLearn ID: (if already assigned)</td>
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</tbody>
</table>

## Instructor Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
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<tr>
<td>First Name:</td>
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<td>Last Name:</td>
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<td>Telephone:</td>
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<td>Email:</td>
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<tr>
<td>Other Contact Information:</td>
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</table>

## Additional Information (Information you would like available i.e., Office Hours, etc.)

---

Submitted by_________________________________     Date_____________________
Submit completed form by fax to:

Dr. Mario A. Owens
Office of Distance Education
615-963-7007 (fax)

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 web-based/online courses. All Distance Education 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 2009 by and between Jane Doe ("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 EDSE 58XX-98 (Technology and Rehabilitation) 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 2009 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 2009.

(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: __________________________

Jane Doe

Associate

Professor

Title

Date

**TENNESSEE STATE UNIVERSITY**

By: __________________________

Glenda B. Glover

President

Title

Date

TSU DE Partial Assignment of Copyright Ownership Agreement
Revised from Form 3: TBR RODP Contract Agreements
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 Fair Use.

Name: _______________________________ Date: _________________________

Course (if applicable): __________________________ # of students: ______________

Indicate the term and year for which the item is needed:

Fall ___ Winter ___ Spring ____ Summer ___

Intended use:
_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

Citation/Description

Author/Editor/Translator: _______________________________________________________
Publisher: ____________________________________
Book/Journal Title: _____________________________________________
Chapter/Article Title: ___________________________________________________

1. What is the PURPOSE 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 NATURE 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.
FAVORS FAIR USE OPPOSES FAIR USE
__Small Quantity of work to be used
__Large portion or entire work to be used
__Portion used is not central or significant to
__Portion used is central to work or “heart of the entire work”
__Amount is appropriate for favored
__Fiction educational purpose

4. What is the EFFECT on the market or potential market if this item is used? Check all that apply.
(Reproduction that substitutes for the purchase of the original weighs heavily against fair use. This factor is closely linked to the other factors.)

FAVORS FAIR USE OPPOSES FAIR USE
__User owns lawfully acquired or purchased
__Could replace sale of copyrighted work copy of original work
__Significantly impairs market or potential
__One or few copies made market for copyrighted work or derivative
__No significant effect on the market or
__Reasonably available licensing mechanism potential market for copyrighted work for use of the copyrighted work
__No similar product marketed by the copyright
__Affordable license fee available for using holder work
__Lack of licensing mechanism
__Numerous copies made
__Made openly accessible on the internet or in other public forum
__Repeated or long-term use desired

Completed Analysis: (Check one of the following statements after completing the checklist.)
__Based on the fair use analysis completed above, I have determined that my use of the material falls within the fair use exception.
__Based on the fair use analysis completed above, I have determined that my use of the material does not fit within the fair use exception
__I will obtain permission from the copyright owner before using the materials.

Signature: ________________________________ Date: ________________________

Notations:
Adapted from documents prepared 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.
The following action is recommended effective

Non –Credit Instruction ____________________________________________ Other __________________________________

Services Rendered By: ____________________________________________

Last First MI
Present Title ____________________________________________________ Employee ID T ________
Fund __________ Org ________ Account Number ________ Program ________ Position No. ________
Account Name __________________________________________________

EXTRA SERVICE PAYMENT

Description of Service: ____________________________________________

Services Rendered: From: ___________________________ To: ___________________________

For the total amount of ___________________________ at the rate of ________ Per course

SOURCE OF FUNDS FOR EXTRA SERVICE PAY:

Fund __________ Org ________ Account Number ________ Program ________ Position No. ________

COMMENTS:

________________________________________________________________________________

(All back-up material such as Contractual Agreement, Verification of Additional Work, Leave Request form and/or other documentation must be attached to this form. This form is subject to approvals form and/or other documentation must be attached to this form. This form is subject to approvals as all other forms.

Department Head or Director Date Budget Date

Dean/Assoc. Vice President Date Human Resources Date

Vice President Date President Date

DE FORM 4 – Page 2

Grants/Title III
Tennessee State University
VERIFICATION OF ADDITIONAL WORK

DEPARTMENT __________________________ DATE __________

I, ______________________________________ , have agreed to perform the

Employee

following duties:

________________________________________

for __________________________________________ , in connection

Department

, for the agreed upon

Name of Grant or Research Project

amount of __________________________

This service in no way interfered with my regularly assigned job/duties at Tennessee State University.

Proposed Work Schedule:

________________________________________

________________________________________

________________________________________

Supervisor __________________________ Signature of Employee __________________________

Social Security Number __________________________

This form should be attached to the EXTRA SERVICE PAY form along with other required document(s).