

SOUTHWEST TENNESSEE COMMUNITY COLLEGE
Digital Learning Guidelines

Division Faculty Support
Revised September 28, 2018

I. PURPOSE

The purpose of this set of guidelines is to describe the procedures for implementing, maintaining, and evaluating Distance Education Courses at Southwest Tennessee Community College (Southwest). The guidelines are an implementation of Southwest Policy No. 2:05:00:00/12.

II. DEFINITIONS

A. Distance Education

As defined by TBR (Tennessee Board of Regents) Policy 2:05:00:00, "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."

B. Intellectual Property

As outlined in the TBR guideline, "the legal rights and responsibilities of creators, and distributors of distance education/telecourse materials in the Tennessee Board of Regents system, including ownership of copyright on distance education materials created by TBR faculty and employees," are provided in TBR Guideline No. A-075, Distance Education and Intellectual Property.

C. Copyright

Under Federal law, copyright applies to any "original work of authorship fixed in any tangible medium of expression." (17 U.S.C. § 102(a)). Generally, the owner of a copyright has the exclusive rights to reproduce the work, to prepare derivative works, to distribute copies by sale or other transfer of ownership, and to publicly display or perform the work. (17 U.S.C. § 106, § 106A).

The law allows for exceptions "for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" under of Fair Use. It also provides a four point test determining whether or not a particular use of a copyrighted work is exempted under Fair Use (17 U.S.C. § 107). Fair Use for Distance Education is further clarified by the TEACH act of 2002.

TEACH Act of 2002

http://fairuse.stanford.edu/primary_materials/legislation/teach.html

For more information, see Copyright Issues in Distance Education.

D. Course Master Copy

For each Distance Education course a Master Copy (MC) will be maintained. The MC will be unavailable to the developer during the cloning process. Therefore, Master Copy updates must be completed before the cloning period. If not, the developer is responsible for all changes made to the Master Copy and the current semester courses.

E. Course Shells

A course shell is a DE course without any content. A few weeks before the beginning of a new semester, an empty course shell is created for all courses. Course content from the Master Copy is then loaded into the course shell for the new semester.

F. Faculty Roles in the Learning Management System

Developer

Faculty assigned as Developer is responsible for maintaining and updating the Master Copy course content. Developers will have access to edit the course through the Learning Management System.

Teacher

Faculty assigned to teach a course created and maintained by a Developer. Individuals with the Teacher role have the ability to make changes to the course content in their respective course(s) without affecting the content of the Master Copy course that is maintained by the Developer of record.

III. IMPLEMENTING DISTANCE EDUCATION COURSES

A. Development of Distance Education Courses

1. Types of Distance Education Courses

- a) Online Course: Any course that is offered solely by the means of the Internet using the learning management system. Such courses will be categorized as follows:

Type 1: Courses built primarily by the faculty member.

Type 2: Courses using publisher created digital content with significant revision and additional faculty member created material (minimum of 50%).

Type 3: Courses created around publisher created digital content with minor.

b) Web-assisted Course: Course that utilizes significant online technologies to enhance student learning but does not utilize the web-based technology to supplant on-campus class meetings. Course assignments outside of class require the use of the web.

c) Hybrid Course: A course that utilizes the learning management system to reduce the number or time of traditional, on-campus meetings. No more than 50% of the meeting time can take place in a virtual setting.

d) Compressed Video/Interactive Television Courses (ITV): A course using videoconferencing technology to connect two or more classrooms to deliver college course content to students at a distance.

2. The first step in developing and online or hybrid course is for a faculty member to submit an "Intent to Develop a Distance Education Course." Approval is then needed from the department chair and dean in which the course resides. If the faculty member is in a department different from the one in which the course resides, the signatures of both department chairs and dean(s) are required. Once the necessary approvals are obtained, Digital Learning will provide course access.
3. As work begins on the online course, the faculty member needs to sign a "Work for Hire" agreement prepared by Digital Learning.
4. Course shells for credit courses will be created only for courses that exist in the Southwest course inventory.
5. All Distance Education courses must be housed in the institution-adopted learning management system. This does not eliminate the use of outside vendors/ providers, but any such vendor materials are to be used in conjunction with the college's learning management system.

B. Implementing and Delivering a Distance Education Course

1. A new online course or significant revision of an existing online course will be reviewed prior to delivery of instruction.
2. Online courses will undergo periodic reviews.

IV. FACULTY LOAD, COMPENSATION, AND OFFICE HOURS

A. To receive the compensation detailed below, the faculty member must sign a "Work for Hire Agreement" for each course he or she develops.

1. Any full-time faculty member of Southwest Tennessee Community College creating a Type 1 or 2 new online course (see III.A.1.a) will be compensated in the amount of \$1800. This is payable upon completion online course review process.
2. An adjunct faculty member may complete the request process to create an online course with the permission of the chair and dean of the division. The adjunct faculty member who creates a Type 1 or 2 new online course (See III.A.1.a. above) will receive compensation of \$1800. This is payable upon completion online course review process.
3. The college will, as a general rule, pay for the creation and/or conversion of one master copy for an online course.

B. Distance Education Class Sizes:

Online courses will generally be capped at 25 during the first semester a course is taught. Courses with intensive writing may be capped at 15. After the first semester the course is offered, the department chair will determine the cap.

C. Office Hours:

Due to the nature of Distance Education courses, full-time faculty will be expected to be available to students at times not usually reserved for traditional office hours. Therefore, full-time faculty teaching Distance Education courses will require more flexibility in their office hours in order to meet the needs of students. Full-time faculty teaching distance education courses will:

1. Maintain virtual office hours and be digitally available for students.

2. Be available online and by appointment.
3. Abide by the college office hour guidelines as they pertain to online teaching.

V. COURSE OWNERSHIP

A. Online Course Ownership:

Ownership of the online course(s) remains with the faculty member who developed the course if the college provides no compensation as described above or the faculty member chooses not to receive the aforementioned compensation.

TBR Policy 5:01:06:00 states: Title to all inventions, discoveries, or copyrightable materials developed solely through individual initiative or personal time, and not involving assignment or the significant use of institutional facilities or services (libraries excluded), shall be vested in the employee producing the patentable or copyrightable materials. Furthermore, the general obligation of faculty members to produce scholarly and creative works shall not for purposes of this policy be construed as an institutional assignment affecting title claims to inventions, discoveries, or copyrightable materials.

B. Compensation

If the college provides compensation, as defined in section IV A. above, to a faculty member for creating or revising an online course(s), a “Work for Hire Agreement” between the faculty member and the college must be entered into, which designates ownership of the course materials to the college. This will ensure continuity in the online program, which is not dependent on individual faculty participation in the program.

VI. FIRST RIGHT OF REFUSAL

After the first semester an online course is taught, the faculty member who creates an online course which has become the property of Southwest shall have first right of refusal to teach the first two sections of the course offered each semester. This right is dependent upon several factors including the following:

1. Staffing issues.
2. Satisfactory performance in the online environment.
3. Satisfactory results from the course review process.

VII. REVISION RIGHTS

(Paragraph taken from TBR Work for Hire document)

“The Author shall retain the right to revise the Work [at one year intervals] during the term of this agreement in accordance with academic standards. The Author further agrees to revise the Work within one year upon the receipt of a written request from the University. 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. In the event that the Author is unable or unwilling to provide a revision within one year after the University has requested it, or should the Author be deceased, the University may have the revision made and charge the cost against sums due the Author under Section 5 above, if any, and may display, in the revised Work and in advertising, the name of the person or persons who perform the revision.”

VIII. STUDENT SUPPORT SERVICES

A. Testing:

The preferred testing situation for all Distance Education courses is testing sessions proctored by the faculty member of the course. This is the person who is best suited to answer questions about the test. However, since students often register for these courses due to time and distance constraints, this ideal situation is not always possible. Therefore, the following is recommended:

1. Faculty provide at least two different testing sessions for students, preferably in the evening and on weekends, but in all cases at two times that best suit the needs of the majority of the class.
2. Faculty make arrangements for students who cannot attend the two major sessions in the following ways:
 - a. Set up alternate individual times for students in their offices
 - b. Use the alternate proctoring process in which students locate their own proctor, whom the faculty member must approve.

IX. FACULTY AND PROGRAM EVALUATION

A. Course Evaluation by Students:

Students will use the college’s current evaluation instrument to evaluate distance education courses.

B. Course/Faculty Evaluation by Chairs:

Department chairs will have access to the master copies of courses and to the all sections of online and hybrids courses to review faculty use of best

practices and engagement.

C. Program Evaluation:

1. Distance Education courses are evaluated in several ways.

The department chair and dean of the division are responsible for reviewing the following for each distance education course in their area of responsibility:

- student evaluations,
- completion rates,
- enrollment trends,
- retention rates,
- feedback from support services such as the library, tutoring centers, counseling, advising, and enrollment management may be included in the process.

2. The services of Digital Learning are evaluated in several ways. First, each year a survey is conducted online for Distance Education students to use in evaluating the services they receive, including the Help Desk, the Virtual Library, the Distance Education Web Site and the staff. Second, the Help Desk requests are analyzed for feedback to use in improving the area. Third, each year students who withdrew from Distance Education courses are sent a survey in an effort to analyze and focus our retention efforts.