

Columbia State Community College

DISTANCE EDUCATION FACULTY HANDBOOK

2017-2018



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College Locations, Phone and Website References

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Coordinator, Instructional Technology Support Services: Bob Trybalski 615-465-5721

Professional and Instructional Development Specialist: Glenna Winters 931-540-2614

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Lewisburg

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Williamson County

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PERSONNEL ROLES

Executive Vice-President - Provost for Academic and Student Programs

Administrative oversight is the responsibility of the Executive Vice President – Provost.

Director of Distance Education, Instructional Support and University Services

Responsible for managing operations and support of distance education, overseeing the development of online and hybrid courses, evaluating the effectiveness of areas of responsibility, providing oversight for the instructional design team and serves as the TN eCampus Campus Administrator.

Deans

The deans are responsible for scheduling courses and assignment of distance education sections based upon program need and recommendations from the Dean of Extended Services and Site Coordinators.

Faculty

Faculty teaching distance education courses are responsible for the design and academic integrity of instruction.

Instructional Development Team

Works closely with online/hybrid course developer providing guidance, mentoring, and assistance throughout the course development process, and assures that the course is ready for publication in the college schedule.

Professional and Instructional Development Specialist

Provides training on the current course management system for delivering online instruction, creates a master course template on the course management system for newly approved courses, requests the importation of courses taught each semester into the course management system and provides information regarding the technical aspect of online content delivery.

Coordinator of Instructional Technology Support Services

The coordinator of instructional technology support services is responsible for communication with technical service providers, coordination of operations, training and maintenance of desktop video conferencing system and interactive compressed video equipment.

Site Coordinators

Site Coordinators or their designees are responsible for powering up interactive television systems, collecting, securing and distributing learning materials, supporting faculty and coordinating communication between faculty and students, and serving as local technical support.

MISSION STATEMENT

Columbia State Distance Education Department collaborates with academic divisions to provide the highest standards of alternative delivery to fulfill course requirements for degree and certificate programs.

PURPOSE AND DEFINITIONS

Providing access to higher education is a primary tenet of Columbia State Community College's mission. Through its distance education and extended campus programs, the college offers a broad variety of credit courses to clientele for whom courses might otherwise be inaccessible due to time, travel, geographic, scheduling, or other constraints.

Distance Education encompasses all methods for extending educational opportunities beyond the boundaries of a conventional classroom or campus. It provides alternative methods of course delivery that extends and maximizes college resources and student access to courses. 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 internet, interactive video, or any combination of telecommunication technologies. (TBR Policy 2:05:00:00).

Distance Education may use the adopted college management system (D2L), or a vendor management system approved by the course academic dean, and may be delivered during full semester or accelerated terms using the following instructional methods:

A. Desktop Video Conferencing (DVC)

On ground courses with live streaming capabilities (web-synchronous) allow students at distant locations to participate in real time class meetings without the need to be at a physical campus location for every class. Web conferencing software connects the student with the instructor and classmates virtually. This technology provides the capability for two-way audio and video and chat for interaction with the instructor and other students. Students use computers equipped with a camera and microphone and must have high-speed internet service (no dialup). Campus computers at all campus locations can be used, but students are limited to camera, if available, and chat functions only (no microphones). To assure adequate computers at all campus sites, students who will rely on campus computers must reserve a seat at the campus location (Lawrenceburg, Lewisburg and Clifton). Students at the Columbia and Franklin campuses may use open computer labs or computers in the library to access their DVC courses. Students with their own technology may use it in campus libraries or anywhere they choose on our campuses, at home or a public site with internet access, or from their workplace. There may be occasions when an instructor will require students to come to an originating campus location or to the nearest campus to take an exam. Resources for students and faculty, FAQ's, Best Practices, and guides are available at [Desktop Video Conferencing](#)

B. Hybrid

A course that combines synchronous classroom instruction with computer-based, online learning. In a Hybrid course, half of the course learning is done online using D2L learning management system and, as a result, the amount of on-site/synchronous classroom time (ITV and DVC) is reduced to half. This allows students more flexible scheduling, while maintaining contact with the instructor that is typical of traditional campus classes.

C. WEB-Asynchronous (Online)

Delivered using the Internet through a learning management system, no on-site instruction and, when applicable, labs are conducted online and may include multimedia components such as audio and video files. These courses are developed by either faculty from Columbia State or TN eCampus.

D. Two-Way Video and Audio

Delivered through a Desktop Video Conferencing (DVC) system which integrates two or more classrooms at distant locations to create one virtual classroom. Students communicate with each other and the instructor in a fully interactive, real-time classroom through TV monitors, video camera, microphone, and/or supplemental technology. This instructional method is used mostly in nursing classes.

E. WEB-Enhanced

Any course in which course management system tools are used to supplement instruction (i.e. materials, e-mail, discussion boards, drop box, calendar, and/or content). In some cases, publishers provide “companion websites” for courses which adopt a specific textbook. This may include online study guides, resources, web links, and integration of original materials. WEB-Enhanced course have no reduction in on-site class meeting requirements.

DISTANCE EDUCATION STANDARDS OF QUALITY

Columbia State Community College adheres to distance education policies and guidelines adopted by the college, the Southern Association of College and Schools (SACS), National Council for State Authorization Reciprocity Agreements (NC-SARA), and the Tennessee Board of Regents (TBR). Courses offered through distance education must meet the same quality standards maintained in regular credit and non-credit instruction. Columbia State distance education courses follow the provisions of the TBR Policy 2:05:00:00 that requires:

- Each distance education course developed and offered by Columbia State is consistent with the level, nature, and mission of the college.
- Distance education courses carry the same code, title, and credit as other sections of the course.
- Each distance education course must provide for interaction and timely feedback between students and the faculty member teaching the course. As appropriate, these interactions

may be individual, group, or mixed. They may take place electronically, e.g. by telephone, by computer or by interactive video.

- Each distance education course must include an assessment of that delivery mode in its procedures for monitoring and assessing student performance.
- Each student enrolled in a distance education course shall have access to all the academic support services, instructional equipment, and campus events and other non-academic activities, which Columbia State provides for other students. Support services include but are not limited to academic advising, counseling, tutoring, library, financial aid, and other college resources.

COPYRIGHT AND INTELLECTUAL PROPERTY

A. Copyright (Fair Use)

Columbia State Policy 07:08:00 (Use of Copyrighted Materials) prohibits copying or otherwise reproducing, publicly performing, distributing, displaying or converting material from one media to another without the copyright owner's permission.

“Fair Use” means keeping within the guidelines set forth in copyright laws pertaining to media and print materials. Distance education may require unusual formats and uses of media; however, it is important to understand the fair use guidelines and copyright laws concerning restrictions on use. It is always best to seek permission for use of a copyrighted work, whether an instructor is requesting a small portion or the work in its entirety. Sometimes producers and/or distributors will allow for duplication of such works for distribution in a distance education situation or even provide a master tape or series. Certain restrictions may also be included, such as a requirement that the copy must be destroyed after use or after an allotted time (e.g., one year), or the need to display the author and work. Again, the key is to call or write for permission as part of the planning and design of the course or presentation in distance education. Contact the director of the library for details and a sample letter.

B. Ownership of Materials

Columbia State owns the copyright to a work of authorship when the work was created by an employee within the scope of his/her employment. Ownership of copyrightable materials is determined by Tennessee Board of Regents Policy 5:01:06:00 (Intellectual Property) and Columbia State Policy 05-28-00 (Intellectual Property) and Columbia State Policy 02:18:00 (Instructional Recording).

In general, ownership of materials, discoveries or inventions developed with institutional support through funding or equipment will remain the property of the institution. Ownership of materials, discoveries or inventions developed independently, but with significant institutional support, may be shared, with equitable distribution of royalties. Ownership of materials, discoveries or inventions developed solely through individual initiative without significant use of institution resources will remain the property of the individual.

INSTRUCTIONAL RECORDING

Columbia State Policy No. 02:18:00 states that any recording and distribution of Columbia State's intellectual property by an external individual, party, or entity without the written consent of the College is prohibited. Employees and Students are not authorized to capture, download, or play the recording for any purpose other than for their own learning. Student violators will be subject to Student Conduct and Discipline policy as outlined in the Student Handbook included in the College Catalog posted on the College website.

Recording of any course material, lectures, presentations, conversations or exchanges of communications without the knowledge and consent of all participating personnel is prohibited. Faculty and students engaged in class learning will know that recording is an activity associated with the class and that the recording is for the benefit of the group's learning and not for distribution or sharing with any individual or entity not directly affiliated with Columbia State Community College.

FACULTY TRAINING

Distance education faculty are encouraged to participate in workshops, symposia, conferences and training sessions specially designed to enhance competency in teaching through the technologies and media of distance education. Professional development activities are encouraged by the college through funding for travel, workshops, and consultations with curriculum experts and technology specialists. Specific trainings related to distance education delivery are regularly provided as professional development through the college's FITT Center.

For information regarding professional development or technical training opportunities in distance education, go to the [FITT Center](#) web site, or the [Professional Development](#) web site.

A. Training and Technical Support for Developing and Teaching Online, Hybrid, DVC and WEB-Enhanced

Training is required for all adjunct and full-time faculty teaching online, hybrid, web-enhanced and DVC courses using Online Campus or Desktop Video Conferencing technology. Faculty planning to create an online/hybrid course must complete the Full-Training course. Faculty planning to teach a pre-created online or hybrid course must complete at least the Template Training course.

- **Full-Training**

Faculty planning to develop online, hybrid or WEB-Enhanced courses using D2L management system must complete the self-paced Full Training available online. The training includes how to use D2L course management tools (email, dropbox, discussion), create content, assessments and question libraries, gradebook, manage student submitted work, set dates, etc. Once faculty have completed the Full-Training course, they can use

Online Campus for all of their courses upon request of a course template. The course is estimate to take 8 hours to complete.

- **Template Training**

The Template Training is available self-paced online and is designed for faculty teaching a pre-created online or hybrid course. This session includes how to use the D2L course management tools, such as email, dropbox, assessment, and discussion, access content and set course dates. This training does not cover creating content. Faculty who take this training must use pre-created templates.

- **Basic Tools Training**

Available for the faculty who wants to establish an online presence through the posting of course syllabus, news, and use of email in the course management system. This approximately 2-hour training is available online.

For assistance, contact the [FITT Center](#) by emailing gwinters@columbiastate.edu or at 931-540-2614.

B. Training and Technical Support for Teaching ITV and Desktop Video Conferencing (DVC)

Prior to the beginning of the first semester teaching ITV or DVC courses, faculty must schedule a training session with Media Services to become familiar with ITV equipment or DVC software. DVC Faculty should also complete Online Campus training if using Online Campus to post course announcements and course materials.

ITV and DVC platforms allow the instructor the option to capture/record sessions. Recordings may be helpful for review, remediation, make-up sessions, or unexpected technical issues. Faculty should refer to Columbia State Policy 02-18-00 that provides information on procedures and practices regarding the recording, capture, and distribution of recorded classes, and materials.

For technical issues with ITV or DVC courses, instructors are to contact Media Services (Columbia campus) or extended campus staff. Media Services: 931-540-2869 or by pager at 877-246-0034 or 877-246-0156; email: mediaservices@columbiastate.edu . Visit the [Media Services](#) website for information on how to operate ITV equipment and troubleshooting. Visit [Desktop Video Conferencing](#) website for guidance on how to use DVC software.

DEVELOPING ONLINE OR HYBRID COURSES

A. Guidelines to Develop Columbia State Online and Hybrid Courses

Division Deans will determine which courses need to be developed in online/hybrid format and will identify faculty to develop such courses. Faculty members who wish to propose course development should meet with their dean to discuss ideas and perceived needs for online/hybrid

courses. Typically, a faculty member is engaged in one course development or revision at a time, unless the division dean approves an exception.

The content, quality, and effectiveness of each online/hybrid course shall be the primary responsibility of the faculty developing the course and academic division. It is recommended that the course developer teach the first time the course is offered to assure quality and make any revisions or adjustment as necessary. Changes/modifications to online or hybrid courses are to be made by the course developer and kept in the master copy of the course. Each semester the course is taught, all sections are copied and taught from the Master Course.

Faculty planning to develop a Columbia State online or hybrid course should initiate the process by following these steps:

1. Read the [Explanation of Document](#) and submit to the appropriate division dean the [Online, Hybrid Course Development Proposal](#) and [Employee Work Made for Hire Agreement](#) forms.
 - a. The division dean determines the need for the course within the Academic Division.
 - b. The course developer submits the proposal to the Director of Distance Education, Division Dean, and to the Executive Vice President – Provost for Academic and Student Programs and Services for approval.
 - c. If approved by the Executive Vice President – Provost, the Director of Distance Education, Instructional Support and University Services recommends the start of the development process.
2. Complete Full-Training for Online Campus
3. Schedule a preliminary course creation meeting with the Professional & Instructional Development Specialist to discuss instructional technology, course mapping, course design, accessibility, and distance education course requirements.
4. Request the opening of a course template in Online Campus.
5. Course developer is assigned to a faculty Instructional Design Team (IDT) member and receives a link to the Quality Assurance in Online Learning instrument. Course developer submits completed course and Quality Assurance instrument to the Professional & Instructional Development Specialist for first review (Technical) by the following dates:

If the course is to be offered the next summer semester:

Second Friday in March

If the course is to be offered the next fall semester:

Second Friday in May

If the course is to be offered the next spring semester:

Second Friday in October

These due dates ensure that course reviewers (Technical, IDT member, and Final Reviewer) have ample time to review the course and provide feedback, the course developer has ample time to make changes, and there is time to add the completed course to the schedule.

6. Reviewers assess and evaluate the proposed online/hybrid course to ensure that it meets the academic requirements, and standards of the college and TBR, according to the Quality Assurance in Online Learning instrument.
7. Course developer resubmits the Quality Assurance instrument with course revisions completed for final review.
8. Faculty IDT member completes the Quality Assurance instrument and communicates to Distance Education, Instructional Support and University Services Director.
9. Course designer's division dean reviews and approves the course before adding the course to the semester schedule.

The course will be put on the schedule only after receiving approval from the three reviewers (Technical, the IDT Member, and the Director of Distance Education).

10. Request for Payment is submitted (APPENDIX C).

B. Guidelines to Develop a TN eCampus Course

Faculty planning to develop a TN eCampus course should follow the instructions posted on the [Faculty & Staff Resources](#) website.

The process is initiated by the faculty performing these steps:

1. Complete the [Online & Hybrid Course Proposal and Work for Hire Agreement with Checklist](#) form and submit to the appropriate division dean.
 - a. The division dean determines the need for the course within the Academic Division. Faculty whose dean approves development of a TN eCampus course will concurrently place those courses in the Columbia State course inventory.
 - b. The division dean submits the proposal, along with his/ her approval to the Executive Vice President – Provost.
2. Complete the required TN eCampus training.
3. Complete “Employee Work Made for Hire Agreement” form and submits for appropriate official’s signature once the division approves the TN eCampus course development.
4. Faculty submits to TN eCampus required document for course development as posted on the [TN eCampus faculty-staff-resources](#) website.
5. TN eCampus Campus Administrator prepares and submits “Request for Payment”.

COURSE DEVELOPMENT COMPENSATION

A. Online or Hybrid

Faculty members developing an online or hybrid course not currently in either online or hybrid format will receive a stipend equivalent to \$500 per credit hour. For converting a hybrid to an online course, the compensation is \$250 per credit hour. The stipend is payable upon completion of the course, and satisfactory completion of the review process. An “Employee Work for Hire Agreement” between the faculty and the college must be entered and approved by the Provost and College President before work can begin. Payment includes routine course maintenance for a minimum of three years, support to other instructors who may be assigned to teach the course, and first choice in teaching the first section of the course for the first three years, excluding summer, contingent upon satisfactory performance teaching in the online environment, and the absence of staffing issues which might require a full-time faculty member to be assigned the course in order to meet minimum load requirements.

Conversion of e-packs to the Columbia State format and development of web-enhanced courses are considered to fall within the scope of employment and will not be compensated.

B. TN eCampus

Faculty whose dean approves development of a TN eCampus course will concurrently place those courses in the Columbia State course inventory. Compensation for this concurrent development is \$750 per credit hour and has the same obligations as specified above for Columbia State online course development.

C. Significant Changes to a Course

For significant changes to a course, a faculty member may need to redesign an online course. Routine updates and textbook edition changes do not fall into this category and are not eligible for compensation. Deans will determine when the changes warrant a redesign. When a redesign is needed, the division dean will assign a faculty to perform the task. Compensation for a course redesign is \$250 per credit hour for an experienced-course developer to redesign and maintain the course for a minimum period of 3 years. A first-time course developer will receive \$500 per credit hour to redesign and maintain the course considering that a first-time developer will need to complete full-training, learn instructional design structure, course alignment, quality matter instrument, and college policies.

INSTRUCTIONAL DESIGN TEAM (IDT)

The quality of any online and hybrid course rests on the faculty developing the course, professional development available, and a review process that certifies the online and hybrid quality standards. Columbia State follows a 3-review model consisting of a Technical review completed by the Professional & Instructional Development Specialist, Faculty review completed by a member of the faculty IDT, and Final review completed by the Director of

Distance Education. The Director of Distance Education provides oversight for the [Instructional Design Team](#).

The first review (Technical) looks at the initial development to make sure the course is on the right path. The Homepage, Getting Started module and the first module of course content are reviewed to determine if any adjustments are needed early in the development process, including accessibility requirements. After all revisions are made and when the course is complete in its entirety, a faculty IDT will look at the entire course using the Quality Assurance instrument to comply with program standards, guidelines and practices. By the time the course receives the final review, it should comply with all established quality standards.

A. Responsibilities of IDT Members:

1. Review the course using the rubrics of the Quality Assurance in Online Learning.
2. Assure that the course has interactivity within course content and provides students with detailed information on all assignments and course requirements.
3. Assure that the course is ready to be posted in the college schedule of classes.

Once all items from the review process have been addressed and the course is approved by the review team, the course is ready to be added to the distance education inventory. To complete the process, an email is sent to the course developer, IDT members, academic division, and provost office to inform that the course has been completed.

B. Faculty IDT & Compensation

First-time Online/Hybrid Course Developer

A first-time Online or Hybrid course developer has much to master in learning the technology and assuring that the course is constructed with good pedagogical techniques to engage the students and to provide meaningful learning experiences. Online instruction should not be independent study.

Faculty members of the instructional development team are experienced in web course development and the pedagogy of online teaching. A faculty IDT member is selected to assist during the course development process and remains involved throughout the process providing guidance and facilitating the use of the Quality Assurance in Online Learning instrument. The Executive Vice President - Provost appoints the faculty IDT members. Current names of the faculty IDT, responsibilities and Course Review Contract are available on the [Instructional Design Team page](#).

Faculty IDT members will receive a stipend of \$150 per credit hour to work with a first time course developer of either a hybrid or online course. The stipend is payable upon completion of the course review. An “Employee Work for Hire Agreement” between the faculty peer review member and the college must be entered and approved by the Provost and College President before work can begin. Reviews completed by the Instructional Specialist and Director of

Distance Education are considered to fall within the scope of job responsibilities and will not be compensated.

Experienced Online/ Hybrid Course Developer

For experienced Online or Hybrid course developers designing additional courses, or for developers redesigning courses, an assigned faculty IDT member will review the course upon its completion using the rubrics of the Quality Assurance in Online Learning to assure that the course is ready for publication in the college schedule. The faculty IDT member will receive a stipend of \$100 per course for conducting the Quality Assurance review. The stipend is payable upon completion of the review. An “Employee Work for Hire Agreement” between the faculty peer review member and the college must be entered and approved by the Vice President - Provost and College President before review work can begin.

COURSE ADMINISTRATION

In compliance with the Higher Education Opportunity Act, Columbia State must demonstrate that the student registered in an online course is the same student who participates in the class, completes class work, and receives credit for the course. This verification is accomplished by providing students a secure login and password to access the online course, and the optional use of proctored exams.

A. Enrollment

Distance education courses (DVC, ITV, Hybrid and Online/ WEB asynchronous) are clearly delineated in the college’s schedule of classes and other publications. Enrollment procedures for students in distance education courses are the same as procedures for traditional classroom courses. All established policies and procedures pertaining to registration, drop/add, withdrawal, etc., apply to distance education courses. Specific refund and drop/withdrawal dates for each session in a term are posted online on the college website.

B. Developing the Syllabus

The effectiveness of distance education courses rests heavily on the instructor’s ability to organize class activities to engage students. The course syllabus and the materials for class must be prepared with special care. Technology cannot be a substitute for effective preparation and teaching. High quality instruction, whether in a traditional classroom or via a form of distance education, includes clearly stated objectives and expectations, structured interaction with the learner, and objective evaluation.

The syllabus for distance education classes should include all information required at Columbia State Policy 02-05-00. General objectives, out-of-class research assignments, textbook information, reading requirements, and grading must be the same as those required in traditional classes.

1. Attendance requirements must appear in the course syllabi. Attendance or class participation in online/hybrid classes must be documented, such as discussion board, weekly assignments,

and email. When requested, faculty must identify students who are not attending and specify the last date of attendance. Course syllabi must explain how students may contact the faculty via email, by phone, or visit during office hours.

2. The syllabus for ITV and DVC courses should include:
 - a. A DVC course link.
 - b. Expectations regarding physical and virtual/remote participation.
 - c. Dates when the class will originate from an alternate site other than the primary campus.
 - d. Release statement: “Students enrolled in an ITV/DVC course give Columbia State Community College implied consent to transmit and record the student’s voice and likeness for educational purposes.”
 - e. Advisory statement regarding potential for technical difficulties.

C. Preparing Materials

The instructor should be aware of copyright restrictions on all materials not in the public domain. Faculty developing online courses must follow the guidelines for Quality Assurance in Online Learning distributed during course development initial training meeting.

Visuals resources, such as photographs, graphs, maps, and prints used in a distance education course must be properly formatted for accessibility. A website <http://cca.columbiastate.edu/> is available to all faculty with accessibility resources. Additional instructional resources can be found on the [FITT Center](#) website:

1. Preparing written documents for ITV:
 - a. The instructor must ensure that the written characters are large enough to be seen by students at the greatest distance from the classroom monitors.
 - b. The instructor should be aware of the need to make and distribute multiple copies of materials sufficient for students at extended campus locations or post in Online Campus.
 - c. All materials for students should be prepared well in advance. Advance preparation is essential if materials will need to be delivered to an extended campus prior to class sessions. As a general rule, three (3) business days are necessary to insure delivery by courier. Providing students with electronic access to materials in advance minimizes physical delivery issues.
 - d. When preparing presentations for use in an interactive television class, ensure that the Windows version in which the presentation created is compatible with that loaded on the multimedia workstations.
 - e. A Faculty Resource computer and scanner are available at each campus for creating instructional materials.

D. Storing Course Content and Educational Records of Students on a Protected Server

To ensure that all personally identifiable educational records of students are protected for confidentiality in compliance with the federal Family Educational Rights and Privacy Act (FERPA), Columbia State adheres to the following guidelines:

- 1. Course content and student data stored in a textbook publisher server-** When a course adopts a textbook publisher with companion websites such as “My Labs”, there is an agreement between the vendor and the school, and students are required to purchase access codes and create usernames and password to access content. These are protected sites allowing the storage of student work during a determined amount of time.

Faculty using textbook publishers should provide their Dean or designee with administrative logon information so that, in the event of the faculty absence, another college employee will be able to access the vendor site content.

- 2. Courses that use a third-party server including mobile apps, Dropbox, iCloud, YouTube, Google products:**

In such cases, course content and podcast can be delivered and accessed via a third-party server, but student coursework or student data cannot be stored on a third-party server. Faculty members are highly encouraged to store student coursework and student data on sites with TBR agreement such as Online Campus.

If a faculty chooses to use a third-party server, it must not violate FERPA Regulations. Some of the precautions are:

- a. Student information is anonymous, and does not use sensitive personal information such as A#, college email address, phone number, full name.
- b. The third party server requires password protection with the ability to authenticate credentials.
- c. Faculty backs up and exports students’ data to a protected server.
- d. Faculty is aware that these sites have the risk of crashing or deletion.

Note: When developing Online and Hybrid courses, course developers must be mindful that other faculty may teach the course, and links should be available for the duration of the course with only minor updates required. Most of the course information should be stored in a secure course management system, and may use textbook publishers with companion websites.

E. Student Orientation for Online and Hybrid courses

Distance education may engender a certain degree of uncertainty and anxiety in the minds of students due to the fact that it uses new technologies and the students are physically separated from the instructor. Faculty teaching online courses should encourage students to complete an online Orientation inserted in the course or to experiment a Sample Course available in Online Campus using “sample.sudent” as username and password.

The purpose of the Orientation is to allow the instructor to:

1. Introduce himself/herself and the course.
2. Briefly and clearly indicate the positive potential of the process and technology; this may eliminate possible anxiety among students.
3. Let students know that support is available at all campus locations for distance education courses. Refer students to the [Teaching - Learning Center](#) web site for available tutors at each campus and online tutoring.
4. Advise students who do not have the computer technology necessary to meet course requirements to use equipment at any Columbia State campus.
5. Encourage students to become familiar with the course syllabus.

F. Communication

Student enrolled in distance education courses should be encouraged to establish rapport with the instructor and classmates via email, discussions, and chat. Faculty should promote engagement of students through the various features of the software: asking questions, making comments, providing information, and instructor response.

1. Faculty should respond to emails within 24-48 hours during the work week.
2. Faculty should provide feedback to students on their progress and performance within one week of receiving student work.

G. Testing Procedures

Each distance education course will include procedures for monitoring and assessing student performance. These procedures, such as written exercises, papers, and examinations, must be the same or equivalent to those used in comparable on-campus credit courses. Standards for success in distance education courses must be as rigorous as those for traditionally delivered courses.

Faculty should be aware that students enrolled in distance education courses may also be enrolled in courses at extended campuses, which may preclude their coming to a certain location at specified days and times for testing. Online/hybrid faculty are encouraged to restrict external proctored exams to midterm and/or final only and to adopt a variety of assessing methods throughout the course. Instructions for scheduling proctor exams are available at the [Testing Services website](#).

H. Obtaining a Proctor at an Alternative Testing Site

Students are responsible for scheduling proctor exams at any Columbia State proctoring site. In rare instances, when a student is unable to take a proctored exam at a Columbia State location, it will be the responsibility of the student to verify with the faculty member during the first few weeks of classes, if an alternative testing site is acceptable. If so, the student will identify an appropriate proctor at another location, such as public library or other higher education institution, and submit to the instructor for approval. Instructors will have the final approval authority over any potential proctoring site.

The name, title, place of employment, email address, location and applicable information concerning individuals or institutions identified by students to serve as proctors must be submitted to the course instructor for review and final approval at least one week prior to the exam. The proctor must not have a personal or family relationship with the student.

Faculty may share the following guidelines with students planning to use alternative testing sites:

1. During the first few weeks of classes (unless under mitigating circumstances) the student consult with the faculty member to check if an alternative testing location is allowed.
2. If the proctored exam is allowed at an alternative testing site, the student obtains approval from the instructor.
3. Student requests that the proctor at the alternative site send an email message directly to the instructor at least one week prior to the exam. The message should include the following information: proctor name, title, place of employment, email address, phone number, student name, course name and number.
4. Instructor replies to the proctor and send directions, materials, passwords, and return address.
5. Instructor notifies the student.
6. Student is responsible for setting up a time to meet with the proctor and payment of proctoring fees.

I. Proctor Duties

Alternative testing site proctor must agree to do the following:

1. Check and confirm the identity of the student. Students are expected to bring a photo ID for this purpose.
2. Provide any print materials needed for the exam or essay.
3. Provide access to needed URLs.
4. Provide needed passwords.
5. Provide a quiet, distraction-free place for the student to take the exam.
6. Ensure that the student understands the conditions for taking the exam.
7. Protect the integrity of the test.
8. Collect any print materials (as needed) and return to the instructor by mail, email, or fax.
9. Verify that the student has virtually submitted the exam, or mail, email, or fax the completed exam back to the instructor.

J. ITV Materials Security

A secure location is designated at each location where transported materials will be stored. All tests and confidential materials should be sealed in an envelope or box, labeled as "Testing Materials," and directed to the person who is to be responsible for them at the point of delivery. Each faculty member, director, or designee is responsible for bringing/retrieving the materials

to/from the secure location. Non-student personnel will be responsible for administering tests and maintaining test security at all campus locations. For ITV classes, cameras will be on during testing and students should be able to interact with the instructor should they have questions. Students enrolled in ITV courses that require proctored tests should follow the instructions for scheduling proctor exams are available at www.columbiastate.edu/testing

Each ITV faculty is responsible for ensuring that the needed materials are at the receiving location three (3) working days preceding the class sessions in which the materials will be used. Refer to the table below for contact name and email addresses at each distance education location to submit confidential materials.

Table 1- ITV Location and contact Information

Location	Contact Information
Clifton	clifton@columbiastate.edu
Columbia	Faculty at sites/centers who need to send materials back to the Columbia campus should communicate directly with the division office responsible for the class being taught.
Lawrenceburg	lawrenceburg@columbiastate.edu
Lewisburg	lewisburg@columbiastate.edu
Williamson	franklin@columbiastate.edu
High Schools	Faculty should check with their division to arrange distribution of material to high school locations

K. Courier Schedule

To assist students taking ITV and Hybrid courses, a round-trip courier service between the Columbia campus and extended campuses in Clifton, Franklin, Lawrenceburg, and Lewisburg occurs regularly when classes are in session. Faculty may check with the division office or extended campus staff to verify the courier schedule.

L. Academic Integrity/Academic Honesty

Students are always expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited. Such conduct includes, but is not limited to:

- Submitting work, reports, drawings, postings, computer programs, or other products prepared by another person,
- Attempting to use unauthorized information during exams
- Assisting another student in obtaining or using unauthorized materials.

Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are subject to disciplinary action through the regular procedures of Columbia State. In addition to other possible disciplinary sanctions, the instructor has the authority to

assign an "F" or zero for an activity or to assign an "F" for the course. For additional information, faculty should refer to Columbia State Policy No. 02:07:00 that addresses student conduct in the classroom.

M. Class Cancellations

Distance education classes that meet on-site (i.e. ITV, DVC and Hybrid classes) are subject to the regulations stated in Columbia State Emergency Plan linked in the lower right corner of the College's website's home page. Class meetings will be canceled only in emergency situations and with as much advance notice as possible. Classes are cancelled at the Columbia Campus at the direction of the college president and at extended locations by the Dean of Extended Campuses in consultation with Site Coordinators and the executive vice president/provost. The Dean of Extended Campuses will notify extended location staff when classes are cancelled. At extended locations, staff will notify faculty regarding action to be taken in the event of emergency or inclement weather during operating hours. If uncertain about the working schedule during inclement weather, call the college weather line 931-540-2515 for information.

GENERAL TIPS FOR TEACHING DISTANCE EDUCATION

Although each instructor is unique in his or her manner of communicating knowledge to students, and classes may exhibit special characteristics, the distance education experience can be more effective if the teacher can successfully adapt to the parameters of the technology. This adaptation can be a challenge for those accustomed to a traditional format, but the following tips or suggestions might prove beneficial to instructional performance and effectiveness in distance education courses.

A. Tips For Online and Hybrid Instruction

1. Promote interaction between instructor and students, students, and instructional materials. Work to develop a "learning community" within your class by communicating with your students to motivate, encourage and provide constructive feedback.
2. Send a welcome message on the first day of classes. Student's retention data indicates that if the instructor engages the students on the first week of classes, students are more likely to remain and complete the course.
3. Post weekly messages in the course front page or on the discussion board. Make a point to interact with students on the Discussion Board.
4. Develop and distribute a set of Frequently Asked Questions (FAQs) to reduce the number of times you will have to answer the same or similar student inquiries.
5. Respond to emails within 24 – 48 hours during the week days using Columbia State email or the email available in Online Campus, and grade assignments in a timely manner.

6. Sectional faculty are allowed to add/amend the content of the course to suit their teaching style and enrich the course (for example with current events or timely and relevant world or national news), but cannot make major changes to the course. If any change in the course is required, always check with the course developer as all course content has been designed to relate to achieving the goals for the course and have a logical course navigation. This was assured by the three-review process and the use of the Quality Matters instrument during course creation.
7. Sectional faculty carries the responsibilities of:
 - Report any broken links or course problems to Course Developer.
 - Personalize instructor message, instructor contact information, and homepage contact information.
 - Update due dates.
 - Discuss suggestions to the Course Developer to improve course quality, content and design.

B. Tips for ITV and DVC Instruction

1. Be familiar with the equipment/software. Know the switching routines, and the camera functions. Arrive early enough before each class to ensure that equipment at all sites is operating properly, that voice levels are appropriate, and that video is clear.
2. Use Online Campus to post course announcements and course materials.
3. Encourage seating arrangements which maximize visibility of students via the camera(s) to promote class cohesion and discussion.
4. Work to develop a “learning community” within your class by communicating with your students to motivate, encourage and provide constructive feedback. Speak clearly. Make it a point to speak clearly and precisely so you may be heard and understood. Also, take into consideration that there may be a few seconds of lag time to other locations.
5. A wireless microphone/headset may allow the instructor freedom to periodically move away from the podium.
6. Look at the camera. When speaking to students at distant locations, make an effort to look at the camera rather than exclusively at the monitor. You want the distant student to perceive that you are looking directly at him or her.
7. Recognize motivated students. If you get to know your students well, there will be a number of motivated students who will help you to keep the classes lively and energized. These interested students can contribute to discussion at all locations.
8. Be prepared for the system to occasionally fail. Video record class instruction if necessary and distribute copies to each site, or post on online campus. Contact Media Services for assistance at 931-540-2869 or by pager at 877-246-0034 or 877-246-0156
9. Repeat questions. When students ask questions, get in the habit of repeating the questions so questions are clear to students at all locations.

10. Rotating broadcast origination to other campuses is recommended for ITV instructors. Regularly originate your classes at different campus locations. Teach most frequently from the location with the most students enrolled; however, teach from smaller enrollment locations at least once, and larger enrollment locations at least twice during the semester. At each location, make yourself available for a time before or after class to answer questions or to interact with students.
11. Best practices for faculty teaching DVC courses are available at the [Desktop Video Conferencing website](#).

TEACHING LOAD

During the academic contract year, the maximum per semester teaching load in an online format (including TN eCampus) is 40% of the normal load, excluding overload assignments. The dean may grant an exception if justified. For example, with a 15 hour normal load, that would be two online 3 sem. hr. courses or four hybrid 3 sem. hr. courses.

Workload for faculty teaching distance education courses is determined in the same manner as for faculty teaching any credit courses. However, when the enrollment of students in a distance education class is substantially greater in number than would normally be taught in a similar class delivered traditionally on a campus, the division dean adjusts the faculty member’s teaching load and/or assigns additional faculty. The adjusted teaching load is as follows:

Table 2 Adjusted Teaching Load – Teaching with ITV

# of Sites	# of Students	Credit Multiplier
2	40 or less	1.00
2	41-55	1.20
2	56-70	1.30
3-4	50 or less	1.30
3-4	51-65	1.40
3-4	66-80	1.50
5+	60 or less	1.50
5+	61-75	1.60
5+	76-90	1.70

Table 3 Adjusted Teaching Load - Teaching Online

# of Students	Credit Multiplier
25 or less	1.00
26-35	1.30
36-45	1.50

Table 4 Adjusted Teaching Load - Teaching DVC

# of Students	Credit Multiplier
30 or less	1.00
31-39	1.10
40-49	1.20
Over 50	1.30

The intent is to employ a second instructor when ITV enrollment at a secondary site approaches 20 students. The course dean will make determinations based on enrollment distribution among the sites and availability of instructors. Online courses with enrollment greater than 45 will be split into two course sections. Maximum enrollments in hybrid courses should match those in the same on-site course.

FACULTY AND SYSTEM EVALUATION

Student evaluation of faculty and courses, including distance education courses, are conducted by the Office of Faculty Curriculum & Programs. These evaluations will be delivered online. Each instructor and student will receive, via their Columbia State email, instructions to complete this survey when it is available. It is the responsibility of each instructor to send an email within Online Campus to their students informing them of the survey availability. The Office of Faculty, Curriculum and Programs will compile results for each course section. Deans will review the results of the student evaluations of all faculty in their divisions annually. The Office of Distance Education, Instructional Support and University Services will analyze the results of the student evaluation of online, hybrid, DVC and ITV courses and recommend improvement strategies for each instructional method, as needed.

STUDENT SERVICES

Students enrolled in distance learning classes have the same access to student support services as students enrolled in traditional classes. Some of the services are:

A. Academic Advising

All students or prospective students may utilize advising services by contacting their faculty advisor, Division Retention Coordinator, or extended campus personnel. Advising services are available at extended locations from 8:00 am - 4:00 pm, and from 8:00 am - 8:00 pm at the Columbia campus. Students interested in online classes should be advised that these classes require self-discipline, need for a specific place to study, the ability to independently structure and manage time, and knowledge of basic computer skills. Students should complete the “Distance Education Self-Evaluation” on the Online Campus web site to assess their readiness for this type of learning. Advisors should explain how online students access classes offered via Columbia State or TN eCampus.

B. Tutoring Services

Free tutoring services are available by appointment in the Teaching and Learning Center located on the Columbia campus (Warf 237), Williamson County campus (FADM 321), Lawrenceburg campus (Room 149), Lewisburg campus (Cafeteria) or on an individual basis at Clifton. Also, students can access online tutoring through Smarthinking. Smarthinking is an online tutoring service available 24/7 free of charge to all currently enrolled Columbia State students taking Mathematics (Basic Math through Calculus II), Writing, Chemistry, Physics, Biology, Accounting, Economics, Spanish and Statistics. To access Smarthinking, students should log into MyChargerNet, select MyTab, and click on Smarthinking. Tutor schedules and links to tutorial websites in various subjects are available on the [Teaching - Learning Center](#) web page: <http://www.columbiastate.edu/tlc>.

C. Complaints/Grievances

Students in distance education classes have the right to address complaints or grievances in the same manner as all other students, following the college's Student Grievance Procedure as provided in the Student Handbook. Complaints related to technology or systems operation should be referred to the office of distance education at mgerges@columbiastate.edu or at 931-540-2618.

D. Computer Labs

Computer labs are available at all campus locations for student, faculty and staff use. Faculty resource computers with a scanner and printer are available at each campus. Users may obtain an account that enables access to networks and courseware programs. The computer labs are available on a first-come, first-served basis when scheduled classes in labs are not meeting.

E. Counseling and Disability Services

The college has professional counselors who assist students with counseling and disabilities services. Students may utilize these services by contacting the Counseling office located in Jones Student Center 142 or by phone at 931-540-2572, and/or the Disability Services office located in Jones Student Center 152 or by phone at 931-540-2857. Instructors may seek advice from the Disabilities Services office to aid in teaching students with ADA accommodations.

F. Financial Assistance

The college has a variety of grants, loans, scholarships and other forms of financial aid available for students. Distance education students must meet the same qualifying requirements as any other college students. Extensive information is available at the [Financial Aid](#) website. Additional information is available by contacting the financial aid office at 931-540-8267, or any of the extended campuses.

G. Library Services

Students enrolled in distance learning classes for credit will have full privileges at the [Library](#) at all campuses. Instructors may put supplemental material on reserve in the libraries on the Columbia campus or at the extended campuses. Library services at the extended campuses include reference books, circulating materials by request, print and non-print reserve materials, current serials in paper copy, interlibrary loan, tours and bibliographic instruction by appointment, and online access to research databases of periodical and newspaper articles covering a full range of topics from literature to business.

IMPORTANT LINKS

Academic Calendar: <http://www.columbiastate.edu/academic-calendar>

Accessibility: <http://cca.columbiastate.edu>

Campuses: <http://www.columbiastate.edu/campuses>

Desktop Video Conferencing: <http://www.dvc.columbiastate.edu/>

Disability Services: <http://www.columbiastate.edu/disability-services>

e-Campus: <http://www.columbiastate.edu/e-campus>

Employee Work Made for Hire Agreement: <http://www.columbiastate.edu/docs/default-source/fitt/checklist-proposal-and-online-or-hybrid-course-development-proposal-2-8-2016.pdf?sfvrsn=0>

Financial Aid: www.columbiastate.edu/financial-aid

FITT Center: www.columbiastate.edu/FITT

Instructional Design Team: <http://www.columbiastate.edu/fitt/instructional-design-team>

Library: <http://www.columbiastate.edu/library/>

Media Services: <http://www.columbiastate.edu/media-services>

Online, Hybrid Course Development Proposal: <http://www.columbiastate.edu/docs/default-source/fitt/checklist-proposal-and-online-or-hybrid-course-development-proposal-2-8-2016.pdf?sfvrsn=0>

Professional Development: <http://pd.columbiastate.edu>

Teaching - Learning Center: <http://www.columbiastate.edu/TLC>

Testing Services: www.columbiastate.edu/testingservices

TN eCampus: <http://www.tnecampus.org/>

TN eCampus Faculty & Staff Resources: <http://www.tnecampus.info/faculty-staff-resources>

Tutoring: www.columbiastate.edu/tlc