

East Tennessee State University Office of eLearning

Memorandum of Understanding Regarding an Internet-Based Course East Tennessee State University

Department: _____

Internet-Based Course Name and Rubric: _____

Check only one:

This is a new course delivered entirely online _____

This is a new online course with required synchronous meetings _____

This is a redevelopment of an existing online course _____

Faculty Member: _____

Departmental Objective

Please explain how this course fits into the departmental objectives for online education. . If the course is part of an existing online program listed at <http://online.etsu.edu/>, please indicate the name of the program.

Department chair: _____

Highlights of MOU

Course:

- is fully developed
- is in Desire2Learn exclusively
- contains all applicable Best Practices components
- is represented in the Public Pages database

When ready for final review, contact the Internet Program Support Coordinator.

I. This memorandum of understanding is to verify the nature of the Web-based course listed above, as developed by the faculty member named. This faculty member's Internet version of the course or set of courses listed has been or will be developed by the faculty member as part of his/her assignment at East Tennessee State University and will be the joint property of the faculty member and the university. The faculty member retains the right to future use of any materials in the Internet-based course that are his/her creations; if multiple faculty contribute materials to the course, each retains the

right to future use of his/her contributions. The department, on behalf of the university, retains the right to the Internet-based course, to have access to it, to give other instructors access to it, to schedule and offer the course at any time, to let other instructors modify and add to it, and to let other instructors teach the course or sections of it.

II. Neither the faculty member nor the university shall sell, or allow to be used by any outside entity, a version of an Internet course, or any parts thereof, without first establishing the mutually agreed terms of such a sale or use.

III. List any other items of understanding related to the above listed version(s) of Internet-based course(s):

The stipend is limited to \$2500 per course for new fully-online courses, \$1500 for new online courses that require students to meet synchronously for any reason, and \$1000 per course for redevelopment after the initial three year (or other agreed-upon) commitment.

Please indicate the term & year you will be creating your online course.

Term _____ Year _____ Course _____

Please indicate the first term & year you will be teaching this course.

Term _____ Year _____ Course _____

Terms of obligation incurred by the faculty member, host department, and host college.

- The specified course will be offered online during a fall and/or spring semester at least once each academic year for three years beginning with the first semester that begins after the date of the agreement. Courses that are part of predetermined cycle and are not scheduled to be offered every year must be offered three times during its cycle.
- Should the participating faculty member be unable to complete the three-year (or three-cycle) agreement, the faculty member agrees to provide support to another person who would continue to offer the course in online format and to allow that person to use the on-line course and all on-line course materials in offering the course.

Faculty members entering this agreement agree to:

1. Meet all ETSU standards for online instruction. These standards are available at this web address: (<http://de.etsu.edu/Handbook/ics.htm>).
2. Complete official training provided by ETSU in the use of the ETSU standard online course management or demonstrate equivalent competency.
3. The Online Course must be fully developed within the Online Course Management software adopted by ETSU (currently Desire2Learn).
4. Participate in professional development related to online teaching and learning and become part of a continuous assessment team with fellow online teachers in the program. The continuous assessment team will meet periodically throughout the year to address teaching and learning issues related to the program.
5. Create an online public information page for the course to help students decide if they can meet the online requirements. The page must be created at http://de.etsu.edu/site_request/ppindex.htm
6. The Office of eLearning will keep the MOU on file until the developed course has been reviewed by the Internet Program Support Coordinator for [best practice standards](#). Developers are strongly encouraged to do a self

review using the [checklist](#) before requesting final review. **The faculty member should notify the Internet Program Support Coordinator when the course is ready for review.** (Pat Westington at westingt@etsu.edu) After the course has been reviewed and required revisions have been made, the Office of eLearning will forward the MOU to the Associate Vice President and to the Provost for final signatures. Payment will be made after all signatures are collected and the completed form has been returned to the Office of eLearning.

7. Complete the course development within one year from the submission date of this Memorandum of Understanding.

Faculty Member: _____ **Date:** _____

Department Chair: _____ **Date:** _____

College Dean: _____ **Date:** _____

Office of eLearning: _____ **Date:** _____

**signature indicates the course complies with best practice standards
Remaining signatures will be collected after review.**

Associate Vice President: _____ **Date:** _____

Provost: _____ **Date:** _____

The Office of eLearning will retain a copy of this document and return signed copies to the faculty member and all signatories.

Appendix A

Below are the best practice guidelines for ETSU Online course development, which will be used to evaluate the completed course.

Guidelines/Best Practice for ETSU Online Courses

1. The course must include a syllabus or prologue that includes the items listed below.
 - a. *Course objectives or intended learning outcomes.* The course objectives should be stated clearly so that they can be related to the expected learning outcomes in each section or module of the course and to the goals of the overall assessment process.
 - b. *Course description.* A brief statement describing the nature of the course, what the student can expect to learn, and an overview of course activities such as teamwork, group projects, student web pages, etc.
 - c. *Course instructor.* A biographical sketch of the instructor of record and any other participants in the course if, for example, the course is a team-taught course.
 - d. *Virtual office hours.* A statement indicating that the instructor will respond to student emails in 24/36 hours. Virtual Office hours established through WIMBA voice chat are acceptable.
 - e. *How to contact the instructor.* A listing of the instructor's institutional e-mail address, fax number (if available), office telephone number (if available), etc. should be included for emergency use in case the WebCT server is unreachable.
 - f. *Timing of instructor response.* A statement that the instructor will make every attempt to respond to course e-mail within 24 or 36 ... hours during the work week though it may not be possible in all cases. Student will be notified when the instructor is not available to meet the stated response time.
 - g. *Textbook.* A list of textbooks with the author, title, publisher, edition, date, and ISBN number.
 - h. *Supplementary material.* A list of other published material the student is required to purchase for the course including lab manuals, lab kits, software, etc.
 - i. *Specific course requirements.* A description of any special course requirements, such as knowledge of specific software, and why it is necessary for successful completion of the course.
 - j. *Course topics.* A suggested sequence of course topics, perhaps noting that students should complete certain *core* modules prior to moving to elective or more advanced modules.
 - k. *Assignments and Projects.* A sequenced list of assignments and projects arranged by course section or module with due dates if applicable.
 - l. *Punctuality.* A statement of course milestones to keep the students on track in an asynchronous environment.
 - m. *Class participation.* A statement that students must participate in all interactive aspects of the course . For example, students are expected to communicate with the instructor as a learning resource, students must check the course bulletin board frequently for announcements, and students must actively participate in threaded discussion events.
 - n. *Grading procedure and grading scale.* A detailed statement of how grades are related to or reflective of the expected learning outcomes. A statement of what constitutes high achievement in the course.
 - o. *Course ground rules.* A reiteration and emphasis of certain rules and course expectations. For example,
 - i. Participation is required
 - ii. Expected to communicate with other students in team projects
 - iii. Learn how to navigate in the ETSU Course Management System
 - iv. Keep abreast of course announcements
 - v. Use the *assigned* college or university e-mail address as opposed a personal e-mail address

- vi. Address technical problems immediately
 - vii. Observe course *netiquette* at all times. Instructor guidelines for communication by email, discussion groups, chat, and the use of web resources. Some **examples** are:
 - 1. Email
 - a. Always include a subject line.
 - b. Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
 - c. Use standard fonts.
 - d. Do not send large attachments without permission.
 - e. Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
 - f. Respect the privacy of other class members.
 - 2. Discussion groups
 - a. Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
 - b. Try to maintain threads by using the “Reply” button rather starting a new topic.
 - c. Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other’s ideas.
 - d. Be patient and read the comments of other group members thoroughly before entering your remarks.
 - e. Be cooperative with group leaders in completing assigned tasks.
 - f. Be positive and constructive in group discussions.
 - g. Respond in a thoughtful and timely manner.
 - 3. Web Resources
 - a. *Columbia Guide to Online Style* by Janice R. Walker and Todd Taylor
 - b. *Citation Styles Online* <http://www.bedfordstmartins.com/online/cite6.html>
 - p. *Special needs*. A statement of accommodation for students with special needs such as voice recognition software or special hardware. Students who need accommodations because of disabilities must make the request through the Office of Disability Services.
2. In order to ensure that best practices in online teaching and learning are considered, the course should include study guides, lecture summaries, presentation slides, audio, and/or streaming video that summarizes and enhances the textbook material, making it more understandable to the distance learners. Instructors are encouraged to present online material using written, audio, or video components. Course material should be arranged in weekly modules or other sequences that clearly relate to the course’s expected learning outcomes.
 3. All assignments should clearly state how they achieve or contribute to achieving the module’s or course’s anticipated learning objective(s) or outcome(s). Assignments should emphasize active student involvement in the learning process and the building of learning communities. Students should be provided with opportunities for projects that foster interactive communication through chat sessions, threaded discussions, and/or audio conferencing.
 4. The option for synchronous class meetings should be available if needed to achieve the course’s learning outcome. Additionally, a forum for general class discussions should be part of every online class.
 5. Learning outcomes should be assessed on a continuous basis through timed quizzes, proctored examinations, group and individual projects, take-home tests, open book examinations, and/or other assessment means applicable to the particular course. The quizzes and examinations and projects should clearly indicate the learning objectives that are trying to be achieved and focused on the cognitive level of the material being assessed.

6. The grading scale should emphasize assignments, projects, and student participation in the learning community as well as timed quizzes and periodic examinations.
7. All courses should include *written* assignments. Such assignments may be in the form of evaluative essays, case analyses, term papers, book reviews, film reviews, summaries and critiques of journal articles, etc.
8. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading must be included in all courses.
9. Care **must** be taken to ensure copyright compliance. Instructors are encouraged to link to copyrighted materials, if possible, rather than uploading copies to the course site.
10. Individuals with special needs who seek an accommodation through the campus office of disabled student services will be accommodated as appropriate so that they might achieve the learning objectives of the course.
11. Course instructors must assure that the course material is current; i.e., having been reviewed within the last six months. Instructors may request peer reviews at any time. The distance education office reserves the right to review the course annually to ensure that it has been maintained in accordance with these guidelines.
12. Before the beginning of the term, faculty must complete a Public Information Page for each online course they teach. This can be completed at http://de.etsu.edu/site_request/ppindex.htm
13. Online faculty may use the Distance Education Universal Helix Streaming Media server for digital video clips that contribute to the content of the course and cannot be achieved through other means. Please send request to Karen King, kingk@etsu.edu or Pat Westington, westingt@etsu.edu

Appendix B

Below is a checklist to assist the course developer prior to requesting review.

- The course has been fully developed in Desire2Learn
- The instructor has created the Public Page
- The course contains a syllabus.

The syllabus contains:

- course objectives or intended learning outcomes
 - course description
 - instructor information
 - virtual office hours
 - how to contact instructor
 - timing of instructor response to emails
 - textbook information
 - supplementary materials information
 - specific course requirements
 - course topics
 - assignments and projects
 - punctuality
 - participation
 - grading procedures and scale
 - course ground rules
 - statement of accommodations for disabilities
- The course includes content in the way of study guides, lecture summaries, presentation slides, audio, and/or streaming video that summarizes and enhances the textbook material.
 - Assignments contribute to desired learning outcomes and emphasize active learning.
 - There is at least one discussion forum for general class discussion.
 - There are periodic assessments.
 - The grading scale includes activities that help build community in the online class.
 - The course includes written assignments.
 - The course contains links to appropriate library resources.
 - Instructors have complied with copyright laws.