East Tennessee State University
Office of eLearning
Sherrod Library Room 118, Box 70284
Memorandum of Understanding
Asynchronous Online Course

Department: _____

Web-Based Course ID and Name: _____

Check only one:

☐ **This is a new online course delivered entirely asynchronously**

☐ **This is a new online course with required synchronous meetings**

☐ **This is a redevelopment of an existing online course**

Developing 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, please indicate the name of the program.

Department chair: _____

What program(s) does this course support?	Percent of Program Online*

*Percentage should include currently proposed course.

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 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 web-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 web-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 a web-based course, or any parts thereof, without first establishing the mutually agreed terms of such a sale or use.

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

The stipend for development is limited to $2500 per course for newly developed <u>fully-online</u> courses, $1500 for new online courses that <u>require</u> students to meet synchronously (either online or in-person) for any reason, and $1000 per course for redevelopment after the initial three year (or other agreed-upon) commitment. New web-based courses must be approved through the University's Curriculum Process System. Stipends will not be paid for experimental courses, special topics or independent study courses.

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

1. The specified course will be offered online during any 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 a predetermined cycle and are not scheduled to be offered every year must be offered three times during its cycle. The course should be offered at least three times during a three year period. Semesters taught prior to course approval will not count toward the three time requirement.
2. 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 an online format and allow that person to use all online course materials in offering the course. It is the department's responsibility to ensure that the course is offered for the agreed upon period.
3. Course instructors and their departments 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 Office of eLearning reserves the right to review the course annually to ensure that it has been maintained in accordance with these guidelines.

Faculty members entering this agreement will:

1. Meet all required Internet course components as set forth under ETSU's web course policy. These standards are available at:
http://www.etsu.edu/academicaffairs/elearning/ats/online/policies/policy.aspx.
2. Complete official training provided by ETSU in the use of the online course management system, or demonstrate equivalent competency.
3. First time course developers should work with the Office of eLearning throughout the development process.
4. The online course must be fully developed within the online course management software adopted by ETSU (currently Desire2Learn.) Other software or programs may be used with **prior** approval from the Office of eLearning.
5. 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 listed at the end of the MOU. Developers are strongly encouraged to do a self review using the MOU scoring rubric before requesting a final review. **The faculty member should notify the Internet Program Support Coordinator when the course is ready for review.** (Anthony Kiech – kiech@etsu.edu kiech@etsu.edu, 439-8565.) 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. Full payment will not be made until the end of the first semester the course is taught.
6. 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 required elements for ETSU Online course development, which must be present in any ETSU completed online course.

<div align="center">

Requirements for Developing ETSU Online Courses

</div>

1. The course **must** include a syllabus that includes each of the elements listed below.
   a. *Purpose and goals*. A brief statement describing the nature of the course, what the student can expect to learn, and an overview of course activities
   b. *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.
   c. *Instructor contact information.* The instructor's name, email address, physical office location, phone number, and fax number (if available) should be included.
   d. *List of textbooks or required materials*. A list of textbooks with the author, title, publisher, edition, date, and ISBN number. A list of other published material the student is required to purchase for the course including lab manuals, lab kits, software, etc.
   e. *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.
   f. *Required readings*. The instructor should provide students with a list of the required readings for the course.
   g. *Sequential list of assignments and projects with due dates*. Should be arranged by course topic or module with due dates if applicable.
   h. *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, are required to log in regularly and check for announcements, and must actively participate in course discussions, etc. Your expectations for the course and for the students should be clearly stated.
   i. *Grading procedure and grading scale*. A detailed statement of how grades are related to or reflective of the expected learning outcomes. Detailed points or percentages for assignments should be included.
   j. *Course ground rules.* The instructor must include a section detailing course ground rules and expectations. Some course ground rule considerations follow in Appendix C.
   k. *Accommodations statement*. 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. More information can be found online at: http://www.etsu.edu/senate/facultyhandbook/section_5.pdf#studentswithdisabilities and the syllabus statement is available at: http://www.etsu.edu/students/disable/employfaculty/syllabus.aspx.
   l. *Link to university syllabus attachment*. The attachment may be found on the Registrar's Office site at : http://www.etsu.edu/reg/academics/syllabus.aspx.

2. *Timing of instructor response.* A clear statement regarding the instructor response time to emails and other student inquiries. Response time should normally be within 48 hours during the week. Instructor response information should also include information about the expected grading/feedback period for student assessments, projects, activities, etc. Student should be notified when the instructor will be unable to meet these times.
3. *Instructor availability.* A statement detailing times when the instructor is available for immediate feedback and what method the student should use to contact the instructor. For example, instructor will be available in D2L chat during these times on these days.
4. *Detailed description of assignment submission*. A clear and detailed statement regarding the method and tools used by students to submit assignments. Information should include location of assignment submission (typically the course dropbox), any file type requirements, late assignment policies, etc.
5. *Technical Help page.* An html file suitable for uploading to D2L will be provided to the instructor when the MOU is approved by the Office of eLearning.
6. *Student Resources page.* An html file suitable for uploading to D2L will be provided to the instructor when the MOU is approved by the Office of eLearning.
7. *Place for student/student and student/faculty interaction.* Course interaction typically occurs in the course discussions tool but instructors may also choose to use synchronous chat options if such chat is an optional component or if the requirement has been made clear in advance through a Goldlink note or other student communication.
8. *Course Content (Lecture Material).* Instructors should make use of a wide variety of content types. The course content should be comprehensive, taking full advantage of appropriate course management tools (i.e. Checklist, FAQ, Links, etc.)
9. *All copyrighted material must meet copyright requirements.*
10. *Assessments.* All assessments should be completed and present in the course site when submitted for approval. Instructors should provide information to students regarding recommended processes in case of technical problems when completing assessments. A sample assessment that uses the same types of questions should be included in the course site to allow students to troubleshoot any technical issues prior to taking a scored assessment.
11. *Gradebook.* The course gradebook should be configured correctly to include any graded items from the course. Student grades should be posted to the gradebook and appropriate feedback included when applicable.

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

Guidelines/Best Practices for ETSU Online Courses

Content
1. In order to ensure that best practices in online teaching and learning are considered, the course should include a variety of content, which may include study guides, lecture summaries, presentation slides, audio, and/or streaming video that enhances the course material. Video files should not be directly uploaded but should be added to and accessed from one of the university streaming servers. Major content revisions should not be made during the course of the semester. Instructors should make any major content revisions in their development sites, copying the content to the current site prior to the beginning of the semester.
2. Course material should be arranged in weekly modules or other sequences that clearly relate to the course's expected learning outcomes. Content may be arranged by topic if more appropriate to the content being presented. 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 Office of eLearning reserves the right to review the course annually to ensure that it has been maintained in accordance with these guidelines.
3. Course documents/materials should be in a format easily accessible to most students. HTML or PDF files are encouraged. Links to document readers should be provided when appropriate. Any software requirements should be listed in the syllabus.

Communication
4. Students should be provided with opportunities for projects that foster interactive communication through chat sessions, threaded discussions, and/or audio or web conferencing.

Assignments
5. Learning outcomes should be assessed on a continuous basis through timed quizzes, proctored exams, group and individual projects, take-home tests, open book exams, and/or other assessment means applicable to the particular course.
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 a variety of assignments, which may include evaluative essays, case analyses, term papers, book reviews, film reviews, summaries and critiques of journal articles, quizzes, oral presentations, etc.

Course Navigation
8. Course navigation is logical and consistent throughout. Instructors should consider adding a course map that provides students with the general layout of the course.
9. The course design takes full advantage of appropriate tools and media.

Appendix C

Below are recommendations and considerations for defining course ground rules in ETSU online courses.

<div align="center">

Course Ground Rule Considerations for ETSU Online Courses

</div>

Course ground rules. The instructor must include a section detailing course ground rules and expectations. Examples include
   A. Participation is required
   B. Expected to communicate with other students in team projects
   C. Learn how to navigate in Desire2Learn
   D. Keep abreast of course announcements
   E. Use the assigned university email address as opposed to a personal email address
   F. Address technical problems immediately
   G. Observe course *netiquette* at all times. Instructor guidelines for communication by email, discussion groups, chat, and the use of web resources. Some **examples** of this include:
      1. Email
         a. Always include a subject line.
         b. Remember that 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.