



NSCC Online Faculty Handbook

This document, created by the members of the Distance Education Committee, serves as a guide for teaching online for Nashville State Community College. (Updated and revised Fall 2022)

1 TABLE OF CONTENTS

2	Introduction and Purpose	3
3	Online Learning Mission Statement	4
4	Office of Online Learning Contacts	4
5	Defining Course Delivery Modes	4
5.1	Learning Management System (LMS)	5
6	Principles of Online Learning	5
6.1	Course Design	5
6.2	Interaction	5
6.3	Assessment	5
6.3.1	Testing Options and Proctoring Services	6
6.4	Learner Support	6
6.5	Accessibility	6

6.6	Books	6
7	Master Course Shells	7
7.1	Accessing New Semesters	7
7.2	Responsibilities of Maintainers	7
8	Teaching an Online Course	7
8.1	Requirements for Teaching Online Courses	7
8.2	Responsibilities of Instructor of Record (Section Instructor)	8
8.2.1	Consistency	8
8.2.2	Best Practices in Online Course Design	9
8.2.3	Support	9
9	Submitting Final Grades and Incompletes	9
10	Accessibility for Online Learning	9
10.1	Digital Accessibility Support	10
10.2	Ally in D2L	10
11	Supported Technologies in D2L	10
11.1	LTI Integration Process for D2L	11
12	Helpful Topics for Instructors	11
12.1	How can the helpdesk assist students?	11
12.2	When to contact the division offering the course you are teaching?	12
12.3	When to contact the Office of Online Learning (OOL)?	12

12.4	..... What to tell students about the email systems at NSCC?	13
12.5	..... Where to send students?	13
13	..... Online Course Development	14
13.1	..... Online Course Development Requests	14
13.2	..... Online Course Design and Development Process	14
13.3	..... Quality Course Design Certification, Course Design, and Review	14
13.4	..... Completion and Approval	15
13.4.1	..... Follow-Up	15
13.5	..... CBE Program Development	15
14	..... Course Design Academy (Professional Development)	16
14.1	..... Course Design Academy: Accelerated Courses (available)	16
14.2	..... Copyright and Intellectual Property	16
14.3	..... Copyright and Fair Use	16
14.4	..... Ownership of Materials	16
15	..... Southern Association of Colleges and Schools Commission on Colleges (SACSCOC, 14)	17
16	..... TBR and TN eCampus	17

2 INTRODUCTION AND PURPOSE

The goals of this handbook are to:

- Articulate the mission and goals for Online Learning as they pertain to the Nashville State LEADS core values

- Provide technical assistance, pedagogical support, and resources for faculty teaching online courses
- Provide information about training and mentoring for all distance delivery modes
- Inform faculty about mandatory policies and procedures that relate to online learning and how those should be incorporated into course design and delivery
- Offer comprehensive resources for ongoing faculty professional development

3 ONLINE LEARNING MISSION STATEMENT

The Office of Online Learning provides training and consultation on pedagogical best practices in online technologies to support faculty and staff in providing equitable, high quality, and engaging online learning experiences that meet the diverse needs of our community.

4 OFFICE OF ONLINE LEARNING CONTACTS

Dr. James Edwards Jr., Director of Online Learning	james.edwards@nsc.edu	ext. 3259
Dr. Anna Young, Instructional Design Specialist	anna.young@nsc.edu	ext. 3788
Hannah Hurdle, Instructional Design Specialist	hannah.hurdle@nsc.edu	ext. 3636
Diana Blackburn, LMS Support Administrator	diana.blackburn@nsc.edu	

Or email general questions to our team online.learning@nsc.edu

5 DEFINING COURSE DELIVERY MODES

Distance Education is defined as instruction where students and faculty are separated by distance and interact using a variety of technologies. The term “distance education” encompasses the terms “distance learning,” “online learning,” “e-learning,” “hybrid learning,” “blended learning,” “digital learning,” and other similar terminology. These are the types of courses supported by NS Online, the Office of Online Learning, and TBR. Link to [TBR’s Distance Education Policy 2.05.00.00](#)

- **Online:** Course is fully online (**asynchronous**) and has no on-campus or virtual meeting requirements.
- **Virtual:** Course meets live via Zoom at a set date and time (**synchronous**).
- **Virtual/Flex:** Course meets live via Zoom AND on campus at a set date and time (**synchronous**). Students select to attend in-person or virtually.
- **Hybrid:** Course uses a combination of virtual instruction, online, and some required on-campus meetings.
- **On-Campus:** Courses that meet traditionally on campus with time, date, and location designations.
- **TN eCampus:** Courses that can be taken fully online and **asynchronous**. These courses are offered by faculty at our TBR partner institutions.
- **CBE (Competency-Based Education):** Students advance based upon demonstrated mastery of course competencies, not seat time. (**asynchronous**)

5.1 LEARNING MANAGEMENT SYSTEM (LMS)

Currently, Nashville State and TBR utilizes Desire2Learn ([D2L](#)) Brightspace for the Learning Management System (LMS). All online courses are required to utilize D2L for course delivery, content management, and grading of student work. Final grades are manually [transferred to Banner](#) by instructors for final grade reporting.

[Go to NS Online/D2L](#) to access online courses.

For NSCC instructors seeking assistance with navigation or operating a D2L course shell, the Office of Online Learning has provided abundant resources to assist you.

- [NSCC Learning Support for Faculty](#)
- For additional tutorials please visit the [D2L Instructor Resources](#).

6 PRINCIPLES OF ONLINE LEARNING

Fundamental teaching and learning standards apply to online, virtual, and hybrid where appropriate.

6.1 COURSE DESIGN

Course design addresses elements of instructional design. Course design includes such elements as course navigation, learning objectives, organization of content, instructional strategies that foster student-centered learning, and access to student support information.

6.2 INTERACTION

Interaction and collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. Students should have a sense of belonging to a group, rather than each student perceiving him/herself to be studying independently.

Instructors should initiate contact with students on a regular and timely basis both to ensure the quality of instruction and to verify performance and participation standards. Efforts to engage students individually and as a group create a sense of instructor presence.

6.3 ASSESSMENT

Online assessments should measure progress toward learning outcomes and provide feedback to students and instructors. Instructors should use assessments as an ongoing means of measuring and assessing student learning. Assessments should have clear instructions and grading expectations to ensure online learners are efficient and successful.

Within D2L, there are four primary tools used to assess and grade student performance. The links below provide resources for how to navigate and operate each one:

- [Assignment Dropbox](#)
- [Discussions](#)
- [Gradebook](#)

- [Quizzes and Exams](#)
- Rubrics: [Analytic Rubrics \(Video 3:08\)](#) & [Weighted Rubrics \(Video 1:59\)](#)

Additional resources can be found on [OOL website D2L Resources](#).

6.3.1 Testing Options and Proctoring Services

Online Exams for asynchronous courses should have a test window of at least 72 hours (about 3 days). Exams can still have time limits, but online students should not be expected to abide to a scheduled exam time and place. Hybrid and virtual courses may schedule exams within the stated class meeting times. Online exams can be proctored utilizing supported proctoring services.

Online proctoring can prevent cheating on exams that are given remotely, through [NS Online](#). Online proctoring takes the place of the classic human proctor, who might physically watch students taking a paper exam in a classroom. These proctoring services also seek to improve efforts in student authentication while retaining the same levels of academic integrity of examinations that take place in our classrooms.

Online Proctoring Opt-Out options are available for students who do not have access to the technological requirements, or simply prefer to have an in-person proctor, may opt-out of the virtual proctoring requirement. Opting out of the virtual proctoring will require that the student take the assessment in one of the Nashville State's Testing Centers. In this case, the student will be required to schedule the assessment in accordance with Testing Center policies and adhere to all additional Testing Center procedures, protocols, and requirements. Additional resources can be found on [OOL's Proctoring Services](#) website.

6.4 LEARNER SUPPORT

Online instructors should address the Nashville State support resources that are available to students enrolled in a course. Such resources may be accessible within or external to the course environment. Instructors should refer online students to NSCC's Help Desk for technical support. Faculty members are encouraged to contact the Office of Online Learning for support in D2L or supported technologies.

6.5 ACCESSIBILITY

Instructors should make certain that their courses meet all the necessary accessibility requirements (508 compliance). They should also create course content and assessments that are user-friendly in terms of technology and provide alternate means of access to the course material should there be problems with the Learning Management System. Additional resources and support can be found on [OOL's Digital Accessibility website](#).

6.6 BOOKS

Books are standardized. Faculty will have to go through their Deans and the AVPAA to update textbooks for courses and adding DCM.

- [Digital Course Materials](#)

7 MASTER COURSE SHELLS

Once a master course (MC) shell has been developed, there is a designer assigned to update and maintain these master course shells designated with either WEBO (Web Online), WEBV (Web Virtual), WEBH (Web Hybrid), or WEBG (Web Ground) from semester to semester. Depending on the course, the course lead and maintainer may be the same person. All WEB MC courses should have a hidden instructor section detailing appropriate contacts and instructor guidance for the developed course. MC content in D2L is property of Nashville State Community College.

7.1 ACCESSING NEW SEMESTERS

All master courses (MC) should be updated the day grades are due prior to the upcoming semester. New semester courses within D2L will be created and available the Thursday after grades are due. Courses on the cloning (copy) list, updated by the LMS Administrator, will be available when the new semester is created. If instructors would like to manually copy, or request the copy from OOL, they can do so on that Friday. The goal of this format is to provide appropriate timeframes to allow instructors of record access to their courses at least two weeks prior to the start of the new semester.

7.2 RESPONSIBILITIES OF MAINTAINERS

At the end of each semester, the “master course” (MC) shall be updated by recreating/reworking the assignments, discussion questions, multimedia presentations, quizzes, exams, and any other instructional details required to ensure that the course is ready to be copied/ cloned in preparation for the next semester.

- Provides the syllabus, textbook information and evaluation and assessment assignments.
- Utilizes the latest syllabus and schedule templates [available here](#).
- Modifies due dates prior to the date courses are copied.
- Maintains and updates content when needed.
- Checks linked files and websites for accuracy.
- Connects with and supports the sectional instructors on a regular basis.
- Ensures that all content developed in the MC course meets accessibility standards.

8 TEACHING AN ONLINE COURSE

Courses designated as online are meant to be taught asynchronously, which means that there are no designated or scheduled meeting times or places throughout the semester. This designation also falls within a specific federal requirement to document “regular and substantive communication” that can be documented within the course itself.

Virtual and Hybrid courses have a unique distinction of instructor-to-student communication and engagement opportunities either by regularly scheduled class meetings via Zoom (virtual) or on-campus meetings (hybrid).

8.1 REQUIREMENTS FOR TEACHING ONLINE COURSES

- All online course instructors should request enrollment to complete the following training (requests sent to onlinelearning@nsc.edu)

- **NS Online Instructor Training (D2L):** This self-paced training is primarily designed for new online faculty who have never taught online, or who have never used D2L/NS Online before. All new hires are strongly encouraged to complete the training and receive the NS Online Training Certificate before using NS Online for their courses.
- **Nashville State Accessibility Training Course (D2L):** Accessibility Training is a self-paced guide designed to provide information and resources to help guide EVERYONE on how to work towards achieving this goal. This self-paced training defines important terms, reviews relevant legal regulations, and introduces Faculty and Staff to guidelines, procedures, and support tools to assist with making course materials and platforms accessible for all students.
- All online course instructors will be mentored by the Course Developer/Lead Instructor (check with department representatives).
- Instructor Handbook will be available on the Office of Online Learning Website.

Asynchronous online courses fall under a specific set of regulations compared to hybrid and on-ground courses. As the course designer, you should ensure that you have multiple opportunities for interactions to ensure your course meets a federal regulation for “regular and substantive interaction,” and to meet accreditation requirements. The most common ways to meet these requirements are to have multiple scheduled discussions, an open discussion forum for responding to questions about the course content or competencies and developing robust rubrics to help with opportunities to provide feedback on a student’s course work.

Clarity is provided on definitions of “regular and substantive interaction” in distance education such that “regular” is defined as taking place on a “predictable and scheduled basis” and “substantive” means students are engaged through teaching, learning, and assessment as well as at least two of these five activities:

1. providing direct instruction.
2. assessing or providing feedback on a student’s course work.
3. providing information or responding to questions about the content course or competency.
4. facilitating a group discussion regarding the content of a course or competency.
5. or other instructional activities approved by the institutions or program’s accrediting agency.

Online instructors are required to engage and interact with students in some form that can be documented within the course. If instructors are only providing grades and scores without constructive feedback, and lack a means of open communication, that may qualify as a correspondence course and not a distance course.

8.2 RESPONSIBILITIES OF INSTRUCTOR OF RECORD (SECTION INSTRUCTOR)

- Personalize instructor message, instructor contact information, and homepage contact information.
- Update individual syllabus course policies involving expectations for grading, instructor presence, and communication expectations.
- Revise content if it helps to improve the stated objectives or add context to provided material.

8.2.1 Consistency

- Teach the course as it is designed with the same objectives, content, assessments, and grading scales.

- Grades all assignments with feedback when appropriate.
- Communicates frequently with students in a way that can be documented within the D2L course.
- Allow for a minimum 72-hour testing window for all major exams.
- Allow students to work and submit assignments over the weekend.

8.2.2 Best Practices in Online Course Design

- Make your expectations explicitly clear in everything you ask your students to do. This is especially relevant in assignment design and rubrics expressing how students are assessed. Students will never meet your expectations if they are not provided.
- Create multiple opportunities for open communication with students through discussions, virtual conferencing availability, and regular engagement opportunities with course feedback to the class a whole or individually through rubrics.
- All required documentation and multimedia in your course, including publisher materials, should meet minimum accessibility requirements.
- Do not create unnecessary barriers that would limit students in accessing online content. This would include setting arbitrary “end dates” rather than “due dates” and test restrictions of higher than 80% to advance in the course.
- It is the instructor’s responsibility to communicate with students individually and as a group.

8.2.3 Support

- Contact the [Office of Online Learning](#) for concerns or questions about D2L or supported technologies.
- Reports broken links or course problems to the lead instructor or course maintainer.
- The Office of Online Learning can work collaboratively with the course maintainer by providing suggestions that may improve the quality of the course.

The following section came from <https://www.nsc.edu/faculty-staff/academic-affairs-policies/employment-policies> under Online Classes

9 SUBMITTING FINAL GRADES AND INCOMPLETES

Final grades are submitted into Banner through [MyNSCC](#) by [Entering Grades in Banner](#).

For students with incompletes, faculty will need to complete their departmental form and send it to their dean. Once the student is granted incomplete status in D2L, they will have six additional weeks to finish any remaining requirements in the course. It is the instructor’s responsibility to communicate expectations and deadlines to the student. The dean is expected to update the incomplete grade in Banner.

10 ACCESSIBILITY FOR ONLINE LEARNING

Accessibility is exactly what it sounds like – it is a framework for providing access to the greatest number of people possible, including people with disabilities who may face barriers to access otherwise.

By definition, accessibility is:

- **Inclusive.** Accessibly-designed facilities or resources are created to meet the needs of people of all abilities, especially those who might be otherwise excluded from using them.

- **Proactive.** Accessibility is about removing common barriers before people experience them. At Nashville State, all web pages, instructional materials, and physical facilities should be designed to remove potential barriers to access before students experience them.
- **The law.** Finally, the [Americans with Disabilities Act \(ADA\)](#) mandates that individuals with disabilities have a right to an accessible education. Education is only accessible when individuals with disabilities can independently acquire the same information, engage in the same interactions, and enjoy the same services within the same time frame as individuals without disabilities, with substantially equivalent ease of use. Nashville State, therefore, has a legal obligation to remove potential barriers to educational access.

Nashville State strives to achieve accessibility for everyone. All faculty and staff are encouraged to think proactively about how they can anticipate and remove potential barriers to access for our students, as much as possible.

[NSCC Accessibility Information](#)

10.1 DIGITAL ACCESSIBILITY SUPPORT

Addressing accessibility in common files like documents, slides, and images is not difficult to achieve. In fact, some documents can be revised in only a few minutes. Common issues have to do with formatting headers, tables, slide titles, and the use of tables. Please review the information regarding Ally and associated resources that guide users on locating and addressing accessibility issues. The Office of Online Learning is committed to supporting all Nashville State stakeholders to meet accessibility standards. Please utilize the following resources or the following support services. If you, or your department, would like to assist in meeting accessibility goals for the institution please contact online learning.

[Supported Accessibility Tools](#)

[Digital Accessibility](#) information for faculty

10.2 ALLY IN D2L

Accessibility is vital to Nashville State's strategic plan to promote equitable educational experiences and we should be dedicated to creating a culture of inclusion for all students and not just meet the needs of those with disabilities. The integration of Ally now helps us visualize this strategy to not only identify accessibility issues in courses but also provide detailed feedback on why they matter and how to improve your documents and files.

11 SUPPORTED TECHNOLOGIES IN D2L

The Office of Online Learning provides faculty with training, resources, and support so they can confidently and competently instruct in the online environment. As updates to D2L and other supported tools occur, we will continue to update our resources for Nashville State.

- D2L: Navigation, Assessments, Evaluation, Course Content, Intelligent Agents
- Proctoring: Respondus Lockdown Browser and Monitor
- Video: Kaltura, Zoom

<https://www.nsc.edu/academics/online-learning/d2l-resources>

11.1 LTI INTEGRATION PROCESS FOR D2L

The Office of Online Learning (OOL) has implemented a Learning Tools Interoperability (LTI) approval process for addition of all external tool integrations into D2L. The approval process for each tool will include a review of Functionality, Accessibility, Security, Compliance with college policies, cost, and other factors. Faculty should consult OOL before considering an LTI integration when working with vendors. Be advised the review process could take several weeks. Please verify the request is not supplied by our existing vendors (Edit Course > External Learning Tools).

A Learning Tool Interoperability (LTI) is an external piece of software that can be plugged into the learning management system (D2L) to extend its functionality.

- Each LTI has a different license agreement, and different access to data from D2L which involves a review process.
- Full-time Faculty or Division Deans will have to submit the request form to OOL.
- Vendors will have to provide information on licensing, accessibility, privacy, security, cost, etc.
- Submission deadlines will be eight weeks prior to the start of semester to allow time for approvals.
 - Fall Semester Deadline: June 1
 - Spring Semester Deadline: November 1
 - Summer Semester Deadline: March 1
- Production installation is three times a year - targeted one week prior to start of semester (Fall, Spring, start of Summer).

When an LTI Request is submitted, OOL will:

1. Review the request and may contact you for additional information, suggestions for alternatives, or issues with the request,
2. Approve/deny the request for Procurement processing.

For requests that do not fall into this category, or if you are uncertain, please submit your request to online.learning@nsc.edu.

[D2L External LTI Application Request Form](#)

12 HELPFUL TOPICS FOR INSTRUCTORS

12.1 HOW CAN THE HELPDESK ASSIST STUDENTS?

When students experience technical issues, the NSCC helpdesk can often solve the problem. The helpdesk assists students and staff with login issues, tech-related resources, software and equipment links and recommendations, and common technical issues such as browser issues and logging in.

Help Desk Technicians are available on the White Bridge Road campus for in-person help while also offering remote troubleshooting assistance via phone, email, and remote virtual sessions.

The contact information for the helpdesk is: helpdesk@nsc.edu 629-216-3300

<https://helpdesk.nsc.edu/wp/>

On the website, students and faculty can find links and instructions regarding the following topics:

- **Account maintenance** such as looking up an “A” number or changing a password
- **Equipment** loans of laptops, hotspots and TI-84 graphing calculators
- **External software links** such as Notepad ++, FileZilla, and Browsers
- **External support links** such as TNeCampus, Pearson (myLabs), Cengage, REVEL, & Redshelf
- **Logging onto computers** on campus
- **Account access for software including** myNSCC, NS Online (D2L, Brightspace), Office 365 (link, install, and security verification), DegreeWorks, Campus Printing, Wi-Fi (access points and troubleshooting), LinkedInLearning, Rave alerts, OneDrive
- **Software** such as Office 365, Azure, and Respondus Lockdown Browser

12.2 WHEN TO CONTACT THE DIVISION OFFERING THE COURSE YOU ARE TEACHING?

The assignment of courses begins in the division. When instructors are assigned a course and a section, understanding the delivery mode is crucial. Online, TN eCampus, hybrid, virtual, and on-ground courses may each have an individual master course shell, as the teaching methods are unique for each.

Someone in the department should be your course contact for each course. Courses will usually be maintained by a course lead, but you may also receive information from the dean, department chair, program director, program coordinator, or a faculty member.

Instructors customize their courses by adding an introduction, setting dates, and checking that the dates and grade book match the quizzes, discussions, and dropbox assignments. Any problems should be reported to the course lead in the department.

Instructors should not change the course content other than adding resources. Check with your course lead if you have questions about what is ok to change in your course shell for the semester.

The semester course shells will be loaded automatically from the appropriate master course shell by the Office of Online Learning unless other arrangements have been made with your division. The Office of Online Learning cannot make changes to course access or content without departmental approval.

A new course design or redevelopment must be initiated by the department offering the course. Requests for access, training, or questions about D2L from faculty can be made through Online Learning.

12.3 WHEN TO CONTACT THE OFFICE OF ONLINE LEARNING (OOL)?

The OOL has many resources to help you as you become familiar with how to navigate and update your course. We are available to assist with course creation and upgrades, learning recent technologies used in NSCC courses, or pointing you to support resources. The staff in the Office of Online Learning is available to help in any way we can. Feel free to reach out to us right away if you need assistance setting up a course or addressing issues during the semester.

OOL can help with the gradebook, dates, special student access, or determine why a tool in your course is not working the way you expect. We can also help you determine what is happening when a student reports an issue, such as a quiz that was submitted but not showing or a grade not visible to students.

If you are overwhelmed managing your course, make an appointment that is convenient for you to review your tasks with one of us in case we can suggest some ways to accomplish your tasks in a faster or easier way. Be sure to read our new newsletter for tips.

The best way to receive help is to email us at online.learning@nsc.edu; the mailbox is monitored Monday through Friday and spot-checked on the weekends and holidays. If you need assistance outside of normal business hours (8:00 a.m. – 4:30 p.m.), please let us know. If you usually work with a certain staff member in OOL, it is fine to contact them, but the fastest way to get assistance is to email the OOL email.

If a student is missing from your course, they should check myNSCC or with the [Records Office](#) to be sure they are registered for your course. Sometimes students do not realize they are dropped from a course and need to re-register.

12.4 WHAT TO TELL STUDENTS ABOUT THE EMAIL SYSTEMS AT NSCC?

Since students often are confused about how the email in NS Online works vs. their NSCC email vs. their private email, an explanation of how these (do not) tie together can help.

Consider **not** recommending students forward NS Online emails to an outside email system. The email system in NS Online is only available within NS Online and is more like a messaging system than email. While the emails can be forwarded to an outside email account for notification purposes, no outside replies can be received by the NS Online email system. This means that if a student forwards their NS Online email to their private email, then replies through their private email, the NS Online system will never receive the student's reply. Unfortunately, the student will not be notified of a problem and that the instructor did not receive their response.

If you choose to forward your NS Online account to an outside email so you will be notified if a student is having an urgent issue, remember not to reply from the outside email.

12.5 WHERE TO SEND STUDENTS?

Students often have problems outside of NS Online/D2L that interfere with their performance in class and giving them the links to the resources at the school, especially the online resources, gives them an opportunity to locate assistance. Here are some links that might prove helpful.

- Academic Advisor – listed on the home page of [myNSCC](#)
- [Access Center](#) – for accommodation and accessibility support
- [Bookstore - campus](#) or the [NSCC Online Bookstore](#) books and supplies
- [Campus contact information](#) - NSCC offices (Financial Aid, Admissions, Records, Career Services, Tutoring, Access Center, Advising, Testing, Counseling, Student Billing, Computer Labs, and Extended Campuses)
- [Helpdesk](#) – technical assistance and free software
- [Laptop Loaner Program](#) - to borrow a laptop & help with internet access
- [Learning Center](#) - free, drop-in academic assistance
- [Library](#) – Mayfield Library facilitates learning and research

- LinkedIn Learning – provides free mini-courses. Log in under the **General** tab on the [myNSCC](#) web page. See more information on the [helpdesk website](#)
- [Microsoft 365 Suite](#) - free software on myNSCC homepage
- [Testing Center](#) - provides multiple testing options
- [Support services for students](#) – childcare, finances, food, health, housing, textbook assistance, mental health, health insurance, transportation, and homelessness
- [Student Success Center](#) - student success advisors, financial empowerment counselors, and student resource managers
- [Student on-campus resources](#) - links to resources available on campus
- [Student online resources](#) - resources available online

13 ONLINE COURSE DEVELOPMENT

Online course development is currently based on program needs to develop new online course offerings to expand programs or to redevelop older courses to meet current quality assurance, accreditation, and federal standards. The goal of OOL is to maintain quality and access for our online students.

OOL is currently utilizing the SUNY Online Course Quality Review (OSCQR) Rubric, developed by [SUNY and the OLC](#), as the set standards we are using to appraise quality online course content.

13.1 ONLINE COURSE DEVELOPMENT REQUESTS

Online course development requests (for stipend) can be made to the deans and is approved by the AVPAA.

13.2 ONLINE COURSE DESIGN AND DEVELOPMENT PROCESS

The Office of Online Learning (OOL) has updated procedures and a process for online course development. The purpose of this document is to clearly communicate to all relevant parties the new process. The goal is to provide robust online course content for Nashville State Community College students and professional development opportunities for faculty.

All decisions on funding availability and priority of the number of course development requests fall under the VPAA. Decisions related to meeting quality, best practice, and standards for online course development fall under the Director of Online Learning.

The goal of this design process is to provide a consistent and reliable outlet for online course development and promote a cohort model for participants to engage within the LMS to communicate, access resources, and promote best practice in quality online course design. Participants are provided instructional design support, vetted resources, and opportunities to be innovative while adhering to federal, state, and institutional standards that specifically fall under the scope of online learning.

13.3 QUALITY COURSE DESIGN CERTIFICATION, COURSE DESIGN, AND REVIEW

Faculty designing courses for online delivery can participate the Quality Course Design Certification (QCDC) as a means of professional development and work with instructional designers and peers in course development related to online pedagogy and best practice related to online learning. This online course, developed by the Office of Online Learning, is planned to be offered every semester and involves

at least 30 hours of coursework leading into course development. Participants will be expected to complete the course, achieving at least 85% at the end of the QCDC course to earn certification.

Deliverable:

- Part 1: Design phase: Completion of the QCDC course at 85% or higher, including creation of course syllabus and course map (part of course outcomes).
- Part 2: Development phase: A fully developed online course that meets the standards defined by the Office of Online Learning as determined through a completed course evaluation ([OSCQR rubric](#)). Total time expectation for completion is approximately 12 weeks (6 weeks for QCDC course and 6 weeks of course development and review).
- Part 3: Review phase: A continuous process to meet OSCQR rubric standards at 85% or better including adaptations of course map and acceptable scores for accessibility.

Compensation: \$600 per credit hour for both 85% completion of the QCDC course and 85% achievement in the course evaluation by an assigned Instructional Designer using the OSCQR rubric.

13.4 COMPLETION AND APPROVAL

A quality course design is considered complete when development criteria listed above are met. The confirmation to stakeholders from the Director of Online Learning will signify that the course meets online learning quality standards, and that agreed stipend compensation may be distributed.

The approved course should be utilized as the WEBO MC (master course) shells for all future online deliveries of the designed course, regardless of the instructor of record, and retain the quality designation for a period of no less than four years or unless a major redesign is recommended by administrators. Department representatives who sign off on approvals are responsible for distributing the course design to new instructors as needed.

After the contracted course is developed and approved, the completed course design will be utilized as the online master WEBO (online) course shell. WEBO course shells may then be applied to WEBH (hybrid) and WEBG (ground) courses.

13.4.1 Follow-Up

Faculty teaching a reviewed course should not make any changes in the course that affects the learning objectives or the alignment without contacting the Office of Online Learning. Faculty can add personal information, instruction, videos, etc., to help with the context of materials and assignments, but they should not change the assignments without consulting with the OOL. The divisions are responsible for the maintenance and distribution of completed courses to faculty.

13.5 CBE PROGRAM DEVELOPMENT

Quality course design for entire CBE program certificates are now available and follow the QCDC model to a larger scale in multiple course developments for a single program. This process will require months of planning and development and are only approved for specific programs. Contact your dean or the AVPAA for more information.

14 COURSE DESIGN ACADEMY (PROFESSIONAL DEVELOPMENT)

14.1 COURSE DESIGN ACADEMY: ACCELERATED COURSES (AVAILABLE)

Course Design Academy is self-paced certificate course created for faculty to help design a 7-week course. Online Learning and The Teaching Center created this academy to provide resources as help create, transition, and teach a 7-week course.

14.2 COPYRIGHT AND INTELLECTUAL PROPERTY

Nashville State Community College prohibits copying or otherwise reproducing material from one media to another without the copyright owner's permission.

The Tennessee Board of Regents policy 5:01:06:00 on Intellectual Property applies to students and employees. It provides that works created during a project sponsored by Nashville State or with the significant use of NSCC facilities or equipment are the property of Nashville State Community College.

14.3 COPYRIGHT AND FAIR USE

"Fair Use" means keeping within the guidelines set forth in copyright laws pertaining to media and print materials. Online learning 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. Use of Creative Commons (CC) materials are encouraged as most creative commons licenses can be applied to educational use. Sometimes producers and/or distributors will allow for duplication of such works for **distribution in online education situations**; 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 identify, through CC licenses, or seek permission (for copyright materials) as part of the planning and design of the course or presentation in online education. Contact the [Mayfield Library](#) for more information on copyright and fair use.

14.4 OWNERSHIP OF MATERIALS

Nashville 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). 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 determined by the Vice President of Academic Affairs. Ownership of materials, discoveries, or inventions developed solely through individual initiative without significant use of institution resources will remain the property of the individual.

15 SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES (SACSCOC, 14)

NSCC adheres to the policy statements of Southern Association of Colleges and Schools (SACSCOC). The below documents contain SACSCOC policy statements, definition of Distance Education, and guidelines.

- [SACSCOC and COC Homepage](#)
- [SACSCOC and Distance Education](#)
- [SACSCOC Best Practices](#)

16 TBR AND TN eCAMPUS

NSCC adheres to the policy statements and guidelines of Tennessee Board of Regents (TBR). The links below contain TBR policies and guidelines for Distance Education.

- [TBR Homepage](#)
- [TBR Policies](#)
- [TBR Guidelines](#)

TN eCampus Faculty Liaison – Karen Powers

TN eCampus Student Liaison - Jamie Edwards