



# **FISK UNIVERSITY**

## **Online/Distance Education Policies and Procedures Manual**

### **2017–2022**



## **Office of Distance Education**

**Dr. Shirley Brown (Vice Provost for Online Initiatives, Director of Distance Education)**  
**Mr. Tsehay Demeke (Manager of Learning Management System)**

Park Johnson building, 1000 17th Ave. North, Nashville, Tennessee, 37208

## TABLE OF CONTENTS

INTRODUCTION	1
SACSCOC POLICY STATEMENT	1
ONLINE AND DISTANCE EDUCATION: MISSION AND VALUES	1 - 2
GOALS AND OBJECTIVES	2
DEFINITIONS OF ONLINE AND DISTANCE EDUCATION TERMS	2 - 3
CURRICULUM AND INSTRUCTION	3 - 7
A. Faculty Course Development	
B. Online Course Approval	
C. Online Course Scheduling	
D. Ownership of Material	
E. Copyright Guidelines	
F. Learning Management System	
RESPONSIBILITIES OF FISK STUDENTS	7 - 12
A. Admissions	
B. Tuition and Fees	
C. Registration	
D. Identity Verification	
E. Late Registration	
F. Add/Drop	
G. University Withdrawal or Leave of Absence	
H. Attendance Policy	
I. Financial Responsibility	
J. Training of Students	
K. University Resources	
L. Technical Support	
M. Reporting Grades	
N. Students with Disabilities	
O. Grievance Process	
RESPONSIBILITIES OF FISK FACULTY	12 -15
A. Teaching Load	
B. Online Teaching Faculty Requirements	
C. Training and Support Services	

D. Qualifications for Teaching Online Courses	
EVALUATION AND ASSESSMENTS	15 - 16
FISK UNIVERSITY'S RESPONSIBILITY	16
ONLINE ADVISORY COMMITTEE	16 - 17
1	
REFERENCES	18- 20
APPENDICES	21 - 29
A. Online Course Syllabus Template	
B. Online Course Request Form	
C. Student Self-Assessment Checklist	
D. Online Course Contract	
E. Online Advisory Committee Terms of Reference	

## **INTRODUCTION**

Fisk University is providing to students an opportunity to take online courses. Students can meet their educational goals by taking online courses, which are offered in various departments to help them achieve the credit hours they need to graduate. This document describes the policies and procedures regarding online and blended or hybrid courses delivered by various disciplines as part of their regular curriculum.

This handbook of online course policies and procedures is issued by the vice provost of online initiatives under the auspices of office of the vice president of academic affairs and provost. The information it contains is intended to inform instructional faculty members and students of Fisk University's guidelines and procedures for online courses and programs.

Online courses at Fisk University will meet the requirements of our accreditation agency, the Southern Association of Colleges and Schools (SACS), the Commission on College's Principles of Accreditation, and the Southern Regional Education Board's Principles of Good Practice (COC).

## **SACSCOC POLICY STATEMENT**

*Definition of "distance education."* For the purposes of the Commission on College's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. The instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs (<http://www.sacscoc.org/pdf/DistanceCorrespondenceEducation.pdf>).

This document outlines policies and procedures for goals, definitions, curriculum, instruction, responsibilities of students and faculty members, and the university, evaluation and assessment, and online advisory committee that govern only fully online and blended or hybrid courses taught as part of a regular course load by faculty at Fisk University. This document will be updated regularly as changes are made to online and distance education initiatives.

## **ONLINE AND DISTANCE EDUCATION: MISSION AND VALUES**

### **Fisk University**

Fisk University is a liberal arts institution of higher learning that was founded in 1866. It is a historically black university and the oldest institution of higher learning in Nashville, Tennessee. "Fisk's outstanding faculty and students continue to enhance the University's national reputation for academic excellence, which is validated year after year by the leading third-party reviewers, as well as, by the pool of talented applicants and the large percentage of alumni who complete graduate or professional degrees and become leaders and scholars in their fields" ([www.fisk.edu](http://www.fisk.edu)).

### **Mission Statement**

The mission of Fisk University is to provide high-quality educational opportunities and services to its students, enabling them to reach their full potential, and to produce graduates from diverse backgrounds with the integrity and intellect required for substantive contributions to society. Our

curriculum is grounded in the liberal arts. Our faculty and administration emphasize the discovery and advancement of knowledge through research in the natural and social sciences, business, and the humanities. We are committed to the success of scholars and leaders with global perspectives.

### **Core Values**

The D.E.T.A.I.L.S. represents Fisk's core values. These values reflect our overall ethical and moral engagement. We, the Fisk Family, seek to internalize these principles and apply them in our day-to-day work and in our lives (<https://www.fisk.edu/about/mission-values>).

## **GOALS AND OBJECTIVES**

### **Goal**

The primary goal of the online and distance education initiative at Fisk University is to expand the learning opportunities available to our traditional campus-based students by offering online courses.

### **Objectives**

1. To provide online courses that are equivalent to face-to-face courses.
2. To provide students with access to education through the use of technologies (internet, video, audio, etc.) using our LMS to maximize their chances for success.
3. To provide an opportunity for campus students to overcome barriers such as place and time, learning style, and physical and mental disability in taking online courses.
4. To provide students with greater flexibility in achieving their educational goals through online courses.
5. To provide training to students before they take their first online courses.
6. To provide training and developmental workshops to faculty who teach online courses.
7. To improve the retention of students taking online courses.

## **DEFINITIONS OF ONLINE AND DISTANCE EDUCATION TERMS**

### **Online Learning and Distance Education**

The delivery of courses and programs using a wide range of educational and telecommunication technologies, including web-based technologies, by way of a learning management system with synchronous and asynchronous modes of delivery. "Online" refers to the method and "distance" to the geographical situation. Online learning/distance education occurs when the instructor and student are in different locations and the instructor is using an electronic device (e.g., a computer or mobile phone) to deliver the course.

### **Fully Online Courses (FOC)**

A course in which 80 to 100 percent of the instruction is delivered online, and the course orientation, evaluation, and interactions are conducted online using Canvas, our learning management system. Fully online courses involve no face-to-face meetings.

### **Blended or hybrid**

A blended or hybrid course incorporates 30 to 79 percent online content, basically mixing online

and face-to-face delivery. A substantial proportion of the content is delivered online, typically through discussion boards, group work, assignments, and announcements, and there are also some face-to-face meetings. Fisk University defines blended and hybrid courses as those in which students meet face-to-face with the professor on campus once or twice a week and the remainder of the course time is online.

### **Web-Based**

The use of web-based technology to facilitate what is otherwise essentially a face-to-face course. The proportion of content delivered online is 1 to 29 percent. Examples of web-based functions include posting syllabuses and office hours, making announcements, and turning in assignments.

### **Asynchronous Learning**

This occurs when students participate in an online course at different times. It can also be called “e-learning” or “web-based training” (WBT). Asynchronous learning allows students to go through a course at their own pace and on their own schedule.

### **Synchronous**

This is the more traditional, real-time approach to online training, in which the instructor and student are available at the same time. They are usually in the same place, where all the participants share in the same learning experience and can interact with each other. It is also possible for the students to be in different places at the same time. Synchronous training via the internet is helpful for students who are willing to adjust their learning style from the traditional classroom or lab.

### **E-learning**

This is electronic learning, an umbrella term for all types of training, education, and instruction that occurs in a digital medium like a computer or mobile phone.

### **Audio Conferencing**

Audio conferencing uses a voice-only connection among three or more locations. This can be done via telephone or computer. When the conference is over, it uses technology known as voice over internet protocol (VOIP).

### **Video (Multimedia)**

This is to the presentation of information and instruction through a combination of graphics, audio, text, and video.

### **Virtual Learning**

This is digital classroom learning that takes place over the internet, which allows students and faculty to interact (<http://thelearningcoach.com/resources/online-learning-glossary-of-terms>).

## **CURRICULUM AND INSTRUCTION**

### **Faculty Course Development**

#### *Policies*

1. The curriculum and instruction of online distance education courses will be just as rigorous as those of traditional face-to-face courses taught at Fisk. These courses will be comparable to traditional courses in syllabuses, grading, learning outcomes, methods of evaluation, and textbooks.

2. The best practices for developing online courses will be required by the faculty who will be teaching them.
3. Fully online courses will require 80 to 100 percent of content to be online (adapted from Allen and Seaman, 2008).
4. Blended or hybrid courses will require 39 to 79 percent of the course work to be done online (adapted from Allen and Seaman, 2008).
5. Learning activities for online courses will be developed in compliance with the F2F credit-hour policy at Fisk University. Online teaching faculty will be encouraged to promote and show evidence of active online interaction (student-to-student, instructor-to-student, and student-to-instructor; see [http://www.sacscos.org/2016amho/CS%20Handouts/CS-55 Glenn.pdf](http://www.sacscos.org/2016amho/CS%20Handouts/CS-55Glenn.pdf)).
6. Faculty will follow the same guidelines for syllabus content as in campus courses, adding slightly to the syllabuses for online delivery. Fisk syllabuses must include demographic information about the faculty, name of school and department, office hours, start date and end date, final exam times, courses description, textbooks, goals and objectives, measurable learning outcomes, student assessments, Fisk's mission, disability statement, attendance policy, make-up policy, evaluation methods, course schedule, and rubrics (optional; see Appendix A).
7. Faculty teaching online courses will follow the same process for ordering textbooks as in face-to-face classes, such as ordering from a designated vender. An online form is sent to faculty members when they are ordering textbooks. This applies to online teaching faculty as well.
8. Faculty must submit online syllabuses to the dean's office each semester, as specified by the administrative assistant to the dean.
9. A syllabus template is attached for faculty to use, and this will show the standards for online courses (see Appendix A).
10. A course-development process is followed to ensure that online and hybrid courses are designed to help students develop the knowledge and skills needed to produce meet measurable learning goals at the course level.
11. Faculty teaching online courses must adhere to requirements related to disabilities and differentially abled students and accommodate or assist this population when possible.

#### *Procedures*

1. Faculty members who want to teach an online course (blended/hybrid or fully online) must inform the chair of their specific area.
2. Faculty members must create syllabuses to reflect assignments and activities that reflect



online delivery for blended/hybrid courses.

3. Faculty members must fill out the online form and submit to the chair for processing (see Appendix B).
4. Fully online courses must have 80 to 100 percent of their content uploaded into the learning management system.
5. Faculty teaching an online course must use the course syllabus template as a guide when constructing their syllabuses (see Appendix A).
6. Faculty members must provide those materials for an online course in Canvas that are listed on the navigation bar, such as announcements, assignments, discussions, syllabus, modules, files, grades, conferences, and collaboration links.
7. A course development process is followed that ensures courses are designed to let students develop the knowledge and skills needed to meet measurable learning goals at the course level.
8. Direct training on the use of Canvas (LMS) will be provided to faculty by the learning management system manager in the Office of Online and Distance Education.
9. Faculty members with the validation of having a differentially abled student taking an online class must communicate with AESP to help the student.

### **Online Course Approval**

#### *Policies*

1. Approval of new online courses must follow the same procedure as on campus course approval.
2. Current-curriculum courses that can be taught as hybrid or online course do not need the approval of the education and research committee of the faculty assembly.

#### *Procedures (see Faculty Handbook)*

1. Faculty members do not have to obtain approval of a converted course that is already in the curriculum and has been selected to be taught as a fully online or hybrid course.
2. Faculty members converting a current course into an online course must fill out a form, attach the online course syllabus to it, and provide it to the chair of the department, who must submit a copy to the chair of the Online Committee
3. Faculty members developing a new online course must present the course for approval to the Faculty Assembly after the Education and Research Committee has read and approved it. (See Faculty Handbook). Once the course is approved, the same process is followed as in a converted course to teach courses online.



## **Online Course Scheduling**

### *Policies*

1. Scheduling for online and blended or hybrid courses follows the same processes as for face-to-face campus courses. The registrar's office will send a course schedule change request form, and faculty will add, cancel, or revise their courses to be taught for the next term. They will have the form approved by the chair, dean, and provost.
2. Online courses must be designated with the codes ONL (fully online) and BLD (blended). The schedules will be posted online in CAMS for registration and sent to each faculty member.

### *Procedures*

1. Discipline coordinators, along with the chair of the department, will coordinate the schedules for their specific areas for all terms.
2. Online teaching faculty will be indicated with an acronym for identification purposes.
3. Discipline coordinators and the chair will review the schedules before online courses are added to them for a specific term.

## **Ownership of Material**

### *Policy*

1. Intellectual property developed by a Fisk faculty member is the property of the faculty member and Fisk University (see Faculty Handbook: Intellectual Property, Copyrights, Inventions and Patents).

### *Procedures*

1. A faculty member who wants to use another's intellectual property must get permission from the faculty member who produced the intellectual material or give credit to the producer in the distribution of their materials.
2. Works published while employed at the university become the property of the faculty member and the university.

## **Copyright Guidelines**

### *Policy*

1. Faculty must follow the copyright compliance policy.

### *Procedures*

1. Faculty members should read the Copyright Compliance Policy, located at [www.ocps.net/lc/east/htc/mediacenter/Documents/FairUse.pdf](http://www.ocps.net/lc/east/htc/mediacenter/Documents/FairUse.pdf).
- 2.
3. Faculty members can use the internet to look at other fair use and copyright guidelines.
4. When a question arises about copyright compliance, the dean of Fisk Library should be

consulted to determine the compliance of specific works.

5. Additional resources to assist faculty are:

Stony Brook University Libraries

[www.guides.library.stonybrook.edu/copyright](http://www.guides.library.stonybrook.edu/copyright)

North Dakota State University

[www.ndsu.edu/fileadmin/vpag/Policies/FairUseWithChart120924.pdf](http://www.ndsu.edu/fileadmin/vpag/Policies/FairUseWithChart120924.pdf)

University of Texas Libraries

[www.copyright.lib.utexas.edu/copypo12.html](http://www.copyright.lib.utexas.edu/copypo12.html)

## **Online Library**

### *Policy*

1. The use of the EZproxy which allows remote access to e-content the find in the library

### *Procedure*

Students will sign-on using existing library issue credentials, accessing library material

## **Learning Management System**

### *Policies*

1. Fisk faculty members use the Canvas platform to deliver online courses.
2. Online faculty members follow the same procedures for using SIS and the LMS.
3. Once all faculty courses are put into CAMS, they are manually uploaded into CANVAS by the LMS manager.
4. Faculty members teaching online courses are provided at least **two months** before the semester to build or copy a course into the current term.
5. Faculty members are responsible for uploading all required documents (office hours and syllabus) into Canvas before the start of classes.
6. Online faculty members are required to upload documents into Canvas. If assistance is needed, the LMS manager will provide it.

### *Procedures*

1. Faculty members who need help working with Canvas should contact the vice provost for online initiatives, the director of distance learning, and the learning management system manager.
2. Online learning resources will be adequate to meet the best practice standards and external accreditation standards for online teaching and learning.

## **REPOSIBILITES OF FISK STUDENTS**

### **Admissions**

#### *Policies*

1. Students taking online courses will be held to the same admission standards as students taking face-to-face courses and must complete the same admissions forms.
2. New students who want to take an online course must first consult their advisors.

#### *Procedures*

1. Prospective students must follow the procedures for admission on the Fisk website ([www.fisk.edu](http://www.fisk.edu)).
2. New students to online learning will complete a self-assessment checklist to determine whether they have the self-motivation and commitment to learn online (see Appendix C).

### **Tuition and Fees**

#### *Policy*

Online students pay tuition and fees per credit hour as specified on the Fisk website ([www.fisk.edu](http://www.fisk.edu)).

#### *Procedure*

1. Students taking online courses as part of their course load pay the same amount of tuition as students taking all their courses face- to-face or in classrooms.

### **Registration**

#### *Policies*

1. Online courses are open to all registered students, and registration is the same as for campus courses.
2. Registration periods are published in the academic calendar each term, at [www.fisk.edu/academics/academic-calendar](http://www.fisk.edu/academics/academic-calendar).

#### *Procedures*

1. Students who want to take an online class can consult their academic advisor during the advising period for appropriate courses.
2. Students complete the registration process using CAMS each term.
3. Departments have balance sheets that list required core classes and major and joint major requirements to help students stay on track to graduation.

### **Identity Verification**

#### *Policy*

1. Online students' verification and identity are protected with a username and password to be used in accessing the SIS and LMS.

#### *Procedures*

1. Identity verification requirements have been established to comply with regulations promulgated by SACSCOC and pursuant to the Higher Education Opportunity Act of 2008.
2. Online students are issued a secure login and password just like other students.
3. Each student is issued a unique username (created by IT) which also provides authenticated access to other systems (CAMS and CANVAS).
4. A secure login and password are required to access student's accounts, including on course homepages.
5. Initial verification of students' identities is done during the program admission process.

### **Late Registration**

#### *Policies*

1. Registration periods for students are posted via email and on the website by the registrar's office.
2. Students who take online courses follow the same policies and the same schedule for late registration, as explained in the student handbook and the website.

#### *Procedure*

1. Students taking online courses must follow the same late policies as other students.

### **Add/Drop**

#### *Policy*

1. Students taking online courses can add and drop them during the designated timeframe, as indicated by the registrar's office.

#### *Procedures*

1. Students taking online courses can add or drop until a certain time using CAMS.
2. After the deadline for adding and dropping, students taking online courses must follow the same procedures as other students by filling out a drop/add form and getting the required signatures.
3. This form is then taken to the Registrar's office for processing.

### **University Withdrawal or Leave of Absence**

#### *Policy*

1. Online students must follow the same procedure for withdrawing or taking a leave of absence as on-campus students.

#### *Procedure*

1. Students taking an online course and wanting to withdraw from the University must get a withdrawal form from the Registrar's office.

## **Attendance Policy**

### *Policies*

1. Fully online students differ from face-to-face students by having access to course materials at any time within a range defined by the professor.
2. Students are expected to follow the academic calendar published by the registrar's office and any deadlines published by the professor.

### *Procedures*

1. Online students taking online courses must have access to a working LMS and a reliable computer.
2. Students must access each of their online courses within the first two days of the course, preferably on the first day.
3. Attendance by each student is reported to the registrar's office each week.
4. Attendance is ascertained by going into Canvas and clicking on "People," then "Name of Student," then "Analytics." This process allows faculty members to see how much time the student has spent on classwork each week.
5. Professors must design online courses with activities that demand enough time for completion each week to fulfill time requirements for completing the course.

## **Financial Responsibility**

### *Policy*

1. Online students are responsible for the tuition and fees associated with registering for an online course.

### *Procedures*

1. Online students follow the same process of paying tuition and fees as on-campus students, to the cashier's window at Fisk University.
2. Online students should consult with Financial Aid for questions about student loans and scholarships.

## **Training of Students**

### *Policy*

1. All students are shown how to navigate Canvas, our learning management system for course information such as office hours and syllabuses.
2. Before taking an online class, students will be given a self-assessment checklist to determine motivation and commitment to online classes (see Appendix C).
3. New students are trained on Canvas during the orientation week by the LMS manager.

### *Procedures*

1. Fisk students are trained to navigate CANVAS by our LMS manager during Orientation week every term.
2. A student guide is available at <https://community.canvaslms.com/docs/DOC-4121> to help students learn more about how to navigate their online course in Canvas.
3. The Student Self-Assessment Checklist Inventory is provided to new students by the directors of the orientation program during orientation week.

### **University Resources**

#### *Policy*

1. Online students (hybrid or fully online) have access to all campus resources, such as the spirit store, library, counseling and career services, writing center, AESP, and IT (help desk).

#### *Procedure*

1. Students can view information on resources by going to [www.fisk.edu](http://www.fisk.edu) and clicking on “Services and Resources.”

### **Technical Support**

#### *Policy*

1. Online students have the same access to assistance with computer problems as do students in face-to-face courses.

#### *Procedures*

1. Online students can contact Fisk IT or the help desk (615-329-8493) when they are having computer or other technical problems related to email, login, browser settings, etc.
2. Online students can contact the LMS manager if having problems with their LMS sign-in or other matters by emailing [tdemeke@fisk.edu](mailto:tdemeke@fisk.edu) or calling 615-329-8601.

### **Reporting Grades**

#### *Policy*

1. Official mid-term and final grades are posted in CAMS.

#### *Procedure*

1. Online students’ grades are averaged and recorded in Canvas, and the mid-term and final grades are transferred from Canvas into CAMS using the “Direct Submit” link in CAMS.

### **Students with Disabilities**

#### *Policy*

1. Students with disabilities taking an online course must have proof of disability from the office of AESP.

2. The type of disability will be assessed by the online faculty to determine whether it can be accommodated.

#### *Procedure*

1. Students with disabilities must have documentation from AESP and provide it to the online teaching faculty at the beginning of the term so that the faculty member has time to review it and assist with the needed accommodations.
2. Faculty members will communicate with the AESP on the best way to help students with validated documentation of disabilities.

### **Grievance Process**

#### *Policy*

Students taking online courses who have a grievance issue will log into the Distance Education link on the Fisk home page and fill

V

out the complaint form and submit.

Students must follow the link under Fisk University and State Authorization Reciprocity Agreement Complaint Procedures

<https://www.fisk.edu/services-resources/academic-excellence-student-performance/aesp-services/complaints>

#### *Procedure*

1. In resolving disputes over academic matters, students must adhere to Fisk University's policies, as outlined in SARA complaint Procedures.

## **RESPONSIBILITIES OF FISK FACULTY**

### **Teaching Load**

#### *Policies*

1. Online courses are considered a part of the regular teaching load or an overload. The same policy for compensation of overload for F2F applies to online course overloads.
2. The enrollment limit is 30 students per course. Any course with more than 35 students will be divided into two sections and the faculty member paid for the additional section.
3. Minimum enrollment in an online class will be set by the vice provost for online initiatives with approval from the vice president of academic affairs and the provost.

#### *Procedures*

1. Faculty coordinators work with faculty members to determine if an online course is part of the regular teaching load or an overload.
2. The enrollment maximum is 30 students per course. Any course that exceeds 35 students will be divided into two sections (e.g., 001 and 002).
3. The minimum number of students for an online course will be determined by the vice



provost for online initiatives with approval from the vice president of academic affairs and the provost.

## **Online Teaching Faculty (OTF) Requirements**

### *Policies*

Faculty members teaching online courses are expected to do the following:

1. Develop online courses the same way they develop face-to-face courses.
2. Attend workshops and training provided by the LMS manager.
3. Provide the Fisk online course request form to the department chair.
4. Implement an online course in a timely fashion established by the course schedule and the discipline's curriculum.
5. Adhere to the academic calendar as published by the registrar's office.
6. Upload content into the shell of the course in Canvas, indicating where the materials are located within Canvas.
7. Seek help from the LMS manager if needed.
8. Provide instructions to students on how to navigate the course.
9. Provide a welcome message to students at the beginning of the course.
10. Provide a "course contract" for students to fill out indicating that they are present and have read the requirements (see Appendix D).
11. Communicate with students by using the "Inbox" in Canvas.
12. Monitor and support students during the course.
13. Provide timely feedback to students on emails and course assignments, typically within 48 hours.
14. Promote and show evidence of active online interaction (student-to-student, instructor-to-student, and student-to-instructor).

### *Procedures*

1. Online faculty members will review the online training materials before the first semester in which the course will be taught.
2. Online faculty members will post the syllabus, schedule, welcome message, course information, faculty information, discussion questions, assignments, modules, files, and announcements at least two weeks before the start of the class.

3. Online faculty members will post any additional weekly work required by the “Announcement” site in Canvas on a weekly basis.
4. Online faculty members will post their virtual office hours and, for blended/hybrid courses, their physical office hours.
5. Online faculty members will communicate with students using the “Inbox” in Canvas.
6. Faculty members will apply the same techniques to detect dishonesty in online courses as in other courses, such as having a proctoring service by way of SAFRA grant funds or being funded by the university (i.e., Proctor U).
7. Ensuring the identity of the person taking the test will require a proctoring service such as Proctor U or Respondus.
8. Open-book tests are one measure to reduce cheating in online courses.
9. Exams that are not open book must be timed to cut down on dishonesty by students and to discourage the use of textbooks or other materials to cheat.
10. Faculty members giving tests online must provide time limits. For example, if you taught face-to-face and you have an hour and 15 minutes, then your online test should be set at 90 minutes.
11. All tests must have a time-frame date (when test begins and ends).
12. Faculty members giving tests must have a passcode for the students to enter before they can access the test.
13. Faculty members giving tests in Canvas are provided with an opportunity to shuffle answers to decrease dishonest behavior by students.
14. Online faculty members teaching a blended or hybrid courses must put 30 to 79 percent of the coursework online.
15. Online instructors (fully online or blended/hybrid) will be assisted by an instructional designer or LMS manager in developing the best practices and pedagogy for their classes.
16. Fully online courses must have 80 percent or more (Boettcher & Conrad, 2010) of their content online, with no face-to-face meetings.
17. For a fully online course, using Canvas (LMS), faculty must input content into the following areas: Home, Announcements, Assignments, Discussions, Grades, Files, Syllabus, Quizzes, Question Banks (Question Database), Grade Speeder, Rich Content Editor (formatting tools), Modules, People, and Conferences or Collaboration (used for

group work). Optional areas include the Calendar, Settings, Analytics, Rubric, Pages (folders), portfolios, Course Statistics, Math Editor, Outcomes (Goals), and Groups (refer to page 4).

18. For a blended course, faculty must input content into the following areas: Home Announcements, Assignments, Syllabus, and Discussions (refer to page 4)

## **Training and Support Services**

### *Policies*

1. Online teaching faculty are encouraged to participate in professional development designed to facilitate success in online teaching.
2. A professional instructional designer or the LMS manager will help faculty members develop online courses effectively, use instructional technology to develop curriculum that motivates and engages students, and apply instructional design theory.

### *Procedures*

1. New faculty members will attend an orientation training in the fall semester: “Getting Started” and “Canvas Basics Introduction.”
2. New and regular online faculty will review the materials and arrange to meet with the LMS manager in the Canvas learning lab.
3. Faculty members will have opportunities to attend additional training sessions during the academic year.
4. A training for new faculty will commence in the spring of each year and at the conclusion of the training a certificate of completion will be given to the faculty that attend all the trainings.
5. Every two years a refresher training for online instructions will occur and a new certificate will be provided.
6. Faculty members will contact the LMS manager for additional training needs. If the manager does not respond, contact the vice provost for online initiatives for further assistance.
7. Faculty members will be provided with a funded online professional development workshop to promote online teaching excellence.
8. Faculty members will seek the assistance of an instructional designer who will select, modify, or create a design and development model appropriate for a given course.

## **Qualifications for Teaching Online Courses**

### *Policy*

1. Faculty teaching online must meet the same academic and professional criteria as faculty

teaching in the classroom.

#### *Procedures*

1. Faculty members teaching online must be full-time and must teach in the discipline the online course is being offered from.
2. Adjunct faculty members teaching online courses are held to the same academic standards as full-time faculty members.
3. Adjunct faculty members can be full-time faculty, have terminal degrees in the designated field of study, or have a stated number of hours in the discipline, as determined by the department, in order to teach for the university.
4. Adjunct faculty members teaching a fully online or blended/hybrid course will be hired by the discipline coordinator and fulfill the process described in the appendix.

## **EVALUATION AND ASSESSMENT**

### **Assessment**

#### *Policies*

1. Online teaching (fully online and blended/hybrid) is to be evaluated by students at the end of the term using the survey instrument administered by Dr. Jason Curry, vice president of institutional effectiveness.
2. Online teaching (fully and blended/hybrid) will be monitored by the vice provost for online initiatives and the director of distance education on a regular basis.
3. If a fully or blended course does not meet standards (is not set up correctly), the faculty member and the teaching discipline's coordinator and chair will be notified that the faculty member will not be hired to teach an online course again unless training is completed to the satisfaction of the LMS manager and the vice provost for online initiatives and director of distance learning.
4. Faculty members will measure the success of each student by the assignments (tests, papers, projects, group assignments, etc.) provided in the course.

#### *Procedures*

1. Online faculty members will be evaluated by the instrument used by Fisk at the end of each term.
2. Faculty members will use tests, discussion questions, papers, and other assessments to measure and assess students' success and learning outcomes.
3. Adjunct and full-time faculty members teaching online courses will be monitored by the vice provost for online initiatives and the director of distance learning.

## **FISK UNIVERSITY'S RESPONSIBILITY**

### **University's Commitment**

#### *Policy*

1. Students taking online courses will have the same access to the computer labs and wireless internet as students taking face-to-face courses.

#### *Procedure*

1. The university will provide adequate and working computers in the computer labs and wireless access to the internet to students taking online as well as face-to-face courses.

## **ONLINE ADVISORY COMMITTEE**

### **Online Committee Duties**

#### *Policy*

1. The Online Advisory Committee will support the efforts of the vice provost for online initiatives.
2. The Online Advisory Committee will be selected by the vice provost for online initiatives every two years (see Appendix E).

#### *Procedures*

1. The Online Advisory Committee will be selected on the basis of members' online teaching experience using Fisk's LMS, which is called Canvas.
2. The Online Advisory Committee will work with the leadership of the vice provost for online initiatives and the chair of the committee.

## REFERENCES

- Achtemeier, S. D., Morris, L. V., & Finnegan, C. L. (2003). Considerations for Developing Evaluations of Online Courses. *Journal of Asynchronous Learning Networks*, 7(1), 1–13. Retrieved from [http://sloanconsortium.org/sites/default/files/v7n1\\_achtemeier\\_1.pdf](http://sloanconsortium.org/sites/default/files/v7n1_achtemeier_1.pdf).
- Angelina College Distance Education Policies and Procedures. (2014). Retrieved from <http://www.angelina.edu/wp-content/uploads/2014/03/ELearning-FacultyManual2016-1.pdf>
- Arizona Adult Education Distance and Hybrid/Blended Learning Guidance. Retrieved 6/8/2018 from <https://cms.azed.gov/home/GetDocumentFile?id=55e48be0aadebe17a4e3b9b8>
- Augusta Technical College Distance Education Policies and Procedures. Retrieved from <http://www.subr.edu/assets/AcademicAffairs/SUBRONLINEPOLICY03162016.pdf>
- Alabama A&M University Distance Education Procedures Manual. Retrieved from [http://www.aamu.edu/Academics/alns/consumersciences/Documents/Distance\\_Education\\_Policy\\_Manual\\_\\_Nov\\_20101.pdf](http://www.aamu.edu/Academics/alns/consumersciences/Documents/Distance_Education_Policy_Manual__Nov_20101.pdf).
- Bacow, L. S., Bowen, W. G., Guthrie, K. M., Lack, K. A., & Long, M. P. (2012). Barriers to adoption of online learning systems in U.S. higher education. New York, NY: Ithaka S+R Bailey.
- Boettcher, J. V., & Conrad, R. (2010). *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips*, Jossey-Bass, Publisher.
- Council for Higher Education Accreditation. (1998). *Assuring Quality in Distance Learning: A Preliminary View*. Washington, D.C.: Author. Retrieved from [http://www.chea.org/pdf/HED\\_Apr1998/pdf](http://www.chea.org/pdf/HED_Apr1998/pdf)
- Davidson-Shivers, G. V., & Rasmussen, K. L. (2006). *Web-Based Learning: Design, Implementation, and Evaluation*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Distance and Correspondence Education. (2018). Retrieved from <http://www.sacscoc.org/pdf/DistanceCorrespondenceEducation.pdf>
- Fetzner, M. (2003). Institutional Support for Online Faculty: Expanding the Model. In J. Bourne & J. Moore (Eds.), *Elements of Quality Online Education: Practice and Direction: Volume 4 in The Sloan-C Quality Series* (pp. 229–241). Needham, MA: The Sloan Consortium.
- Glenn, D. (2016) Pathway to an Institutional Definition of Credit Hours. Presented at SACSCOC Annual Meeting, 2016. Retrieved from [http://www.sacscoc.org/2016amho/CS%20Handouts/CS-55 Glenn.pdf](http://www.sacscoc.org/2016amho/CS%20Handouts/CS-55%20Glenn.pdf)
- Higher Education Opportunity Act. (2008). Retrieved from <http://www.govtrack.us/congress/bills/110/hr4137>

- Institute for Higher Education Policy's Report. (2000). *Quality on the Line: Benchmarks for Success in Internet-Based Distance Education*.
- Kinash, S., & Crichton, S. (2007). Supporting the Disabled Student. In M. G. Moore (Ed.), *Handbook of Distance Education*, (2nd ed., pp. 193–204). Mahwah, NJ: Lawrence Erlbaum Associates.
- Kinash, S., & Kim-Rupnow, W. S. (2004). A Review of 2000–2003 Literature at the Intersection of Online Learning and Disability. *American Journal of Distance Education*, 18(1), 5–19.
- Lesht, F. L. Montague, R. A., Page, V. J. Shaik, N., & Smith, L. C. (2006). Online Program Assessment: A Case Study of the University of Illinois at Urbana-Champaign Experience. In D. D. Williams, S. L. Howell & M. Hricko (Eds.), *Online Assessment, Measurement and Evaluation: Emerging Practices* (pp. 92–108). Hershey, PA: Information Science.
- Miller, T., & King, F. (2003). *Distance Education: Pedagogy and Best Practices in the New Millennium*.
- Mississippi Valley State University Online Course Policies and Procedures. Retrieved April 2018 from <https://www.mvsu.edu/sites/default/files/Online%20Courses%20Policy%20%20Procedures%20Revisedfinal.pdf>
- North Dakota State University. (2012). *NDSU extension service: Copyright, Creative Commons, and Fair Use Guidelines*. Retrieved from <http://www.ndsu.edu/fileadmin/vpag/Policies/FairUseWithChart120924.pdf>
- Palloff, R. M. & Pratt, K. (2003). *The Virtual Student: A Profile and Guide to Working with Online Learners*, p. 164. San Francisco, CA: Jossey-Bass
- Phipps, R., & Merisotis, J. (2000). *Quality on the Line: Benchmarks for Success in Internet-Based Distance Education*. Washington, DC: The Institute of Higher Education Policy. Retrieved from <http://www.ihep.org/assets/foes/publications/m-r/QualityOnTheLine.pdf>
- Policy and Procedures for Online Programs and Course Delivery at SU Baton Rough Campus. Retrieved from <http://www.subr.edu/assets/AcademicAffairs/SUBRONLINEPOLICY.pdf>
- Porter, L. R. (2004). *Developing an Online Curriculum: Technologies and Techniques*. Hershey, PA: Information Science.
- Shelton, K., Cummings, C., Mason, D. (2014). Strategies for Online Course Development to Promote Student Success. In V. Wang (Ed.), *Encyclopedia of Education and Technology in a Changing Society*. Hershey, PA: IGI-Global Publishing.
- Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2009). *Teaching and Learning at a Distance: Foundation of Distance Education* (4th ed.). Boston, MA: Pearson.
- Stony Brook University Libraries. (2014, March). *Copyright, Fair Use and Creative Commons*.



Retrieved from <http://guide.library.stonybrook.edu/copyright>

Tamarkin, M. (2010, Nov.–Dec.). You 3.0: The Most Important Evolving Technology. *EDUCAUSE Review*, 45(6), 31–44. Retrieved from <http://www.educause.edu/ero/article/you-30-most-important-evolving-technology>

Tennessee Board of Regents (TBR). Distance Education: 2:05:0. Retrieved from <https://policies.tbr.edu/guidelines/distance-education>.

University of North Alabama Distance Learning Policies and Procedures Manual. Retrieved from <https://www.una.edu/distance/docs/DL%20Policy%20Manual%20Revised%203-20-12%20final.pdf>.

WCET. (2009). *Best Practice Strategies to Promote Academic Integrity in Online Education*. Retrieved from <http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf>

Westchester Community College. *Online Student Policies and Procedures Manual*. Retrieved from <http://www.sunywcc.edu/academics/online-education/sridemt-resources/online-student-policies-and-procedures-manual/#conduct>

White, K. W., & Weight, B. H. (2000). *The Online Teaching Guide: A Handbook of Attitudes, Strategies, and Techniques for the Virtual Classroom*. Boston, MA: Allyn and Bacon.

Xu, D., & Jaggars, S. S. (2011). The Effectiveness of Distance Education across Virginia's Community Colleges: Evidence from Introductory College-Level Math and English Courses. *Educational Evaluation and Policy Analysis*, 33(3), 360–63.

Xu, H., & Morris, L. V. (2007). Collaborative Course Development for Online Courses. *Innovative Higher Education*, 32(1), 35–47.

## APPENDIX A

### Online Course Syllabus Template

Reflects quality standards and the best practices for course design. Some of the items in the template was provided by Dr. Princilla Evans Morris with a few adjustments for online delivery. Syllabus is uploaded to Canvas under the “Syllabus” tab.

Title of class
School/department
Professor’s name
Phone number for contact
E-mail
Number of credit hours
Final exam date
Virtual office hours
Duration of class
Final exam date
Required textbooks
Course description
Course objectives (optional)
Learning outcomes (list of them, activities to perform them, and assessments to be carried out to achieve LOS)
Disclaimer statement
Fisk’s mission statement
Disability statement
Attendance policy
Make-up work policy
Technology/LMS instructions
Credit hour statement
Evaluation and assessment
Grading rubrics for assignments (optional but encouraged)
Grading scale
Weekly assignment schedule for the term

**APPENDIX B:**

**FISK ONLINE COURSE REQUEST FORM**

**Date of Request** \_\_\_\_\_

**Title of course**

**Credit hours**

---

---

---

---

<b>Instructor name</b>	<b>Email address</b>
<b>Job title</b>	<b>Department</b>
<b>Contact number</b>	
<b>Circle the correct response to each question below:</b>	
<b>Are you the subject specialist?</b>	<b>Yes</b> <b>No</b>
<b>Is this a new online course or a change to an existing course in the curriculum?</b>	<b>Yes</b> <b>No</b> <b>Explain:</b>

<p><b>If it is a new course, has it been approved by the Faculty Assembly?</b></p>	<p><b>Yes</b> <b>No</b></p>
<p><b>Is this course a requirement for the major or a part of the core requirements?</b></p>	<p><b>Yes</b> <b>No</b> <b>Explain</b></p>
<p><b>Is this course a general elective course for the major or joint major?</b></p>	<p><b>Yes</b> <b>No</b></p>
<p><b>Give the expected implementation times scales and completion dates for the course to be taught.</b></p>	<p><b>Date of course:</b></p>
<p><b>How many students on average do you think will take this course?</b></p>	<p><b>Number of students:</b></p>
<p><b>Provide at least three learning outcomes of this course.</b></p>	<p>(1)  (2)  (3)</p>
<p><b>What is the reason for requesting this course to be taught online (fully or blended)?</b></p>	<p><b>Reason:</b></p>
<p><b>What are the benefits to students of taking this online course?</b></p>	<p><b>Benefits:</b></p>

--	--

**Attach the completed syllabus to this form, provide them to your departmental chair for their signature of approval, and submit them by email to Dr. Shirley Brown at [sbrown@fisk.edu](mailto:sbrown@fisk.edu) or deliver them by hand to 104 Park Johnson Hall. A copy of this form will be provided to the departmental chair by the vice provost.**

<b>Department chair Signature</b>	<b>Date</b>
<b>Vice provost for online initiatives, director of distance learning Signature</b>	<b>Date</b>

## APPENDIX C

### Student Self-Assessment Checklist (Palloff & Pratt, 2003)

The more “yes” answers, the higher the likelihood of success online.

1. \_\_\_ Yes \_\_\_ No I have access to a computer, or the equipment required for an online class.
2. \_\_\_ Yes \_\_\_ No I am not intimidated by using technology for learning.
3. \_\_\_ Yes \_\_\_ No I feel comfortable using the computer for basic work processing, email, and access to the internet.
4. \_\_\_ Yes \_\_\_ No I am a good time manager, can meet deadlines, and can keep track of assignments.
5. \_\_\_ Yes \_\_\_ No I am an independent learner.
6. \_\_\_ Yes \_\_\_ No I am self-disciplined.
7. \_\_\_ Yes \_\_\_ No I can express my ideas, comments, questions, and emotions in writing.
8. \_\_\_ Yes \_\_\_ No I am generally flexible and can adjust to changing schedules.
9. \_\_\_ Yes \_\_\_ No I have some time available to go to campus if required for exams and meetings.
10. \_\_\_ Yes \_\_\_ No I am a self-starter.
11. \_\_\_ Yes \_\_\_ No I easily understand what I read.
12. \_\_\_ Yes \_\_\_ No I am goal-directed and often achieve my goals.
13. \_\_\_ Yes \_\_\_ No I am realistic and confident about my academic ability.
14. \_\_\_ Yes \_\_\_ No I am persistent, and obstacles don't stop me.
15. \_\_\_ Yes \_\_\_ No I believe in taking responsibility for my own learning.
16. \_\_\_ Yes \_\_\_ No I am open to trying something new.
17. \_\_\_ Yes \_\_\_ No I am open to working in an unstructured setting.
18. \_\_\_ Yes \_\_\_ No I enjoy working on teams, doing collaborative projects, etc.

## APPENDIX D

### FISK ON-LINE

### COURSE CONTRACT (Dr. Brown, 2014)

#### Instructions

Due within 5 days after classes start ( \_\_\_\_\_ by 11:59 p.m.).

If this contract form is not sent to Professor \_\_\_\_\_ by the date and time specified, 5 points will be deducted from your first test. Students who register after the deadline will have 3 days after entering the class to submit the form. A student who fails to submit this form will automatically lose 20 total points at the end of the term and waive any right to argument against these requirements.

#### Student (fill out the below information)

I \_\_\_\_\_ (print name and ID)

ID \_\_\_\_\_ hereby certify that I have carefully reviewed and understand **all the terms** of the syllabus for course, \_\_\_\_\_, which I am taking. I understand that the instructor reserves the right to alter the syllabus and will announce such changes online in the Announcements area. By signing this document, I agree to the terms of the syllabus until the semester has ended or I have withdrawn from the course. I am validating that I am the person who has registered to take this class.

Course Name \_\_\_\_\_ Term/Year \_\_\_\_\_

X

---

**Student's signature** (Use electronic fonts 16, Edwardian Script ITC)

\_\_\_\_\_  
Student's Fisk email address \_\_\_\_\_

Student's phone number \_\_\_\_\_ Date \_\_\_\_\_



## **APPENDIX E**

### **Fisk University's Online Advisory Committee Terms of Reference**

#### **Name**

- Fisk University's Online Advisory Committee

#### **Purpose**

- The purpose of Fisk University's Online Advisory Committee is to provide oversight and academic advice specific to the design and development of online and distance-learning undergraduate courses and degree programs. The committee will also promote practices that contribute to the quality and growth of different modalities that are steeped in the liberal arts tradition.

#### **Deliverables**

- To provide general guidelines and procedures for online courses and degree programs development.
- To promote the effective implementation of procedures and standards for online courses.
- To advise, recommend, and assist in identifying the need for online courses and degree programs or their discontinuation.
- To review and recommend revisions on the inclusion of online courses and degree programs in the Bulletin and other University manuals and homepages.
- To promote the development and delivery of asynchronous and synchronous online education and other programs.
- To propose and review standards and procedures as appropriate.
- To supplement, not supplant, the functions of other existing committees (e.g., the Education and Research Committee).

#### **Formation Details**

- Fisk University's Online Advisory Committee is a newly formed university committee that will work to advance online education and other delivery modalities. Members were appointed by the chair, Dr. Shirley Brown, under the auspices of Dr. Princilla Morris, provost and vice president of academic affairs, in the spring semester of 2014. All the committee members have experience teaching online, blended, or hybrid courses. Dr. Brown was asked by President Williams to lead this endeavor and serves as chair. Changes to the committee will be reviewed by Dr. Shirley Rainey-Brown

## **Authority**

- The committee will judge the quality and appropriateness new online courses and degree programs and make recommendations to the Education and Research Committee for its assessment and to the Faculty Assembly for its approval.

## **Membership and Appointment**

- Committee members are appointed by the vice provost for online initiatives.
- The committee shall have no more than six members and an additional ex officio member.
- Members will serve a minimum two-year term and can be re-appointed for one further term when appropriate to ensure knowledge transfer and consistency.
- Regular attendance and participation are strongly encouraged.
- If a member misses two consecutive meetings, the chair and vice provost may rescind that individual's membership.
- The composition of the committee will be mainly faculty, with one student or one alum.
- Faculty members appointed to the committee will have some online or distance-learning experience.

## **Accountability**

- Fisk University's Online Advisory Committee is responsible for reporting on activities and projects to the vice provost for online initiatives, who then reports to the provost and the vice president of academic affairs.

## **Frequency of Meetings**

- The committee will meet on the fourth Thursday of each month during the academic year, from 12:00 pm to 1:00 p.m., and at the call of the chair.
- Meetings will be held in Cravath Hall, in the provost's conference room on the first floor, or by conference call as decided by the chair.
- Meetings will be held only if there is a need to meet. If there is not, the scheduled meeting will be cancelled.

## **Resources**

- The committee will be provided with a meeting room, an occasional incentive (lunch), and other amenities when they are available by the provost and the vice president of academic affairs.
- Participation on this committee can be used on dossiers for promotion or

service to the university.

### **Role of the Chair**

The chair of leads the committee and encourages the other members to consider issues from a broad perspective. The chair serves at the pleasure of the provost and vice president of academic affairs.

The duties of the chair include the following:

- Chair all meetings.
- Prepare of meeting schedules and agendas.
- Follow-up on action items as required.
- Review and approve meeting minutes before distribution.
- Report to the provost and vice president of academic affairs.

### **Role of the Secretary**

The duties of the secretary are the following:

- Attend each meeting and take minutes.
- Send out the agenda for each meeting.
- Send the minutes to the chair.
- After the chair reviews the minutes, forward them in an email to the other members of the committee.