

VSU eTuition Online Course Development Agreement

As a VSU Faculty Course Developer, I understand the following:

Role of Faculty Course Developer

A VSU Faculty Course Developer serves as the subject matter expert during the development of an eTuition online course. The Faculty Course Developer provides subject matter and teaching expertise, and content during the design and development of new online courses funded via eTuition.

Departmental/Academic Oversight

Final quality assurance for course development will require approval from the Department Head. Course development must meet the requirements of department, university, and national standards. Responsibility for course alignment with departmental standards resides with department.

Rights

Valdosta State University is considered the legal author and owns all rights including copyright for all materials, presentation media, and computer code created as well as right to program-wide design, case studies, stand alone components and course customization materials and concepts developed during the course design, development or customization.

Standards

- As an eTuition Faculty Course Developer, the faculty member has agreed to develop an online course to meet the national standards in distance learning established by Quality Matters (QM), and to take the completed course design through the QM peer review process. The eLearning Department facilitates the QM process. The Course Developer should:
 - Attend the QM Applying the Standards Workshop (contact the eLearning Department for workshop opportunities)
 - Obtain the Quality Matters Standards from eLearning to use as a guide for the development of the course or visit: <http://qualitymatters.org/Rubric.htm>.
 - Select 'forty specific elements' in the first paragraph.
- The length of service of a Faculty Course Developer is determined by the scope of the course development project and the completion date as defined in this agreement. The Faculty Course Designer agrees to design the course in cooperation with eLearning to meet national standards and to complete a self-assessment Quality Matters Course Review. Prior to the specified completion date, the Faculty Course Designer will work with eLearning to complete a Functional Evaluation Checklist.
- The Faculty Course Developer agrees to meet with the Assistant Director of Public Services for eLearning and/or eLearning staff via face-to-face or virtual meeting to discuss the elements and tools that will determine the structure of the online course. This meeting will address the Quality Matters process and the Functional Checklist that will assist the Faculty Course developer with achieving design standards. eLearning will

provide suggestions and assistance to help the Faculty Course Developer make informed design decisions.

- You have been tasked with creating the master copy of a course that may be used by multiple instructors, so you should strive to make it as universally applicable as possible. Avoid reference to “I” or “me” and do not include personal anecdotes unless you are sure they will have universal appeal and relevance.
- Control of course content resides with the Faculty Course Developer, in the context of appropriate academic oversight. The eLearning Department works with the Faculty Course Developer in the design, development, or customization of eTuition courses. eLearning will contribute to the course design and application of online instructional tools.

Payment

NEW COURSE DEVELOPMENT

Faculty Course Developer compensation will be distributed in two payments.

1. The Faculty Course Developer will be paid a first draw upon acceptance in the quality assurance process of QM Training, copy of course textbook provided to eLearning, course syllabi, course outline, course objectives and outcomes, assignments, assessments, and interactions (AAI's) and multimedia for the course in BlazeVIEW's eTuition course development section.
2. The Faculty Course Developer will be paid a final draw upon acceptance by the Department Head in the quality assurance process of all content including syllabi, course objectives and outcomes, assignments, assessments, and interactions (AAI's) completion of all standards in the 'Online Course Development Agreement' and items in the 'Requirement Checklist'.

Further, I understand that:

I am committed to provide consultation during the 1st semester that the new course is taught. This course may be taught by other faculty, and there is no guarantee that I will be asked to continue to teach this course. By acceptance of compensation or load reassignment for the development of this course, I must provide the completed course on the agreed-upon schedule. Should I recruit other members to assist me in developing content for this course, and wish to compensate them, I will do so using the compensation allotted to me. VSU is not responsible for compensating parties I wish to add to my team without proper application process. I understand that proposed courses, not currently in the VSU catalog, must be approved through the traditional faculty senate approval process prior to payment.

Proposed Course: _____

Development Completion Date: _____

Term(s) Course is Scheduled: _____

Enrollment Capacity: _____

VSU eTuition Course Developer

To complete the application process, complete this form and attach to the eTuition Funding Application. The application package should be submitted to:

Honey Coppage
 Assistant to the Provost
 West Hall
 Valdosta State University

Applicant Agreement

I have reviewed the information contained in the **Online Course Development Agreement**. I also agree to follow the **eTuition Requirement Checklist, eTuition Course Design Preparation Guide, and Online Design Guide**. Should the proposal for eTuition funded online course development be approved, I agree to accept these terms and criteria.

 Print name of Faculty Course Developer

 Signature of Faculty Course Developer

Date: _____

Endorsement and Evaluation of Applicant

I endorse the application of the above mentioned applicant as a Faculty Course Developer for the above mentioned course(s). I agree to support his/her participation as outlined in the **VSU eTuition Online Course Development Agreement** followed by the **eTuition Requirement Checklist, eTuition Course Design Preparation Guide, and eTuition Online Design Guide**. I also understand for the Faculty Course Developer to receive final draw (2nd payment); the Department Head in the quality assurance process must approve content including syllabi, course objectives and outcomes, assignments, assessments, and interactions (AAI's), completion of all standards in the '**Online Course Development Agreement**' and items in the '**Requirement Checklist**'.

 Print name of Department Head

Date: _____

 Signature of Department Head

 Print name of Academic Dean/Director

Date: _____

 Signature of Academic Dean/Director

eTuition Requirement Checklist

Course Name: _____

The eLearning Department will work with the Faculty Course Developer (FCD) in the design, development and/or customization of all eTuition courses. The eLearning Department will contribute to the course design and application of online instructional tools so that each course meets the Quality Matters national standards. As an eTuition Faculty Course Developer, the faculty member has agreed to develop an online course to meet the national standards in distance learning established by Quality Matters (QM), and to take the completed course design through the QM peer review process. The eLearning Department facilitates the QM process.

- The course syllabus following VSU Academic Affairs guidelines
 - The course syllabus is easily located, and provides complete and clear information pertaining ALL of the following: course objectives, course organization, grading, instructor contact information, required text, required materials, the nature of distance learning, academic honesty and other relevant policies, and technical support.
 - Each unit contains course goals, objectives, content, assignments, assessments, and interactions.
- Links in syllabus are operational and relevant to course.
- A Course Calendar or Schedule is provided that clearly indicates due dates for all assignments, discussion postings, assessments, or any other required course activities.
- The course is organized into units or modules, with topics, and subtopics/lessons. Course organization is consistent with the Syllabus, with modules that mirror unit/lessons listed in the syllabus using navigation tools provided by the course management system (CMS).
- Each unit or module begins with a unit overview, including a synopsis of the unit (advance organizer), module/unit learning outcomes, “deliverables” for the unit, and an estimate of time required for completion.
- Textbook and/or reading assignments are correctly referred to within modules.
 - It is recommended the FCD not reference page numbers since textbook editions change. Reference textbook edition and heading/subheading.
- Content pages are provided in an appropriate web format (HTML web page or PDF)
- Images and multimedia elements are operational, relevant to content and formatted/scaled appropriate for web viewing and accessible to all students (ADA compliant).
- All external links are functional.
- Supplemental resources and links are available to students and are labeled as required or optional.
- Assignments, assessments, and interactions (AAI’s) support the content and supplemental documents are related to content.
- Discussions, assessments and assignments are listed and labeled in some practical order (01, 02, 03, etc) within their respective tools.
 - It is recommended to have a weekly interaction between student-student and student-professor (example: weekly discussion question).
- Each activity and assignment clearly communicates expectations and instructions for submitting work.

- Specific discussions, assessments and assignments are correctly referred to within the modules (i.e., “Discussion 8 – Culture, will allow us to...” – be sure the content is referencing the correct discussion or that the discussion is labeled correctly).
- Assessments align with respective unit/lesson content (students are being tested on what they learn in the modules).
- An Instructor’s Guide is provided via hidden link on the course homepage. Instructor’s Guide unit and lesson breakdown is consistent with syllabus and modules in the course.
- The course is complete (not under construction) with all units, content, activities, and assessments in place a minimum of five business days prior to the semester beginning.
- Quality Matters (QM) *Applying the QM Rubric - **This is required***
 - This is QM's flagship workshop on the QM Rubric and its use in evaluating online courses. It is intended for a broad audience, including but not limited to faculty, instructional designers, administrators, and adjunct instructors who wish to understand more about the QM process and, perhaps, aspire to become peer reviewers.
 - *Peer Reviewer Course- **This is optional.*** This online workshop also includes the Peer Reviewer Course (PRC) which specifically addresses the roles and responsibilities of a peer reviewer. It is intended for anyone who wants a detailed understanding of the peer reviewer role. This may include those who intend to serve as trainers and/or reviewers on internal course review teams at their own institution. For those who meet the eligibility requirements and apply, the PRC provides QM peer reviewer certification. Registrants must have successfully completed the Applying the QM Rubric before being eligible to take this course.
 - Quality Matters *Build Your Online Course (BYOC) - **Recommended.*** This workshop includes an overview of the QM Rubric and provides a framework to design an online course plan. Participants explore eight key standards of the QM Rubric, focusing on learning objectives and overall course alignment. The content is based on the eight general standards of the Quality Matters Rubric. It is intended for a broad audience, including but not limited to faculty, instructional designers, administrators, and adjunct instructors who are interested in employing best practices in online courses.
- Adhere to the guidelines set forth in the **VSU eLearning eTuition Course Design Preparation Guide** incorporating Valdosta State University’s Academic Affairs syllabi, Southern Association of Colleges and Schools (SACS), and the Quality Matters standards.
- Refer to the Style Manual and Writing Guide (APA, MLA, Chicago Manual, Turabian) preferred by the applicant’s department for examples of appropriate tone and writing style, grammar, preferred wording, punctuation, type style, text color, capitalization, numbers and mathematics formatting, quotations, times and dates, list, and figures for online learning. An **Online Style Guide** has been provided as a resource.
 - You are creating a master copy of a course that may be used by multiple instructors in the future, so you should strive to make it as universally applicable as possible. Avoid references to “I” or “me” and do not include personal anecdotes unless you are sure they will have universal appeal and relevance.
- Provide your Instructional Designer (ID) in eLearning with a copy of the course textbook. The ID must have the textbook prior to submission of the first half of course work.
- Attend BlazeVIEW training held by eLearning
 - Beginning Level – Required if new to online learning or new to VSU
- Provisions for regularly scheduled Office Hours must clearly be communicated
- Approval from Department Head