

## Distance Education at NC State Faculty Manual

### Meeting NC State's land grant mission



**to educate the citizens of  
North Carolina and beyond...**

**NORTH CAROLINA STATE UNIVERSITY**  
**Distance Education and Learning Technology Applications (DELTA)**

FACULTY MANUAL

Welcome to NC State's Distance Education program! We hope your experience with distance learning is enjoyable and rewarding. The staff of the Distance Education office is ready and eager to facilitate your teaching experience and your students' learning experience.

Distance Education (DE) options help support the university's enrollment growth through its land grant mission to educate the citizens of North Carolina and beyond. There are currently more than 300 DE courses offered on a rotating basis and 48 distance education degrees, certificates, lateral entry or teacher licensure programs, and subject specializations offered in a variety of disciplines. More than 9,000 students enroll in distance education courses each year and DE enrollments grow at an average annual rate of 20%.

Today's DE students may be matriculated students in either campus-based or DE programs, fulfilling admissions requirements for a degree program, or adult learners. Students enroll in DE programs and courses for a variety of reasons. Some seek to augment current job skills or prepare for a new career. Others may be located overseas, as deployed military personnel or international students unable to travel to the United States. Many students must manage their time strategically as they balance studies with work, family, and other life responsibilities. Despite their varied backgrounds and interests DE students share a common aim: to overcome limitations of time or location by using DE options in pursuit of their educational goals. Your willingness to teach through the Distance Education program makes these learning opportunities available.

This manual provides general information and guidelines for North Carolina State University faculty who teach distance students through Internet, DVD, cable television, rich media, and other technologies or off-campus site-based instruction. Additional information and current semester course listings are available on our web site: [distance.ncsu.edu](http://distance.ncsu.edu). Please let us know if you have comments or suggestions to improve the services we offer.

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Distance Education (DELTA)  
North Carolina State University  
Campus Box 7113  
Raleigh, North Carolina 27695-7113  
Phone: (919) 515-9030  
FAX: (919) 515-6668  
URL: [distance.ncsu.edu](http://distance.ncsu.edu)

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## **DISTANCE EDUCATION PROGRAM INFORMATION**

### **Background**

Distance Education (DE) programs have been offered at NC State since 1976. DE efforts were initially geared toward the adult learner, defined as someone returning to school after an interval of some years' duration. Thus DE programs were structured to provide maximum flexibility for successful course completion by people who had jobs, families, and other constraints of time or location that precluded attending classes on campus.

The initial course delivery methods were readily available mediums—videotape, local cable TV, or paper-based materials. With the advent of the Internet and Internet-based technologies students have greater flexibility in when and where they access course content, and greater opportunity for electronically-facilitated interaction with faculty and classmates. All DE courses are now supported wholly or in part by Internet-based technologies.

The Distance Education unit is part of the DELTA organization, which was established as a division within the Office of the Provost in July 2000. DELTA's mission is to coordinate and support the growth of NC State's distance education programs and to promote and support technology-enhanced learning both on and off campus. DELTA also supports several major university-level initiatives, including Distance Education enrollment growth and NC State's quality enhancement plan, "Learning in a Technology-Rich Environment" (LITRE).

Distance Education courses are fully accredited NC State courses taught by NC State faculty. DE courses and programs meet the same academic criteria and are governed by the same academic policies and procedures as campus-based courses. Students register through NC State's online MyPack Portal, using the same registration calendar as campus-based courses. DE courses are designated with section number 601 or higher, and tuition and fees are calculated separately from campus tuition and fee charges.

### **Course Technologies**

NC State offers courses by Internet, DVD, cable television, CD-ROM, online video, podcast/webcast, and other media, and facilitates on-site courses that may be offered to remote sites by two-way video connection. If you are undecided about which medium you should use, DELTA staff can assist in helping you determine which format best suits your teaching style and course content.

**Internet courses** are web-supported, computer-interface classes, created and updated by the instructors. These courses use Internet technologies for facilitating class interaction between instructors and students.

**Rich media courses** are pre-recorded class sessions that are then streamed online so students can watch the sessions at their convenience. Audio, video, and digital materials are synchronized into a comprehensive classroom capture system.

**DVD courses** use pre-taped lectures that cover the entire semester's course content, dubbed into a consolidated set of DVDs. Students view the DVD content following the schedule provided by the instructor.

**Other distance education courses** may also be offered by NC-REN or other network communications, synchronous two-way audio and PowerPoint delivered online, or face-to-face, on-site, at locations away from NC State University's campus.

**Note:** A variety of NC State courses are made available on the Cooperating Raleigh Colleges Education Channel as a public service, offered to cable subscribers in Apex, Cary, Franklinton, Fuquay-Varina, Garner, Holly Springs, Knightdale, Morrisville, Pine Level, Raleigh, Rolesville, Wake Forest, Wendell, Youngsville, and Zebulon.

## GETTING STARTED

North Carolina State University faculty are encouraged to participate in NC State distance education programs which provide students with an alternative to campus-based instruction. Courses are currently offered in a variety of subject areas and many apply toward completion of a DE degree or certificate program. Because distance education courses are the full equivalent of on-campus courses, students are expected to meet the same standards of academic achievement and are governed by the same policies and procedures that apply to on-campus instruction. The Distance Education staff is available at any time to assist you and to answer any questions you have about the program, technical options and support, and the services offered to distance education faculty and students.

NC State's Distance Education program operates on the same fall, spring, and summer semester basis as campus-based instruction. The DE program offers courses during all NC State semesters, including Summer I, II, and 10 week sessions. Schedules for offering distance education courses are prepared in the fall for upcoming semesters beginning with the new calendar year's Spring semester. After the requests to offer have been received, they are submitted through the course approval process and the additional pay approval process. We cannot open any section for enrollments prior to completing the approval processes.

To assist distance students in selecting courses that meet their educational goals, the Distance Education office prepares a complete web catalog prior to the start of each semester's enrollment cycle. Included in each course listing is a link to the Course Details Sheet (course-specific information). Requests for course information are sent to faculty well in advance of the start of each semester so that their Course Details Sheet can be updated and made available to students. The instructor provides course details using a web-based template, including course objectives, number of exams and papers, textbooks and required course materials, and other details that provide advance information about the course. Instructors are encouraged also, to record a brief course overview video included as part of the Course Details Sheet. The DE Office can arrange the video records.

DE registration follows the same calendar as the on-campus enrollment cycle. Enrollment eligibility is determined by the student's classification. Enrollment is on a first-come, first-serve basis, and wait lists are maintained once enrollment ceilings are reached. A limited number of seats are traditionally restricted for NDS (Non-Degree Studies) students whose window of enrollment opens much later than degree students. Students may either use the online MyPack Portal system or submit a paper application to the Distance Education office. DE staff is available to answer questions and provide enrollment assistance to any student. Tuition and fees for DE classes are calculated on a per credit hour basis and are billed in addition to campus-based tuition and fees.

The DE office maintains a web site that lists all Course Details Sheets, enrollment guidelines, faculty and student support services, and other pertinent distance education information. DE

staff will also arrange for duplication and distribution of syllabi and other course materials, and order textbooks if you so request. The DE staff will supply student mailing labels in whatever quantity you need upon request.

Distance education faculty can access DE class rosters along with their on-campus class rosters via the Registration & Records FACULTY ACCESS online link.

The DE staff is here to serve you so please do not hesitate to contact us if we can be of help at any time.

## **FACULTY/DISTANCE EDUCATION RELATIONSHIPS AND GUIDELINES**

The following guidelines detail the responsibilities and commitments germane to the development and subsequent use of distance education courses. Also included are the arrangements pertaining to rights, costs, copyright, receipts distribution, faculty compensation and support. Distance education courses are the equivalent of a semester's classroom experience and carry full university credit. The DE program adheres to the university's and community's standards and complies with all applicable laws and regulations.

### **Faculty Commitments**

The faculty member agrees:

1. To accept responsibility and authority for the maintenance of academic integrity and quality of the course based on quality assurance standards for distance education courses: [delta.ncsu.edu/teach/exemplar\\_courses/](http://delta.ncsu.edu/teach/exemplar_courses/). Course requirements for distance students must be equivalent to those for on-campus students.
2. To establish an enrollment ceiling in each distance education course that allows sufficient opportunity for student interactions, and to inform the DE office of the enrollment cap each time the course is scheduled.
3. To provide the DE office with initial copy and subsequent updates for the Course Details Sheet prior to the start of the semester registration cycle.
4. To make available an electronic or paper-based course syllabus to all distance students enrolled in their course. Note: the DE office will duplicate and distribute your syllabus if a copy is provided.
5. If using the DE Testing Services, schedule exams at the start of the semester and provide electronic or paper exam masters to the proctor staff in a timely manner. Make reasonable accommodation to allow students who are unable to take exams on campus to instead arrange for an off-campus proctor approved in advance by the faculty member. Note: The DE staff will facilitate the securing of remote site proctors on request.
6. To respond promptly to inquiries by students registered in your course, and to submit student grades by the same due dates as campus-based courses.
7. To provide students with evaluative feedback prior to the end of the drop period by completing a Progress Report Form or notifying the student directly.

8. To avoid unscholarly or offensive language, references, or comments which are contrary to university or community standards and accepted codes of conduct.
9. To seek copyright clearance for the use of copyrighted tapes or other materials. On request, the DE office will assist in acquiring copyright clearances. Please allow sufficient time since such clearances often require several months to obtain. The Distance Education policy regarding the use of copyrighted materials adheres to the University of North Carolina and North Carolina State University policy that regulates these areas.
10. To inform your students of the online Class Evaluation (Class Eval) schedule and encourage their participation in the evaluation process.
11. To keep the course content updated, either by re-recording or making modifications to the course website. The DE office will provide assistance for scheduling retaping or for content upgrades.

### **Rich Media/CD/DVD Courses**

1. To allow his/her course to be recorded and/or transmitted; and to allow the course sessions to be duplicated from the master files so distance education students can view the materials subsequently.
2. To conform to the recommendations (e.g., graphics, repeating questions) described in the videoclassroom faculty handbook, employing those recommendations applicable to their academic discipline and teaching style.

### **OFF-CAMPUS INTERACTIONS**

The success of your distance education course is closely tied to the quality of interaction between you and your DE students, and among the students themselves. You are encouraged to establish regular communication channels for you and your students, whether by email, chat rooms, synchronous two-way communications tools (e.g. Elluminate), or phone.

To manage what can be an overwhelming amount of email correspondence it is recommended that you establish communications guidelines for your class at the beginning of the semester. Student expectations can be managed by designating regular office hours, which can be held virtually, notifying them of the approximate time they can expect to receive an answer to an email, and times you will not be available, e.g. weekends, University holidays, etc.).

## **OTHER RESOURCES**

Funds are provided to your department for reimbursement of any direct costs related to distance learning. These funds are disbursed by the department head who makes the final decision on their allocation. Some uses for these funds include but are not limited to: phone calls, copying of course materials, or computer software. We recommend that you communicate with your department head prior to the start of the semester if you are aware of specific purchases or services that you will need to have allocated from the DE department support funds.

Sets of mailing labels addressed to your distance students are available upon request. You will be notified 3 weeks prior to the start of the semester and asked to respond if you would like to receive mailing labels. Additional sets of mailing labels are available any time upon request.

## **COPYRIGHT USE AND OWNERSHIP POLICY**

Distance Education procedures pertaining to copyright use and ownership adhere to the University of North Carolina and North Carolina State University policies that regulate these areas. Information regarding these policies is found on the NCSU Libraries' Digital Scholarship and Publishing Center web site: [www.lib.ncsu.edu/dspc/](http://www.lib.ncsu.edu/dspc/). See also Appendix A for additional information.

Specific questions regarding your distance education course content and the ownership and copyright policies should be directed to the Distance Education office, which will seek guidance as indicated from the University's Legal Affairs Office and the Copyright Committee.

## **DISTANCE EDUCATION FACULTY COMPENSATION MODELS**

### **DE Program Planning and Development**

For new DE initiatives faculty compensation, benefits, and other support may be provided through DE Planning and Development allocations. For established DE programs, continuing budgets including faculty compensation, benefits, and support funds are based on enrollment projections and allocated via DELTA.

### **DE Course Development Funds**

Occasionally a faculty member will determine the need to modify, update, or enhance an existing distance education course, which often involves incorporating new technologies. Because of the extra effort involved in these updates the DE office will provide funds as resources allow and in consultation with the faculty member and department head, either to purchase needed technology, to hire technology assistance, or to provide a course release or summer stipend for the faculty member. Funding provided to the faculty member will follow the usual overload compensation approval process prior to the release of funds.

### **DELTA IDEA Grants**

Calls for proposals are issued in the spring semester and undergo a thorough review process by the department head, college, and DELTA reviewers before awards are finalized. Faculty who develop courses by IDEA grant funds make a commitment to offer the course at least three times through distance education.

Unless the course developed is part of a DE program, faculty compensation and benefits, TA support, and department support funds follow the same per-enrollment funding model as the Flexible Access courses, paid either on an overload or inload basis.

### **Flexible Access Credit Courses**

Faculty members receive compensation calculated on a per-enrollment basis as of census day for the Summer II, Fall, and Spring semesters. (See page 14 for information on Summer Sessions I and 10 week Compensation.)

Policies pertaining to additional pay earnings maximum for faculty are available in the NC State Policies, Regulations, and Rules:  
<http://www.ncsu.edu/policies/employment/faculty/REG05.20.14.php>.

Please check with your Department for specific procedures within your College. Compensation paid as inload/overload is subject to department and college approval.

The Flexible Access compensation rates are as follows:

1 cr. course	\$125/enrollment
2 cr. course	\$150/enrollment
3 cr. course	\$175/enrollment
4 cr. (campus lab) course	\$175/enrollment
4 cr. (non lab course)	\$200/enrollment
4 cr. (DE lab) course	\$225/enrollment
6 cr. course	\$325/enrollment

Additional funds are provided for benefits. Instructors receive notice in writing of the final compensation amount and payment schedule shortly after census date.

### **Department Support Funds**

Funds calculated on a per-enrollee basis are provided to departments to cover direct expenses (copying, postage, clerical assistance, software, etc.) associated with distance learning in Flexible Access courses: \$60 for an undergraduate course, and \$100 for a graduate course. For courses with a campus laboratory component, \$50 per enrollee is provided to the department. Department Heads make the final determination of how funds are disbursed and any remaining department support funds can be spent for purposes related to distance education. We recommend that you communicate with your Department Head prior to the start of the semester if you are aware of specific purchases or services that you will need to have allocated from the DE department support funds. Because these are state-appropriated funds they are subject to fiscal year end guidelines and cannot be carried forward into the next fiscal year.

### **Teaching Assistant Funds**

Prompt response and ongoing interaction is crucial to student engagement and successful learning outcomes in DE courses. Recognizing that in many instances DE courses are taught on an overload basis by faculty with full-time teaching responsibilities, TA support funds are intended to augment the faculty member's time with an assistant who can respond to student inquiries, provide grading assistance, and assume other responsibilities at the direction of the faculty member.

Any DE Flexible Access course that reaches or exceeds an enrollment ceiling of 35 students will be eligible for up to \$2,000 for TA support funding. The same TA support is available for each additional increment of 35 students. These teaching assistance support funds are provided directly to the department as the hiring unit, and are intended for the sole purpose of hiring a course-specific teaching assistant to help ensure a positive teaching and learning environment.

### **Summer Sessions I and 10 week compensation**

To help us better predict and manage our state-appropriated funding according to fiscal year end guidelines while providing a fair and equitable pay structure, the enrollment caps for Summer I and 10 week DE courses are determined in advance.

Faculty compensation for Summer I and 10 week DE courses is based on the Flexible Access per enrollment model, with the enrollment cap determining the compensation paid. Enrollment caps are based on previous enrollment history and overall projected DE program growth. There is no change in compensation and benefits even if the enrollments generated do not meet the predicted cap. Because the budget to cover these enrollments is already established we are unable to adjust compensation if students request permission to add the course after the enrollment cap is met. We will, however, add extra enrollments approved by the department and faculty member for this year into the calculations for next summer's enrollment planning.

The only exceptions to the Summer I and 10 week pre-established compensation are courses canceled by the instructor or courses with zero enrollments. In those circumstances we are unable to provide compensation and support funds. For new courses or courses with proposed enrollment caps significantly in excess of previous distance education enrollment history, we will negotiate the cap with the individual faculty member.

### **Summer Sessions II Compensation**

Summer II courses constitute the first semester of the next fiscal year, and thus are not constrained by fiscal year end budget considerations. Faculty compensation, benefits, and department support funds will be paid according to the regular DE compensation model based on census day enrollments.

## **DISTANCE EDUCATION SERVICES**

The Distance Education office provides services for Distance Education courses and programs to ensure that you and your students receive assistance and support to achieve optimum teaching and learning outcomes.

### **Academic Advising**

Academic advising and transcript review is available for non-matriculated distance students through the Distance Education Office. Dr. Lynda Hambourger is available by email or phone: [Lynda\\_Hambourger@ncsu.edu](mailto:Lynda_Hambourger@ncsu.edu) or phone (919) 513-1879 or toll free (866) 467-8283. Matriculated DE students should contact their assigned academic adviser.

### **Computer Access**

Each student enrollment provides access to the University's learning management systems, library services, and e-mail. Since all distance learning courses have Internet components, it is recommended that all students have regular access to a computer, an activated e-mail account, and an Internet service provider.

### **DE Student Information**

Upon registration each new DE student is sent an electronic DE student information packet containing program guidelines, student handbook, information on library services, a guide to accessing their Unity accounts, suggested computer configurations, and an NCSU Bookstores handout. Students are expected to update their contact information through MyPack portal to ensure contact information is current. Assistance with student questions throughout the semester can be obtained from:

Distance Education (DELTA)  
North Carolina State University  
Campus Box 7113  
Raleigh, NC 27695-7113

Venture II, Centennial Campus, Suite 500  
Phone: (919) 515-9030  
Toll free phone: (866) 467-8283  
FAX: (919) 515-6668

### **Textbooks and Course Materials**

The Distance Education office will order textbooks you request in quantities based on estimates of student enrollment. DE students are given information for ordering books and other course materials from NCSU Bookstores. Forms are also available online from the

NCSU Bookstores web site at: <http://www.fis.ncsu.edu/ncsubookstores/>. Students may also purchase their books directly from bookstores in their local area or through Internet sources.

### **Library Services**

Faculty library services include online guides to information resources, e-reserves, and bibliographic assistance. Additional information is listed on the D.H. Hill Library web site: [www.lib.ncsu.edu/distance/faculty.html](http://www.lib.ncsu.edu/distance/faculty.html)

The D.H. Hill Library maintains a Distance Learning Department and web site especially for distance students: [www.lib.ncsu.edu/distance/](http://www.lib.ncsu.edu/distance/). Students can also call a librarian for assistance: (919) 513-3655, toll free (877) 601-0590. Materials are also available through virtual library, (for example: [www.netlibrary.com](http://www.netlibrary.com)) or through inter-library loans.

### **Testing Services**

Exam schedules for DE courses follow the same guidelines as campus exam schedules. You have several options for administering quizzes and exams to your distance students:

- (1) On-campus, along with your on-campus students.
- (2) As open book, timed, or self-administered exams.
- (3) Through the DE Testing Services Office which administers online and paper-based exams to distance students during day and evening hours at prearranged times. To request proctoring services contact DE Testing Services: [deproctor@ncsu.edu](mailto:deproctor@ncsu.edu) or (919) 513-1513. If you need to change the dates of exams, or give students permission for an exam extension, please notify DE Testing Service.
- (4) Through volunteer off-campus proctors nominated by the distance student or arranged by DE Testing Services and approved in advance by you. Students are given guidelines for nominating an appropriate proctor. Examples include local colleges and universities, and in some instances, public libraries and high schools. Remote proctors must have a verifiable email address (no hotmail, gmail, yahoo, AOL, etc). If the institution has a test administration fee, or if the proctor requires compensation, the student must cover the cost.

When the proposed proctor has been identified the student completes the [NCSU Remote Proctoring Student Signup Form](#). No materials will be sent until the proctor completes the Proctor Agreement form sent by the DE Testing Services Office. For security reasons the DE Testing Services cannot accept remote proctor nominations submitted by email or phone. No exam information will be released until the proctor is approved by the instructor. The student and proctor will be notified by email when

the proctoring arrangements are approved.

For additional information about DE Testing Services please contact John Pugh, [deproctor@ncsu.edu](mailto:deproctor@ncsu.edu) or (919) 513-1513, toll free (866) 467-8283.

### **Additional Proctoring Resources**

The [National College Testing Association](#) maintains a list of testing centers across the nation. You can visit their website for complete information on locations and procedures.

### **Students with Disabilities**

Taking appropriate steps to accommodate students with disabilities is an important faculty responsibility. The Disability Services Office (DSO) will do everything possible to assist you in fulfilling that responsibility and in building a successful community of learning for every student. Our success, however, in meeting the needs of these students depends heavily on your assistance. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 mandate that the faculty provide reasonable accommodations to students with disabilities. NC State's Academic Regulation for providing accommodations for students with disabilities can be found online:

[http://www.ncsu.edu/policies/academic\\_affairs/pols\\_regs/REG205.00.28.php](http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.28.php).

These accommodations are based on the premise that students with disabilities need an equal opportunity to acquire information and demonstrate what they have learned, not have an advantage over others in the class. This does not mean lowering class standards, but it may mean having students learn and express knowledge in a different mode. Faculty members should make an announcement at the beginning of the semester inviting students with disabilities to schedule an appointment to discuss academic accommodations.

The University will also provide students with disabilities access to University notices comparable to that provided to other students concerning all academic requirements. This means that notices distributed by faculty and academic departments will need to be provided in an appropriate alternate format. All students currently registered with DSO will provide each faculty member with an accommodation letter. This letter verifies that appropriate documentation is on file and that the student has a substantiated disability requiring effective reasonable accommodations. Accommodations for which the student qualifies will also be included in the letter. Any student requesting accommodations without this letter should be directed to the DSO office, Suite 1900, Student Health Center.

The DSO staff is available to serve as a resource in assisting with providing accommodations. DSO services and procedures can be found on the DSO website:

<http://www.ncsu.edu/dso/> or you may contact the office directly at (919) 515-7653 (voice) or (919) 515-8830 (TTY).

### **Official Class Rosters**

Class rolls for distance education courses are available online along with your on-campus grade rolls, listed as section 601 or higher. Courses offered during the 10 Week Summer Session can be found listed under Summer Session I and will have a section number of 651 or higher.

All DE grade rolls are submitted online following the same procedure and adhering to the same deadlines as campus-based courses.

### **Audit/Pass-Fail Options**

Students who register in distance education courses must abide by the same academic standards as on-campus students, including the policies that govern taking courses for audit or using the pass-fail option. Students are expected to contact you at the start of the semester to discuss your criteria for meeting the requirements for receiving audit or pass credit if they are exercising either of these options. We recommend that you include your criteria for students to receive credit under these options in your online Course Details Sheet.

### **Drop/Withdrawal**

Students can drop a DE course through MyPack Portal or submit written notification to the DE office indicating their intent to drop before the drop deadline. Students currently enrolled in degree programs who wish to drop a class after the initial drop deadline should contact their department. Non-degree students who wish to drop a class after the initial deadline should submit a written request to the DE office, accompanied by supporting documentation from their instructor. A drop will only be granted in documented extenuating circumstances and requires the approval of the instructor and department. Tuition refunds for drops will only be given for courses dropped on or before the last day to drop a course with a refund.

Once classes begin, students currently enrolled in a degree program who wish to drop all course work for which they are registered must withdraw from the University and should contact their department. Non-degree students should contact the DE office to initiate the withdrawal process. It is considered that after the last day of the official drop period a student becomes a partner in an implied contract with the University to continue until the end of the semester. Therefore, withdrawals without academic penalty are granted only when documented exceptional circumstances exist.

### **Academic Progress Reports**

Consistent with the six week course drop policy, DE instructors are strongly urged to provide substantive evaluative feedback to students before the end of the drop period. Instructors can provide this feedback to students and to their academic advisors at any time during the semester by using the Academic Progress Reports function available online through Registration & Records Faculty Access link.

### **Student Privacy (FERPA) Regulations**

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, is a federal law that requires universities to (1) give students access to their education records, and (2) keep personally identifiable education records confidential with respect to third parties. Because an online environment creates a record of student activity, it is subject to FERPA privacy rights, unlike verbal exchanges in a physical classroom. Strict confidentiality is required for information about students. More information is available online: [http://www.ncsu.edu/legal/legal\\_topics/student\\_privacy.php](http://www.ncsu.edu/legal/legal_topics/student_privacy.php).

Activities that trigger FERPA regulations:

- If students submit information electronically, is the information accessible to anyone other than the student who submits it and NC State employees who need to know the information to carry out their job duties (typically, the instructor and computer system administrators)?
  - Example: an off campus vendor uses its servers to automatically grade electronic student assignments and send the grades back to the instructor on campus.
- Do you send information about a student to anyone other than (1) the student or (2) NC State employees who need to know the info to carry out their job duties?
  - Example: the instructor posts student work for other students in the class to review, or a person or computer at the university makes student information available to a vendor who provides online supplemental services for course management software or for textbook materials.

Ways to fulfill FERPA obligations:

- Student Consent: one way to comply with FERPA is to obtain the written, signed, dated consent of each student for the release of his/her information. This consent must be completely voluntary; that is, students who decline to provide the consent must not be denied any academic opportunity or privilege or suffer any adverse consequences. Sample [Consent Forms](#) are available online.

- Student comments are made available only to other students in the course. For communications and posting of student work for electronic discussion among students in a class, the express written consent of students is not required, provided that electronic postings of student work do not contain grades or evaluative comments of the professor, the students perform the posting rather than the instructor, students are notified prior to or at the time of enrollment that posting their work is a course requirement, and the posted work is available only to members of the class.
- Outside parties under contract to the University: where an outside party, such as a vendor, receives student information (e.g. for grading, or access to online supplemental materials provided by a textbook publisher), the third party recipient should be bound by contract to preserve confidentiality, if at all possible. Note: please obtain a review and signature from NCSU Contract Management for any such contracts.

### Special Exception

Do you require students to send a letter to the editor, or post to a non-university blog, or post to a social networking site not affiliated with faculty, or comparable activity?

In such cases the activity may not be FERPA-protected because it has not been received and therefore is not in the custody of the University, at least until the student submission is copied or possibly just reviewed by the faculty member. However, the privacy principle behind FERPA is a concern in this situation. This type of student submission should be assigned only if it can be done without the student being identified as an NC State student, and without indicating that the submission is part of academic endeavor.

Questions may be directed to David Drooz, Office of Legal Affairs, (919) 515-1006 or [david\\_drooz@ncsu.edu](mailto:david_drooz@ncsu.edu)

Please note that because FERPA was written before the Internet existed, it is an awkward fit to modern teaching. Concerns about the workability or usefulness of FERPA are better addressed to the U.S. Department of Education.

## **ASSESSMENT AND DIVERSITY SERVICES**

Distance Education's Assessment and Diversity Unit provides leadership and strategic planning for initiatives that encourage diversity. It also provides direction for assessment of DE diversity efforts and student services. These assessment activities help gauge the effectiveness of current DE student support and services and provide direction for future initiatives.

The Assessment and Diversity Unit can assist in providing standards and consultations for best practices in assessing distance education activities and services and fostering diversity. Staff can assist with planning and promoting activities that enhance distance education student diversity in accordance with DELTA's mission and N.C. State's land grant mission.

For additional information please contact Monica Price ([monica\\_price@ncsu.edu](mailto:monica_price@ncsu.edu) or telephone (919) 513-7914)

## EDUCATIONAL TECHNOLOGY RESOURCES

If you are thinking about developing an Internet course for distance delivery or wish to supplement your course with computer-based materials, you will find assistance from a variety of campus resources and services, as well as ongoing support facilitated through the Distance Education office.

Since the development of web-based materials or an entire web-based course represents a significant time commitment on your part as well as a willingness to learn technological applications, we recommend that you speak to an instructional designer or a colleague, preferably in your department, who has some experience with web-based technologies, to gain an understanding of what is involved. The DE office can facilitate such introductions and provides information on upcoming workshops, conferences, available grants for course development, and other resources to assist with your distance education course.

Some university organizations that are particularly involved in technologically-enhanced learning that can answer questions and provide logistical support include:

**Instructional Support Services (ISS)** offers assistance to faculty in exploring, evaluating, and applying innovative multimedia applications and information resources to enhance student learning. Information on its services, including workshops and online instruction, is available at <http://delta.ncsu.edu>, or contact staff directly: [learntech@ncsu.edu](mailto:learntech@ncsu.edu) or telephone (919) 515-8831. A quick reference guide with answers to frequently asked questions is also available: [http://delta.ncsu.edu/get\\_help/faq/](http://delta.ncsu.edu/get_help/faq/).

**Office of Faculty Development** provides faculty with access to a range of development opportunities provided by OFD and other NC State offices and programs. OFD offers programs addressing teaching and learning and other areas of faculty work, alone or in conjunction with other NC State offices. Additional information is available online: <http://www.ncsu.edu/faculty-development/>.

**Digital Scholarship and Publishing Center** supports the university's research, teaching, and service mission by guiding NC State's libraries, faculty, students, and staff in matters relating to the dissemination and use of knowledge. The Center is staffed by a copyright and Internet law specialist and serves as a resource to the NC State community on scholarly communication issues including copyright and fair use and intellectual property. Their web site is: <http://www.lib.ncsu.edu/dspc/main.html> or phone (919) 513-2046.

## ONLINE COURSE DEVELOPMENT

As you begin the process of online course development or enhancements, the following steps, adapted from DELTA's Instructional Support Services guidelines, provide useful concepts to consider in your online course design and implementation:

### **1. Goals and objectives**

Begin by asking yourself these questions:

What do I want my students to be able to do as a result of my web-based instruction? What do I want my students to know? What would be ideal outcomes of this course?

This preliminary evaluation is important because:

When you move instruction to the web, you benefit by re-examining your course to decide what topics and activities are sufficient and necessary to meet course goals and objectives. Any extra resources will take concomitant extra time to prepare and maintain. Conversely, to the extent your online materials and activities are the central resource of the course, any holes or inconsistencies will confuse students and necessitate them contacting you. Focusing on behavioral outcomes ("what will students be able to do?") is a powerful way to check the consistency of your goals, content, and assessments.

Decisions you can make:

What content must be there? What is essential and what would be nice to know? What exercises and activities will lead to your goals and objectives?

Resources to explore this issue:

Blooms Taxonomy: verbs for describing cognitive behaviors:  
<http://www.officeport.com/edu/blooms.htm>

University of Newcastle Instructional Design tutorial:  
<http://www.newcastle.edu.au/discipline/sociol-anthrop/staff/kibbymarj/online/design.html>

### **2. Who is your audience? What limitations and needs will they have?**

Questions to ask yourself:

What are the demographics of your audience? Maturity levels? Learning styles? Do your

students have the connection speeds required to handle the resources they'll be accessing on your site? (Will they be accessing your material from a dial-up modem, or from a T1 line at work?)

What web browser will they be using? Do they have the prior experience to use your site effectively and to participate in course activities?

Why is this important?

Audience analysis will affect both technology and pedagogy choices. If you plan to use large graphics, audio, and video in your course, students accessing these materials using a modem may have problems accessing the files due extended download times.

A younger, less mature, or inexperienced audience is likely to become lost in the course unless you provide sufficient guideposts and structure (such as interim deadlines).

Decisions you can make:

Your course design should optimize multiple platform and browser access. Your audience analysis will also influence the framing information and resources you provide learners such as "how to's", about this site, syllabus, downloads. Consider performing a usability test on your website to see if it is used the way you intended. If you have large files, audio, or video, or if you're providing large texts, consider breaking these components into segments and using multiple formats (like html and pdf for text; cd-rom for multimedia) to minimize technology problems and maximize accessibility.

### **3. Scope your course**

Questions to ask yourself:

Will your course be . . .

*web-supplemented* (some things on the web, but still regular class meetings, class activities)

*web-intense* (some or many class meetings and activities, but will rely heavily on the web for content delivery and other components)

*web-based*, completely online (e.g., a distance education course)

Why is this important?

The degree to which you put your course online impacts the time involved in creating the course. For most of us, it is unrealistic to plan to create a totally online course just a few months before class starts. Many instructors begin with a web-supplemented course, then,

after familiarizing themselves with the available tools and becoming more comfortable in the online environment, move their courses fully online.

Decisions you can make:

Estimate your production requirements. For example, how many pages of text will have to be converted to html or another format? Are images or other multimedia required, and will they require processing? Do you teach complex concepts or processes for which animation or simulation would substantially assist teaching and learning? You can gain tremendous efficiencies by identifying resources that are already in a web-ready format, and, to the extent you are working on your own, developing a "production line" approach to the repetitive parts of web development.

#### **4. Understand accessibility issues**

Questions to ask yourself:

Is my course accessible for those who have visual impairments or some other type of disability? How can I ensure that my course is accessible?

Why is this important?

You must know how to assure the accessibility of your web site. For the purposes of most sites this is not difficult, largely entailing labeling all graphics and media objects with a text description. It is both good design practice and important from a legal perspective to attend to accessibility.

Decisions you can make:

You may choose to eliminate certain resources or use alternatives if their value is outweighed by accessibility requirements. For example, images must have descriptive ALT tags, as these are used by screen readers. Typically, this is little work, and generally good design practice (i.e., for users who are not downloading graphics). However, if your web site uses audio or video, a text transcript may be required for those who are hearing impaired -- more work and expense. Think about the images and multimedia that you would like to use in your course, and how you might provide that content in an alternate format. If you have questions about this issue, please contact NC State's Disability Services Office or DELTA's Instructional Support Services early in your development process--it's easier to address accessibility early than to retrofit!

## **5. Copyright: What resources should be password protected?**

### Questions to ask yourself:

Which components of my course do I want no one to see but my students?

Which components of my course do I want no one to see but those with a Unity ID? (For example, other faculty, staff, etc., at NC State).

Which components of my course do I want everyone to see? (For example, you may want the Home Page of your course, a description, and perhaps some sample content available as a marketing tool).

### Why is this important?

If you have proprietary materials that you only want to your students or colleagues to see, it is important to password protect (wrap) those files to prevent unwanted access. Likewise, if you are using material for your online course for which you do not own the copyright, you may be able to use the material for non-commercial instructional purposes if it is password protected. For information on using copyrighted materials as part of your web-supplement or online course, please review the Scholarly Communication Center's Copyright tutorial: <http://www.lib.ncsu.edu/scc/Tutorial/main.html>.

### Decisions you can make:

Decide what material must be wrapped. Decide what materials that you do not own the copyright to that you plan to use, and either obtain permission of the copyright holders or plan how to exercise the Fair Use Doctrine.

## **6. Identify course development resources**

What resources are available? Indicated below are some resources that can assist in the planning and implementation of your web-based or web-enhanced course:

Learning Technology Service, <http://delta.ncsu.edu>

Library: Distance Learning Services, <http://www.lib.ncsu.edu/faculty/>

Digital Scholarship & Publishing Center, <http://www.lib.ncsu.edu/dspc/main.html>

Office of Faculty Development, <http://www.ncsu.edu/faculty-development/>

## **7. Other suggestions**

Your online course or course materials will also prove more user-friendly if you keep in mind, as you proceed with the development:

- Interaction activities should engage the students with the materials and you, so that interactivity is not perceived by students as mere “busy work.”
- Students tend to take greater responsibility for their learning in a virtual environment; providing flexibility and alternatives allow students to select the optimum means for them to absorb and apply the course material.
- Students will look to you for help if computer problems arise; provide contingency plans in case of server or computer malfunctions and sufficient windows of opportunity to submit assignments or take exams to minimize the need for you to exercise your crisis management skills. Explicit directions about what procedures to follow in which circumstances and a contact list will provide student with an alternative, depending on the situation, to calling or emailing you as the first point of contact.

### **VIDEO TAPING COURSES IN A VIDEOCLASSROOM**

If you are considering teaching a distance education course through video-based technologies, a videoclassroom environment will closely replicate your campus classroom. These classrooms are available at various locations on the NC State campus and are specifically configured to facilitate distance learning. Because distance students are removed from their instructor in time and place, certain adaptations can be incorporated into your existing teaching style to maximize the potential offered for distance learning. These changes are neither numerous or onerous, and you may find that the instructional techniques you use in this classroom enhance your on-campus instruction as well.

Additional information and a faculty guide to the videoclassroom environment are available online: [http://delta.ncsu.edu/docs/teach/SOP\\_DEClassrooms\\_Document\\_0615061.pdf](http://delta.ncsu.edu/docs/teach/SOP_DEClassrooms_Document_0615061.pdf).

## **RICH MEDIA COURSES**

### **What is Rich Media?**

Rich media is a fully interactive, multi-view presentation experience comprised of full motion video and high quality audio, fully synchronized with visual content and immediately viewable as a live broadcast or on-demand. Rich Media can show any type of visual information from PCs/Macs, smartboards, document cameras, diagnostic equipment, visualizers and more.

Mediasite is the rich media technology we are currently using for DE course delivery. Mediasite guarantees crisp, clear visuals (including zoom) for even the most complex imagery. It also provides instant navigation to any point of the presentation using a visual index. User polls and Q&A panels are also integrated into the Mediasite experience.

### **What is Mediasite?**

Mediasite is used in hundreds of courses in Colleges and Universities across the world. Instructors teach without technology getting in the way. Students get the advantage of seeing everything taught in the classroom from the convenience of their browser.

The system digitally records both video of the instructor speaking and the data input from any VGA source (laptop, PC, document camera, etc.). Students and instructors can view the recordings anytime, anywhere, on-demand, from any computer (PC or MAC) or from lectures on DVD. Using Mediasite allows instructors to reinforce studies with recorded lectures for reference and it reduces distractions and improves retention by reviewing content at a student's own pace on line and on demand.

### **How Can I Use Rich Media to record my course?**

If you are recording in one of the Distance Education video classrooms, your lectures are automatically recorded in the Mediasite format. However, if you are not scheduled to teach in one of the video classrooms and wish to record a course to be offered online, Distance Education has a mini studio you can use to record your course or content you wish to place online. There are many advantages to recording in the mini studio.

- 1) Flexibility – Record on your own schedule. You chose the time and days.
- 2) User friendly - Mediasite is very easy to use and no presenter skills are required. At a single touch, you click Record, and when you are done, click Stop. We'll take care of the rest for you.
- 3) Lectures are automatically available online as soon as you have completed the recording.

Lastly, the mini studio can be used for a variety of recordings in addition to lectures such as exam or topic reviews, pre-recording lectures (if you will be attending a conference), course introductions or overviews, guest lecturers and the list of possibilities are endless.

To learn more about rich media, Mediasite, or for a tour and introduction to the studio, please contact: [Laura Stephenson](#), Associate Director of Academic Technologies (919) 515- 2989.

## MULTIPLE SITE SYNCHRONOUS VIDEO COURSES

Advance planning is particularly important for courses that are taught synchronously at multiple locations via videoconferencing. Networking technology enables the instructor and local students to engage in two-way video and audio interaction with students at remote sites, thus closely replicating the face-to-face classroom environment. It enables you to demonstrate materials, use computer interface, conduct classroom discussions, gauge student responses, and answer questions in real time.

Logistics, resources, and contingency plans should be provided for prior to the start of the semester to minimize disruption to the class should technical difficulties occur. The first step, after securing the support of your department head and identifying the financial resources for the network connections, is to reserve the course time on the NC-REN or NCIH network by calling the Distance Education office at (919) 515-9030. These schedules are arranged several years in advance so early notification will help you secure the optimum time slot. Remote sites must also be arranged through the individual campus coordinators and any technical support issues and financial arrangements resolved.

Though this teaching environment has some features in common with the typical on-campus classroom, there are considerations imposed by the physical separation of some of the class members. While participating in the classroom dynamic of your on-site location, you will also want to frequently face the camera directly, which represents the students at distant locations. Establishing eye contact with your distance students is a crucial element in helping them feel a part of the class.

In addition, you will need to consciously draw remote students into class participation, calling on them for comments or otherwise engaging them in the instructional process. This can be accomplished by deliberately halting the lecture or discussion every so often for 15-20 seconds to give distance students the opportunity to interject or ask questions. Because it is not as easy to see the “body language” of the distance student these pauses facilitate their ease of interaction.

While deliberate 15-20 second pauses may seem unusual in length, it allows sufficient time for audio cues from the remote site. Try to begin each interaction with a verbal cue, identifying the site that you are communicating with, to give room operators time to switch the channels so that both audio and visual feeds capture your communication with the off-campus locations.

You should help your students feel comfortable to voice site-specific concerns, whether it be poor signals, dropped audio or visuals, or anything else that could interfere with the flow of instruction, and relay this information to your room operator so (s)he can initiate the protocol to rectify the situation. This is particularly important if the remote sites do not have a facilitator present, someone who initiates the site discussions, fosters participation, and

trouble-shoots if technical or logistical problems arise.

The room operator will prepare a tape of each class session. This is a useful contingency plan, in case there are transmission problems, or if students miss a class, or if students wish to review recorded sessions in preparation for assignments or exams.

## APPENDIX A: GUIDELINES FOR COPYRIGHT AND FAIR USE

### Copyright and Fair Use Guidelines

According to the Copyright Act of 1976, copyright owners have the exclusive right to reproduce, prepare derivative works, distribute, transfer ownership, rent, lend, perform or display their creations. Fair use places a limit on these exclusive rights to promote free speech, learning, scholarly research and open discussion in accordance with the First Amendment. Educators must prove four conditions or “factors” exist to legally use portions of copyrighted material under the “fair use” provision.

- First, the “purpose and character of the use” must be educational in nature. This factor is more likely to substantiate the application of the fair use principle if the use is transformative, not verbatim copying.
- Second, the work should be published, since an author generally will not publish a creation if he or she wants to keep it from the public eye. Courts favor factual data for application of the fair use doctrine as opposed to the use of works of creative expression including fiction, photographs, paintings, etc.
- Third, the material used must be an excerpt or “portion” of the whole and not a “substantial” part of the work. Even a small portion could be substantial if it constitutes a central or critical part of the original work.
- Fourth, the instructor must consider the “effect of the use of the work.” This fourth factor, in which the Supreme Court has said the use cannot impair the marketability of the work, is probably the most difficult to determine and the most controversial in a fair use analysis.

The University of North Carolina General Administration and North Carolina State University guidelines for copyright and fair use issues are currently under development.

For additional information on copyright issues, the following web sites contain useful material. Information on the Digital Millennium Copyright Act (1998) can be obtained from <http://lcweb.loc.gov/copyright/disted/>. At North Carolina State University, an on-line tutorial can be accessed at: <http://www.lib.ncsu.edu/scc/tutorial/main.html>. Other resources include an article on copyright and distance education issues: <http://www.iupui.edu/~copyinfo/home.html> from Indiana University, and additional material from the University of Texas with additional links and applications: <http://www.utsystem.edu/ogc/intellectualproperty/cprtindx.htm#top>.

## CONTACT LIST

**For DE program information, budgets, DE guidelines and procedures, contact:**

Rebecca Swanson  
Email: [rebecca\\_swanson@ncsu.edu](mailto:rebecca_swanson@ncsu.edu)  
Phone: 515.9323

**For course development and scheduling, additional pay process, contact:**

Melissa Williford  
Email: [melissa\\_williford@ncsu.edu](mailto:melissa_williford@ncsu.edu)  
Phone: 515-9032

**For information and best practices in assessment and diversity, contact:**

Monica Price  
Email: [monica\\_price@ncsu.edu](mailto:monica_price@ncsu.edu)  
Phone: 513-7914

**For rich media recording information, contact:**

Laura Stephenson  
Email: [laura\\_stephenson@ncsu.edu](mailto:laura_stephenson@ncsu.edu)  
Phone: 513-2989

**For non-degree student academic advising and transcript review, contact:**

Lynda Hambourger  
Email: [Lynda\\_hambourger@ncsu.edu](mailto:Lynda_hambourger@ncsu.edu)  
Phone: 513-1879, toll free (866) 467-8283

**For testing services, remote proctor arrangements, contact:**

John Pugh  
Email: [deproctor@ncsu.edu](mailto:deproctor@ncsu.edu)  
Phone: 513-1513

**For faculty and student services, contact:**

Sharon Broere  
Email: [sharon\\_broere@ncsu.edu](mailto:sharon_broere@ncsu.edu)  
Phone: 513-2284

**Distance Education (DELTA)  
North Carolina State University  
Campus Box 7113  
Raleigh, North Carolina 27695-7113  
Phone: (919) 515-9030, toll free (866) 467-8283  
FAX: (919) 515-6668  
URL: [distance.ncsu.edu](http://distance.ncsu.edu)**