# TBR/TN eCampus Course Development Proposal

Today’s Date

Course number       Course name

Number of credit hours     CIP Code       Number of weeks course is expected to run

Semester and year expected to launch (e.g. Spring 2018)

Semester(s) proposed to run (select all that apply) [ ]  Fall [ ]  Spring [ ]  Summer

What credentials are required to teach this course?

Directions: Proposals must be approved by the academic dean and distance education director or dean at the institutional level before they are submitted to TN eCampus. Scanned copies of completed, signed Development Proposal Forms should be submitted to Dr. Nicola Wayer via email at nwayer@tbr.edu.

Please submit the following:

1. **TBR/TN eCampus Development Proposal Form:** completed, signed, and scanned
2. **Syllabus:** A draft of the proposed new syllabus in the TN eCampus Syllabus Template
3. **Sample Module:** One detailed sample module of the course. Example must follow the TN eCampus Sample Module format included in Appendix A, and should provide detail for each component so that the reviewing sub-committee can evaluate the effectiveness of the proposed module and the amount of student engagement within the module.
4. **Map of course outcomes and topics:** Detailed examples of course outcomes and module topics. Example must follow the TN eCampus map of course outcomes and topics in Appendix B so that the reviewing sub-committee can evaluate the scope of the proposed course.
5. **Curriculum Vita:** Please include the proposed developer’s CV with the proposal package.

Proposals not in the proper formats or with incomplete information will be returned for conversion to the proper format and completion.

## Developer Information

Name of Course Developer

Department

Rank / Title

Office Phone Number

College/University Name

E-mail Address of Course Developer

Name of Department Chair

E-mail Address of Department Chair

Name of Distance Education Director or Dean

## Course Information

Subject Area Rubric

Banner Code (CIP Code -required)

Course Number

Credit Hours

Credit Type: [ ]  Graduate [ ]  Undergraduate [ ]  Both graduate and undergraduate

### Official Course Title (as shown in your Campus SIS/Banner System):

Please provide the official course name, and if the title is more than 30 characters, an abbreviated title, which is no more than 30 characters including spaces.

Full Title

30 Character Banner Title

Course Prerequisites (as approved by your campus)

Are the prerequisite courses (if any) for the course you propose already offered in the TN eCampus Program? **Note**: If the proposed course has a prerequisite that is NOT already offered by TN eCampus, the proposed course cannot be developed until the pre-requisite is developed and offered. [ ]  Yes [ ]  No

### Course to be a part of which TN eCampus Program of Study?

[ ]  AAS Degree [ ]  BPS Degree [ ]  Elective

[ ]  AA Degree [ ]  MPS Degree [ ]  Other (Please Specify)

[ ]  AS Degree [ ]  MEd Degree

[ ]  BIS Degree [ ]  MSN Degree

### Course Description

(As shown in your Campus Catalog)

### Textbook

Title(s)

Author(s)

Edition       Date

Publisher       ISBN

Current Retail Cost for Textbook

Is there any additional software or materials which students are required to purchase?

[ ]  Yes [ ]  No

Identify all additional required purchases and their retail.

Have you previously taught the course you are proposing?

Have you previously taught this or any class online?

## **Please carefully review the following items. Signing below indicates you understand the requirements.**

1. I understand this proposal is not complete until the attached signature page is signed by the Course Developer, Campus TN eCampus Curriculum Committee Representative, Department Chair, Academic Dean, Chief and Academic Officer and received at the TN eCampus offices.
2. I have sent a copy of this completed proposal to the **Distance Education Dean or Director of my institution**. (If not, please do so now.)
3. I understand that contracts, salary, and other related employment activities are negotiated between the course developer and the local campus. TN eCampus does not directly employ or compensate faculty.
4. I understand that I may need to sign an intellectual property rights agreement at the local campus prior to training and course development.
5. I agree to complete all training sessions that are required of me by TN eCampus.
6. I understand that in order for this course to be offered in the next available semester, I must complete the development of this course including all related assessment activities and submit it for TN eCampus Quality Review by the stated deadline. I also understand that my work must be completed within one year of this proposal being approved or the project may be cancelled.
7. I agree to develop this course following the TN eCampus Course Development Standards. Failure to develop this course to TN eCampus standards may result in the course not being approved and offered and may delay any compensation for the development of this course.
8. I understand that I am required to maintain the master copy of the course using MC updates guidelines by date communicated, including revising assignment and quiz due dates by the stated deadline.
9. I understand that the TN eCampus is a collaborative model and that other professors may be assigned to teach sections of this course. As course developer, I understand that it is my job to mentor sectional faculty teaching my course throughout the semester.
10. I agree to submit the textbook selection(s) and modifications to the TN eCampus Virtual Bookstore through the Textbook Verification Form, by the specified deadline each semester. I understand that I am responsible for obtaining desk copies of textbook(s) and related material.

I have thoroughly read the above requirements and understand them.

|  |
| --- |
| Signature  |
| Date  |

## Developing Institution Required Signatures

|  |  |
| --- | --- |
| Course Developer | Date |
| Department Chair | Date  |
| Academic Dean | Date  |
| Distance Education Director or Dean | Date  |
| Campus TN eCampus Curriculum Committee Representative | Date  |
| Graduate Dean (If applicable) | Date  |
| Chief Academic Officer | Date  |

DO NOT WRITE BELOW THIS LINE

## TN eCampus Required Signatures

|  |  |
| --- | --- |
| Director, Instructional Design and Training | Date |
| Executive Director, TN eCampus | Date |
| Associate Vice Chancellor | Date |

## Appendix A. Example Course Module

**Module Overview**

Every module should begin with a written overview that introduces the module. Imagine you are teaching a face-to-face course. What would you say in the first 10-15 minutes of class time? The purpose of the introduction is to preface the content for students and to let them know what they should be looking for or thinking about as they work through the module.

Every module should have clearly defined learning objectives. Each course has a set of approved course level learning outcomes. The objectives for each module should support student mastery of the course level learning outcomes. Objectives should be measurable, meaning that students should be able to demonstrate mastery of the objective through an assignment, discussion, quiz, or other assessment.

Module overviews should also include general instructions for how students should proceed through the module. What do they need to do before or after they read? Will they be working in pairs or small groups for this module? You would not put specific assignment directions here as those are located in the assignment description area.

Here is an example of a Module Overview as it would be presented in D2L. This example is from a literature course. The written overview emphasizes a couple of key points for students, makes connections to the readings, and gives them an overview of what they’ll be working on. It also includes the objectives for the module and instructions.

|  |
| --- |
| **Overview**Module 2 will introduce texts written after the start of the Common Era. The earliest of these come from Augustine’s *Confessions*, which were composed in the 4th and 5th centuries CE. Augustine’s writing represents some of the early roots of Catholic Christianity, which began to take a firm foothold in Europe as the Roman empire collapsed. One of the major resulting texts from the spread of Christianity is the Anglo-Saxon poem *Beowulf*, which was told aloud by many different storytellers long before it was written in manuscript-form around the 11th century. Whereas the *Confessions* show one man’s spiritual journey, *Beowulf* could be interpreted as representing one kingdom’s spiritual journey from Paganism to Christianity. A few centuries later, *Sir Gawain and the Green Knight* picked up on many of the themes present in *Beowulf*, especially those concerning heroism and chivalry. Although the authors of these two works remain a mystery, their stories continue to exert a massive influence on trends in world literature. Around the same time in Italy, Dante Alighieri was composing *The Divine Comedy*, which narrates the poet’s journey through Hell, Purgatory, and finally Heaven. Excerpts from the *Inferno* and short selections from influential medieval poets will provide a glimpse into how the great minds of the time period reconciled their responsibilities to their friends, to their governing bodies, and ultimately to their faith. Module 2 will end with a brief look at the tales of *The Thousand and One Nights*. Written over the course of hundreds of years and by many different hands, this hugely influential collection of stories presents one of the earliest examples of a female storyteller as the central narrator. By design, these stories captivate the imagination with fantastical images and nerve-wracking cliffhangers.**Module Objectives**Upon completion of this module, the student should be able to:* Identify characteristics of literature written after the start of the Common Era (i.e., the years following the birth of Christ);
* Recognize the thematic connections among different works;
* Recognize and discuss the characterizations of major characters (especially heroes) in both fiction and non-fiction;
* Recognize the broad historical contexts of the authors we study;
* Discuss the way historical contexts contribute to both the structure and content of their work;
* Analyze literary works and write about them in appropriate academic style.

**Instructions**In this module, you will be asked to read passages of the assigned readings, participate in an online discussion, complete a reading quiz, and submit the abstract for your literary analysis term paper. You should complete the readings before you begin your term paper assignment, as they will help you to identify your topic and will give you examples of how to approach literary analysis.  |

**Module Key Words and Concepts**

This page is a place for you to create a personalized glossary of key terms and concepts for the module. Adding this page gives students a tool they can use to pre-read, to review later, and to study with at the end of the module.

**Module Readings & Resources and Course Lecture Content**

The "Readings & Resources" submodule is where you should place lecture content pages, supplementary resources, and downloadable files for students to review. Provide examples of what readings or resources would be included in the module. Examples of resources might be:

* Online Lecture covering instructor’s views on chapters 6 & 7 highlights, includes images with alt tags for ADA compliance
* Embedded video from YouTube.com demonstrating a concept from chapter 6
* Interactive map
* PowerPoint presentation, with audio lecture embedded and script provided
* Content related images with descriptions saved into html pages
* Links to multiple websites for module reading

**Module Discussion**

Provide an example of a discussion prompt that might be included in the module.

**Module Course Labs, Assignments, Projects, or Other Learning Activities**

Provide examples of the kinds of course labs, assignments, projects, or other learning activities that would be included in the module.

**Module Quizzes, Tests, or Other Summative Assessments**

Describe how students would be assessed on module objectives or course learning outcomes.

## Appendix B. Map of Course Outcomes & Topics

# Map of Course Outcomes & Topics

|  |  |
| --- | --- |
| Course Number |   |
| Course Title |   |

## Course Design

### I. Course Level Learning Outcomes

These come from the officially approved course curriculum proposal document. *Upon successful completion of this course, students will be able to…*

|  |  |
| --- | --- |
| **Example** | Recognize, describe, and explain social institutions. |
| **A.** |   |
| **B.** |   |
| **C.** |   |
| **D.** |   |
| **E.** |   |

### II. Mapping the Course

Determine the major topics or themes for each module and map them out in the “Module Topic” column. Next, match each module topic with the learning outcome listed above.

|  |  |  |
| --- | --- | --- |
| **Module** | **Module Topic** | **Learning Outcomes** |
| **Example** | Business Models – Startup vs. Small Business | A, E |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |
| **8** |  |  |
| **9** |  |  |
| **10** |  |  |
| **11** |  |  |
| **12** |  |  |
| **13** |  |  |
| **14** |  |  |
| **15** |  |  |