# TBR/TN eCampus Redevelopment Proposal Form

Today’s Date

Course number       Course name

Number of credit hours

College/University Name

Semester and year expected to launch (e.g., Spring 2023)

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 Redevelopment Proposal Forms should be submitted to Dr. Nicola Wayer via email at nwayer@tbr.edu.

Please submit the following:

1. **TBR/TN eCampus Redevelopment Proposal Form:** completed, signed, and scanned
2. **SYLLABUS:** A draft of the proposed new syllabus in the TN eCampus Syllabus Template
3. **COURSE REDEVELOPMENT REVIEW WORKSHEET:** Please fully complete the Course Redevelopment Review Worksheet in Appendix A. This worksheet details the scope of the redevelopment based on a review of the current course and future needs.
4. **SAMPLE MODULE:** Please provide one detailed sample module of the course. Example must follow the TN eCampus Sample Module format included in Appendix B 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.
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 & Institution Information

Name of Course Developer

Department       Rank / Title

Office Phone Number       E-mail Address of Course Developer

Name of Department Chair       E-mail Address of Department Chair

Have you previously taught the course you are proposing?

Have you previously taught this or any class online?

Reason for Revision (Check one)

[ ]  Course title or course number change

[ ]  Change in course learning outcomes (requires Curriculum Committee approval)

[ ]  Restructuring/repurposing within a program

[ ]  Campus requested revision

[ ]  Triennial review or revision due

[ ]  Updating with new technologies

[ ]  Other (explanation):

## **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.

Developing Institution Required Signatures

|  |  |
| --- | --- |
| Course Developer | Date |
| Department Chair | Date  |
| Academic Dean | Date  |
| Distance Education Director or Dean | Date  |

Appendix A. Course Redevelopment Review Worksheet

Course Number & Title:

Developing Institution:

Review Prompt:

Course developer:

Course Developer Contact Info:

Instructional designer: TBD

Instructional designer Contact Info: TBD

Current MC URL:

# Textbook or Required Course Materials

**Directions:** Please confirm that the current textbook information is correct and provide details if there is any change to the textbook or required course materials.

|  |  |  |
| --- | --- | --- |
| Information | Current Textbook or Required Course Materials | New Textbook or Required Course Materials (if changing title or edition or removing) |
| Title: |  |  |
| Author: |  |  |
| Edition #: |  |  |
| Year: |  |  |
| ISBN: |  |  |
| Publisher: |  |  |
| Notes: |  |   |

# Planned Scope of Redevelopment

**Directions:** Please complete the chart below to indicate the scope of the redevelopment efforts. Mark all columns that apply. Keep in mind that when you make any changes in one area or aspect of the course, it could impact the course alignment between outcomes, assessments, grading, etc. and could necessitate additional areas for redevelopment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | No Changes Expected | Not Currently in Course - Need to Be Added to the Course | Revision to Add Publisher-Created Materials | Revision to Add Developer-Created or Curated Materials | Revision to Replace Publisher Materials with Developer- Created or Curated Materials |
| **Number of modules and/or module topics** |  |  |  |  |  |
| **Reorganization of modules to adjust pacing** |  |  |  |  |  |
| **Module Learning Objectives** |  |  |  |  |  |
| **Textbook (including textbook edition)** |  |  |  |  |  |
| **Module Overviews** |  |  |  |  |  |
| **Key Words & Concepts pages** |  |  |  |  |  |
| **Discussion** |  |  |  |  |  |
| * Prompts (including content and discussion directions or requirements)
 |  |  |  |  |  |
| * Grading Scheme
 |  |  |  |  |  |
| * Rubric
 |  |  |  |  |  |
| * Other (please specify)
 |  |  |  |  |  |

|  |
| --- |
| **Learning Activities** (graded or ungraded e.g., labs, practice exercises, etc. that support learning and prepare students for the assignment or assessment) |
| * Instructions
 |  |  |  |  |  |
| * Grading Scheme
 |  |  |  |  |  |
| * Rubric
 |  |  |  |  |  |
| * Other (please specify)
 |  |  |  |  |  |
| **Assignments** (graded items that reinforce learning through feedback and prepare students for summative assessments) |
| * Instructions
 |  |  |  |  |  |
| * Grading Scheme
 |  |  |  |  |  |
| * Rubric
 |  |  |  |  |  |
| * Other (please specify)
 |  |  |  |  |  |
| **Quizzes, tests, exams, or other summative assessments** (graded items that evaluate if learning has occurred) |
| * Instructions
 |  |  |  |  |  |
| * Grading Scheme
 |  |  |  |  |  |
| * Rubric
 |  |  |  |  |  |
| * Other (please specify)
 |  |  |  |  |  |
| **Course readings and resources** |  |  |  |  |  |
| **Lecture material and media** |  |  |  |  |  |
| **Other/Additional (please specify)** |  |  |  |  |  |
| **Other Course Components** |  |  |  |  |  |
| * Instructor Guidelines page
 |  |  |  |  |  |
| * Accessibility - Alternate Access Plan or alternate formats
 |  |  |  |  |  |
| * Course technologies or integrations/third-party vendor products
 |  |  |  |  |  |
| * Setting up release conditions
 |  |  |  |  |  |
| * Setting up intelligent agents
 |  |  |  |  |  |

# Learning Outcomes

Note: This table has been populated from the officially approved curriculum outline and course description. Please do not change.

|  |
| --- |
| Course Description: A college-level course designed to introduce the basic fundamentals of reading music and music theory for students with little prior experience. The course may be required for students with insufficient background; used as an elective for non-music majors. It may not be used to satisfy music theory requirements for programs requiring music theory. |
|  | **Course Learning Outcomes** |
| A |  |
| B |  |
| C |  |
| D |  |
| E |  |
| F |  |

# Module Organization

**Directions:** Please complete the chart below to show the alignment of course learning outcomes to module topics, readings, activities & assignments and to illustrate expected changes in the course. Information from the current Master Copy (MC) has already been entered.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Module | Topic | Learning Outcomes | Current Reading(s) & Resources | New Reading(s) & Resources | Current Activities & Assignments | New Activities & Assignments | Notes |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |

Appendix B. 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.