These are the policies and procedures of MSU’s Center for Continuing Education and Academic Outreach, the Faculty Development Center, and Technical Support and Consulting Services (TSCS).
Background

What is an online course?

Online courses are meant to remove the problem of time and location in learning. These courses are designed to provide a flexible learning schedule for those who are unable to attend campus. Students all over the world should be able to easily take an online course from Murray State University. Online teachers should remember that not all students are able to attend synchronous online sessions or find a proctor. Communication of requirements is essential in order for students to decide whether or not they are able to take an online course.

Online courses have the following characteristics:

- An online course is considered to be a class that has no required face-to-face meetings with the instructor.
- The course is offered online and uses an approved method of delivery, such as Canvas.
- Online courses must be listed as “WEB” on the schedule of classes.
- Online courses are asynchronous* but may contain synchronous components.
- On-site proctored tests that are included in online courses are acceptable; however, the students must be informed that they are responsible for finding a university approved proctor before the course begins.

*Asynchronous is defined as two-way communication with a delay between when a message is sent and when it is actually received. Synchronous communication is live, real-time communication. In online courses, synchronous communication usually takes place on programs like Blackboard Collaborate (previously known as Elluminate) or in chat rooms.

Teaching Online: What You Need to Know

An online class uses the Internet, email, computer-assisted learning, multimedia courseware and other instructional technology resources.

Different forms of online instruction include:

- Sharing information on a website (example: course syllabus/website).
- Providing practice for new concepts by using online activities such as simulations and games.
- Communicating one-to-one or one-to-many via email for instructional purposes.
- Conducting discussions by using a threaded discussion board.
- Conducting discussions by using chat room software.
- Holding office hours by using chat room software.
- Delivering library resources via the Internet (example: electronic databases, electronic course reserves).
- Giving practice tests or evaluating performance by using online.
- Submitting assignments electronically (example: email attachments, message board postings).

Hopefully this page inspires you to start the planning and preparation that is required before you actually sit at your computer and interact with students. This document and its links will provide you with a starting point!
• Online classes use computer-to-computer interaction between the professor and the student via the Internet. Students may participate in an online class whether they are at home, at work, or at some other off-campus location.
• Online classes can serve the educational needs of on-campus students as well. On-campus students can use a computer with Internet and email service in one of the Southwestern College open computer labs that are located on campus.
• Online classes use computer and telecommunications technology to facilitate electronic interaction between the professor and each individual student in the class. The individual student can interact privately with the professor, or publicly with the whole class. The professor can interact with all students as a group, and individual students can interact with each other in online discussion groups, research groups, study groups, or collaborative learning groups.
• Online classes provide open access to the vast resources of the World Wide Web. This feature of the electronic classroom dramatically differs from the traditional four-walled classroom. You can enhance your online class with the multimedia resources available on the Internet.

**Here are several suggestions to get you started**

• It is recommended that you have taught your class for at least one semester in the traditional classroom setting, using Canvas as an augmentation to your content delivery, and have worked through your course design issues.
• What activities, presentations, multimedia materials and assignments have helped students learn, and how can you do that online?
• Sometimes there are ready-made support materials for an online class, and you simply have to arrange the pieces according to your instructional plan and learning objectives.
• You might contact the publisher’s representative of your favorite textbook and see if there are multimedia ancillaries that accompany the book: External App for Canvas (check with TSCS for integration), CD-ROMs, and a textbook website with links that support the textbook.

**Motivating students**

Whether in a traditional classroom or an online classroom, an educational environment can present challenges. Online students may need extra motivation at times.

**Encouraging students**

• Frequent, early, positive feedback
• Provide opportunities for success early in the course
• Provide students ways to personally find meaning in the material
• Create an open and positive environment
• Help students become a part of the learning community
• Present a well-organized course

**Instructional behaviors**

• Have high, but realistic, expectations
• Help students set their own goals

• Tell students what they need to succeed
• Avoid intense competition
• Increase the difficulty of the material as the students master content
• Give students feedback quickly

**What do students say about motivation?**

Eight characteristics emerged when students were asked what aspects influenced student motivation in their courses.

• Instructor’s enthusiasm
• Relevance of material
• Course organization
• Appropriate difficulty of material
• Active involvement of students
• Variety
• Rapport between instructor and students
• Use of appropriate, concrete and understandable examples

**Getting Started**

**Face-to-Face to Online**

As you may already know, developing a new class of any kind requires a period where you “think out” how you are going to organize the course components. And since you may be using new technology for the first time, there will also be a certain learning curve associated with becoming familiar with how to use your new technology tools. This is central to course development, because you have to know what features you can use, and in what manner, as you plan to work in an electronic classroom and office. This is the Instructional Design Phase of course development.

**Scheduling an Online Course**

If your course is already taught as a face-to-face course, you can indicate that the course will be online when scheduling occurs. If it is a new course, contact your department to check about the process of adding a new course.

Unlike traditional face-to-face courses, there is no minimum enrollment required in order for a class to be offered. Maximum enrollments will be set by the department/college. Contact your department’s administrative assistant for help scheduling or changing your online course.

**Payments**

**Payments for Online Instructors**

Instructors who are teaching their course outside of their normal teaching responsibilities (overload) or as an adjunct will be paid by Continuing Education and Academic Outreach.

Remember, faculty and staff are eligible to receive only 20 percent of their salary through extra compensation.

As a rule, instructors are not able to be paid in the same month that they start teaching, unless the course begins on the first day of the month. CEAO will process all paperwork as quickly as possible; however, when forms leave our office we cannot control how quickly they are sent through other offices. **It is possible that online instructors will be paid even later than the month after classes begin.**
CEAO Online Payment Chart

Undergraduate Teacher Pay

<table>
<thead>
<tr>
<th>Credit Hour(s)</th>
<th>9 or Less Students</th>
<th>10-25 Students: Base Stipend</th>
<th>26+ Students (payment for each student above 25 PLUS base stipend)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$83.33 per student</td>
<td>$833.33</td>
<td>$25.00 per additional student</td>
</tr>
<tr>
<td>2</td>
<td>$166.67 per student</td>
<td>$1,666.67</td>
<td>$50.00 per additional student</td>
</tr>
<tr>
<td>3</td>
<td>$250.00 per student</td>
<td>$2,500.00</td>
<td>$75.00 per additional student</td>
</tr>
<tr>
<td>4</td>
<td>$333.33 per student</td>
<td>$3,333.33</td>
<td>$100.00 per additional student</td>
</tr>
<tr>
<td>5</td>
<td>$416.67 per student</td>
<td>$4,166.67</td>
<td>$125.00 per additional student</td>
</tr>
<tr>
<td>6</td>
<td>$500.00 per student</td>
<td>$5,000.00</td>
<td>$150.00 per additional student</td>
</tr>
</tbody>
</table>

Graduate Teacher Pay

<table>
<thead>
<tr>
<th>Credit Hour(s)</th>
<th>7 or Less Students</th>
<th>8-20 Students: Base Stipend</th>
<th>21+ Students (payment for each student above 20 PLUS base stipend)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$125.00 per student</td>
<td>$1,000.00</td>
<td>$33.33 per additional student</td>
</tr>
<tr>
<td>2</td>
<td>$250.00 per student</td>
<td>$2,000.00</td>
<td>$66.67 per additional student</td>
</tr>
<tr>
<td>3</td>
<td>$375.00 per student</td>
<td>$3,000.00</td>
<td>$100.00 per additional student</td>
</tr>
<tr>
<td>4</td>
<td>$500.00 per student</td>
<td>$4,000.00</td>
<td>$133.33 per additional student</td>
</tr>
<tr>
<td>5</td>
<td>$625.00 per student</td>
<td>$5,000.00</td>
<td>$166.67 per additional student</td>
</tr>
<tr>
<td>6</td>
<td>$750.00 per student</td>
<td>$6,000.00</td>
<td>$200.00 per additional student</td>
</tr>
</tbody>
</table>

Summer School

Instructions regarding summer payments will be given to each college prior to the beginning of summer school. If you are a faculty member, check with your department to see if you will be able to earn 2.5 percent of your salary per credit hour. Adjuncts will be paid according to the CEAO Online Payment Chart. Summer School is considered to be separate from the academic year; therefore, for nine- and 10-month faculty, the 20 percent extra compensation limit does not apply. The only rule is that instructors are not allowed to earn more than 2.5 percent of their salary per credit hour.

Winter Term

Lisa O’Neal will process all Winter Term payments. Online instructors will be paid according to the CEAO Online Payment Chart. Payments earned during the Winter Term will count toward the 20 percent extra compensation limit.

Online Course Development Stipends

Instructors are eligible to receive a development stipend the first time a course is offered online. Only one development stipend is allowed to be paid for each course, even if different instructors are teaching the course. The instructor will be paid $500 per credit hour or $1,500 for a three credit hour course. The department must agree to offer the course a minimum of four times within four years. Courses that are cancelled after being scheduled will not count toward the four offerings. Courses must be taught in the spring or fall sessions unless exceptions are made for summer by CEAO and the academic college dean. Instructors agree to utilize a learning management system (LMS) approved by the Faculty Development Center and Technical Support and Consulting Services (TSCS). We encourage you to meet with the Faculty Development Center while developing your online course. They can assist with both pedagogical and instructional design issues, enhancing the student engagement in your course.

In the event an instructor cannot fulfill the commitment to teach four times, the department agrees to find another instructor to take over the course. If the course is not delivered according to the agreed upon schedule stated in the Online
Course Development Contract, the university retains full right of access to the course materials. Another instructor may be assigned to modify, use all, or part of the developed course. If the course is being developed by more than one instructor, the development stipend will be split evenly between the two instructors.

**CEAO maintains the right to review the eligibility of all online course development and revision stipends.**

After the course has been taught one time, it will be reviewed via a rubric (shared ahead of time during the development process) by members of the Center for Continuing Education and Academic Outreach and the Faculty Development Center. This scored rubric is then discussed with the instructor and the department chair.

The Online Course Development Contract can be found on the support site (support.murraystate.edu/knowledgemanager) under Forms and Continuing Education and Academic Outreach (CEAO).

## Major and Minor Online Revision Stipends

After teaching an online course a minimum of four times, the instructor will be eligible to receive a stipend for revisions to their course if needed. Revision stipends will be paid as follows:

### Minor Revision Stipends

<table>
<thead>
<tr>
<th>Credit Hour(s)</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$100</td>
</tr>
<tr>
<td>2</td>
<td>$200</td>
</tr>
<tr>
<td>3+</td>
<td>$300</td>
</tr>
</tbody>
</table>

Minor revision stipends may not exceed $300 and major revisions may not exceed $600. After receiving compensation for a major or minor course revision, the department must agree to offer the course a minimum of four times. After that time, the instructor will be eligible for another revision stipend if revisions are needed.

The Online Course Revision Stipend can be found on the support site (support.murraystate.edu/knowledgemanager) under Forms and Continuing Education and Academic Outreach (CEAO).

### Major Revision Stipends

<table>
<thead>
<tr>
<th>Credit Hour(s)</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$200</td>
</tr>
<tr>
<td>2</td>
<td>$400</td>
</tr>
<tr>
<td>3+</td>
<td>$600</td>
</tr>
</tbody>
</table>

Minor revision stipends may not exceed $300 and major revisions may not exceed $600. After receiving compensation for a major or minor course revision, the department must agree to offer the course a minimum of four times. After that time, the instructor will be eligible for another revision stipend if revisions are needed.

The Online Course Revision Stipend can be found on the support site (support.murraystate.edu/knowledgemanager) under Forms and Continuing Education and Academic Outreach (CEAO).

## Payments for Stipends

Contact Lisa O'Neal (270.809.2159 or loneall@murraystate.edu) to confirm that your course is eligible to receive a development or revision stipend. Contracts must be signed by the instructor, department chair, college dean and dean of continuing education.

Payment for stipends will be initiated after the course is scheduled. The stipend will be a one-time payment paid the month after the course begins. If the course is cancelled due to lack of enrollment or other circumstances, the stipend will also be cancelled.

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**Operational Policies and Procedures**

### Family Educational Rights and Privacy Act (FERPA)

Online instructors are to maintain the FERPA standards required by the university (http://www.murraystate.edu/academics/Registrarsoffice/FERPAprivacyAct.aspx). Instructors must go through FERPA training before receiving access to online data.

### Identification and Security

MSU staff can confirm the identity of a Canvas user one of the following ways:

- Verifiable picture identification
- If the user knows their ID number (M number) and needs information from the Canvas system such as a password, staff will ask for the user’s name before proceeding with the request. The user name MUST match the name associated with their ID number. Users may be asked for other appropriate personal information to verify their identity.
- Faculty identification can be confirmed by a phone call to the appropriate division

### Intellectual Property Policy

Murray State University embraces the multiple missions of a state supported university: teaching, research and support of the public interest. The university encourages research and scholarship and recognizes that intellectual properties may arise from the scholarly activities of the university. While many intellectual properties are best disseminated by publication and placement in the public domain, Murray State University Faculty Handbook 89, there are a significant number that are most effectively handled by protection under the intellectual property laws (e.g., patenting and copyright) and licensing (or other transfer) to private sector entities, with attendant financial considerations. It is therefore important to establish clear policies regarding the ownership, commercialization and financial rewards resulting from the creation of such intellectual property. Accordingly, this intellectual property policy (IP Policy) is designed to:

1. establish ownership criteria for intellectual property developed by members of the university community and to resolve ownership questions if such arise;
2. define the responsibilities, rights and privileges of those involved; and
3. develop basic guidelines for the administration of the IP Policy. The full policy is contained in the Faculty Handbook section 2.13.2. (http://www.murraystate.edu/Libraries/Faculty_Senate/Faculty_Handbook.sflb.ashx)
Because of intellectual property concerns, we do not copy any course content, or give access of any kind to an instructor’s Canvas course without expressed written permission from the instructor who owns the content. We cannot accept permission from another faculty, but will accept written permission from a dean or department chair if the faculty member is no longer employed by the university.

Use of Social Media for Online Courses

Social media programs are web-based communication programs such as Facebook, Google+, Twitter, Blogs, Podcasting and YouTube. The programs are open to the public and can be an issue for student privacy. Instructors are expected to follow these guidelines for using social media in their online course:

- Instructors must inform students that social media platforms are public websites that may be able to be viewed by users outside of the university.
- Students should not be required to post personal information on social media websites. Alternative options should be available for students who do not feel comfortable using social media.
- Instructors should not release grades or sensitive information on public websites.
- Students under the age of 18 should receive permission from a care giver before using social media.

Are you ready to teach online? — A Self-Examination Questionnaire

Adapted from OnlineLearning.net quiz at: www.onlinelearning.net/InstructorCommunity/selfevaluation.html

**Computer skills assessment**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have (or are you willing to obtain) access to a computer and Internet connection at home?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are you willing to upgrade your computer equipment and/or purchase new software if needed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you know how to use email and access the Web using a browser?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Can you download a file from the Web and save it on your own computer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Can you attach a document to an email message?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Can you cut or copy and paste from one program into another?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Experience and qualifications**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Have you ever taken an online course as a student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(If not, you will want to experience one before you begin teaching an online course.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Have you used email or a listserv as an important part of your teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Have you used web pages to supplement your face-to-face course or seminar?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Have you used online quizzes, a discussion board, or chat room as part of your teaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Do you have practical/professional experience in the subject matter you wish to teach online?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attitudes toward teaching and learning**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Do you believe that high-quality learning can take place without interacting with your students face-to-face?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Do you tend to use a variety of instructional methods when teaching your courses?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Is discussion an effective teaching strategy for your subject matter?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Do you believe it is important to structure activities so that students can learn from each other?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Do you believe increased learning can occur when work/life/knowledge experiences are shared among peers?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teaching style and habits**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Can you dedicate four to six hours a week (based on a one-credit course), any time during the day or night, to participate in the online teaching process?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Are you willing to log on and contribute to your online classroom discussions and interact with students online daily, Monday through Friday, and possibly on weekends?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Are you able to create schedules for yourself and stick to them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Are you flexible in dealing with students’ needs (due dates, etc.)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Are you comfortable in communicating almost entirely through writing?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Training and commitment**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Are you willing to follow the exemplary online course guidelines for conducting courses online, including applying the Course Quality Checklist (in development)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Are you willing to spend extra time rethinking and redesigning your course materials to fit the needs of the online environment and continually modifying them during the course?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Are you willing to invest time in professional development to continue learning new online teaching and/or technical skills in the future?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Number “Yes” Responses: _____
Computer Skills Assessment

**PLEASE NOTE:** The questionnaire on this page describes some of the skills, attitudes and styles common to many successful online instructors. It is intended to provide you with one indication of the type of Internet instruction for which you appear to be well suited based on your responses. The results of this self-evaluation are not intended to discourage you from choosing to adopt a different course model. However, by referring back to the questions to which you responded “No,” you may gain some insight into areas on which you may want to focus.

As you have seen, there are several course options for Internet-based courses that you may want to develop and teach. However, each option or model requires a different set of skills and interests on the part of the instructor. Some highly-seasoned instructors from the traditional classroom environment eagerly embrace the fully **online** course model, while others find that they prefer the web-enhanced or **hybrid** models. This questionnaire will help you reflect on your teaching style, attitudes and technical skills to identify which Internet course model you might be best suited for.

**Your Results**
To obtain your “score,” add up the number of questions to which you answered “yes.” Record that number in the questionnaire box and on the scale below.

<table>
<thead>
<tr>
<th>Web-Enhanced</th>
<th>Hybrid</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>

**What are the tech requirements for teaching online?**

Instructors should check with their College Academic Tech Coordinators if they are having issues using their computer with any academic software/system (i.e. Uploading documents, submitting items). It could be due to the computer operating system, an unsupported browser version, browser caching, etc.

- All users should have access to at least TWO browsers (i.e., Chrome, Explorer, Firefox and/or Safari). Every browser comes with its own issues. It’s always good to have more than one so you can just try another browser if an issue arises.
- Computer requirements for all the various MSU systems (Canvas, Tegrity, etc.)
  - http://support.murraystate.edu/default.asp?id=26&Lang=1&SID=
  - How to clear Your browser’s cache
    - http://support.murraystate.edu/default.asp?id=113&Lang=1&SID=

**Using Canvas**

**What is it?**

Canvas is our learning management system. It is the online course presence where instructors can add their syllabus, PowerPoints, docs, etc., create discussion boards, online quizzes and more. It is hosted in the cloud and has updates with new releases every three weeks.

**How do I login?**

1. Faculty and students need to first CREATE their Canvas passwords before they can login to the system. They do this in myGate: https://mygate.murraystate.edu/
   - If you forgot your myGate password, please call the Service Desk at 270.809.2346.
   - Once logged into myGate, stay on the Hometab and go toward the upper left corner box.
   - Just click the orange button to consolidate all your passwords and create your Canvas password at the same time. (You can make it be the same as your myGate password.)
2. Next, go to https://murraystate.instructure.com/ to login with the password you just created via myGate. Your username is the same as all of your other MSU usernames. (i.e.: sjohnson)

**How do I get my course into Canvas?**

Every course is automatically created in Canvas based on what is shown on the MSU Course Schedule, and instructors are enrolled in the courses that are listed for them in myGate. If your course load changes, the department must submit a Course Schedule Correction Form to the Provost office before your access in Canvas will be changed.

By default, each course section has a Canvas shell created. However, if you choose to combine course sections or cross-list courses into one Canvas shell, contact Sheri Riddle (sriddle@murraystate.edu) with the course(s) and section(s) information. This must be done before the semester begins and/or students have submitted any work.

**How are students entered into Canvas?**

Students are automatically enrolled in courses based on their schedule as it appears in our SIS system (Banner).

**How do I use Canvas?**

Faculty can choose whether to attend TSCS led trainings. For face-to-face trainings, check the Calendar on RacerNet to register for workshops offered at http://campus.murraystate.edu/training.htm. Individualized training can also be requested at https://spreadsheets.google.com/a/murraystate.edu/viewform?formkey=dGhlWXhzaFRnAyU2FCZ240aWlfTXc6MQ. Lilia Murray at the Faculty Development Center can assist with the instructional design aspects of using Canvas.

An Instructor Resource Course (within Canvas) is available for those choosing to learn Canvas features on their own. This course has enabled open enrollment so anyone can join the course by going to: https://murraystate.instructure.com/enroll/PBKH7M. This course also contains announcements and
notifications for faculty about upcoming changes, webinars, reminders, etc.

**When can students see my course?**

All Canvas courses are “unpublished” by default. This means only teachers can see the course until it is published. There is a banner at the top of each course’s homepage that reminds professors that their course is “unpublished.” To publish a course, click on the gray “Publish” button on the right sidebar under Course Status.

However, once you publish your course, you cannot “unpublish” it again. You can continue adding, deleting and editing content after you have published your course—only now your students can see it.

A new feature in Canvas, called Draft State, allows content in Pages, Assignments, Discussions, Quizzes, and Modules to exist (by default) in an unpublished state. This draft state is invisible to students and excluded from grade calculations. After creating any of these content types, you must “Publish” the items by clicking on the gray cloud icon (it turns green when published) before students will be able to access the content.

**How do I copy course materials from another semester?**

In Canvas’ top global toolbar, hover your mouse on Courses to get the drop-down menu. Click the course title of the course where you would like to import content. Click the Settings tab in the left side menu of that course. Click Import Content into this Course to import content. In the drop-down menu, select the Copy a Canvas Course option.

Locate the course you wish to copy content from in one of two ways: 1) In the drop-down menu, select the course you would like to access. 2) In the Course name field, start to type the name of the course you would like to access. Click the name of the course when it appears.

If you want to select the content to import from the course, check the Select migration content checkbox. Otherwise all content within the course will be imported.

If you want to adjust the due dates associated with the course events and assignments, click the Adjust events and due dates checkbox. Click the calendar icon and select the beginning date of the course you are importing. Select the new date you want the course to begin. Then select the end date of the course you are importing, as well as the new date you want the course to end.

Note: If the course you are copying has beginning and end dates, those dates will be automatically pre-populated in the initial date fields.

You can also explicitly define day substitutions to adjust for changing class schedules (i.e. move all assignments on Mondays to Tuesdays). To create a date substitution, click the Substitution button. Use the drop-down menus to select the days of the week. You can also remove Substitutions by clicking the end icon.

**Is there a Canvas app?**

There are free Canvas apps for Androids, iPhones, and iPads, as well as separate apps for the iPad (including one for the Speedgrader, Magic Marker (a way of recording the mastery of learning outcomes) and Canvas Polls. Search for the apps using “Canvas Instructure”. When prompted for the institution URL, enter “murraystate.instructure.com”.

When logging in on your mobile device, the app asks for your email and password for Canvas. For Murray State users, you will use your username (not email address) and password for Canvas.

**Using Collaborate**

Collaborate is an open education-focused collaboration platform that delivers highly effective and engaging instruction, help and meetings—anywhere, anytime.

Collaborate is built specifically for live, multimedia, many-to-many collaboration. It is a web-based technology that creates a stable, consistent collaboration environment for users, regardless of location, platform or Internet connection. This synchronous session tool can be used in a variety of ways and also be recorded and viewed later within a Canvas course.

It can be an unobtrusive way to record your presentation in the classroom so students can review it at a later time, or to record you presenting in your office to share with an online class.

Collaborate is an online conferencing software that uses audio, video, polling, interactive whiteboards, application sharing, recording, and other features to deliver content to participants. Tutorials and guides are available in the On-Demand Learning Center at [http://www.brainshark.com/blackboardinc/vu?pi=zGLzYw5XBzA35gzo](http://www.brainshark.com/blackboardinc/vu?pi=zGLzYw5XBzA35gzo). Additional resources are available on Collaborate’s website, [http://support.blackboardcollaborate.com/](http://support.blackboardcollaborate.com/)

**Using Tegrity**

Tegrity is Lecture Capture software that records the content shown on the computer screen, such as a PowerPoint presentation, along with the instructor’s audio. Tegrity captures, stores and indexes this content online for students to access at their convenience. It can be an unobtrusive way to record your presentation in the classroom so students can review it at a later time, or to record you presenting in your office to share with an online class.

Tegrity is an external app already integrated with Canvas. You will need to add the link under Modules by adding an “External Tool” and choosing Tegrity Recordings. Faculty can choose to attend TSCS led trainings or online via the Tegrity Help Guide for Instructors. Information can be found on the Training Calendar and also in the Canvas Instructor Resource Module.

In order to get started, you will need administrative rights to computer to download the software. Students simply watching the recordings do not need to download the software. However, they may need to download the Windows Media Player plugin for Firefox and Chrome, if using those browsers.

More information is available in our Support Site at [http://support.murraystate.edu/default.asp?id=24&Lang=1&SID=](http://support.murraystate.edu/default.asp?id=24&Lang=1&SID=)

**Using Respondus**

Respondus LockDown Browser is a custom browser that locks down the testing environment within Canvas. When students use Respondus LDB they are unable to print, copy, go to...
another URL, or access other applications. When an assessment is started, students are locked into it until they submit it for grading. It is available for both Windows and Mac.

Respondus Monitor is a companion application that integrates webcam technology with LockDown Browser. Together they address the core issues of student identity and cheating, creating an essential layer of security for non-proctored assessments.

More information can be found in the Canvas Instructor Resource Course, and also on their website at http://respondus.com/products/lockdown-browser/index.shtml

### Promoting Your Online Course

#### Kentucky Virtual Campus (KYVC) Courses

When scheduling, departments may decide to add an additional section to be placed on the state-wide online course database, Kentucky Virtual Campus (KYVC.org). The website describes KYVC:

The Kentucky Virtual Campus (KYVC) is part of the Kentucky Council on Postsecondary Education, a government agency that coordinates postsecondary education in Kentucky. The mission of the KYVC is to be a student-centered, technology-based system for coordinating the delivery of postsecondary education and professional development opportunities that meet the needs of citizens and employers across the Commonwealth of Kentucky. The KYVC consists of two major components: A clearinghouse for quality distance learning opportunities provided by existing institutions both within and outside the state, primarily degree and certificate programs; and a single point of access to statewide student, library and academic support services.

This website contains a large database of online courses offered all over the state, making it easy for students to explore all online degree programs and course offerings. This is an excellent marketing tool for online programs at Murray State University. When scheduling KYVC courses, keep the following points in mind:

- Section 98/99 courses are exclusively for KYVC. Section 99 is for BIS courses while section 98 covers every other course.
- Departments schedule 98/99 courses only if they want them to be placed on KYVC.
- Section 98/99 courses are NOT available courses for MSU students. They are closed and enrollment is listed at zero. Any student that enters MSU as a visiting KYVC student MUST be enrolled in the 98/99 section for reporting purposes. Contact Kristi Jackson for more information.
- Instructors needing to combine their regular Canvas section with the KYVC section may contact Sheri Riddle in CTLT for more information.
- Students who find a course they would like to take on KYVC must apply for admission at Murray State. They will be treated as a visiting student and be asked to enroll in the KYVC section online courses.

#### Marketing Online Courses and Degree Programs

All online programs and certificates are listed on this website: www.murraystate.edu/ongedegrees. Contact Lisa O’Neal (loneal@murraystate.edu or 270.809.2159) if you have any additions or updates. Offerings are also listed on various marketing pieces that are distributed to prospective students.

A communication plan is available through Hobson’s Connect. Students can inquire about your program through My Starting Gate (http://murraystate.askadmissions.net/emtinterestpage.aspx?p=transfer) and be sent additional information about your online offerings through automated emails. Contact Lisa O’Neal for more information.

#### Racers Online

Racers Online (www.murraystate.edu/racersonline) is a website for students who are enrolled in online courses. This website contains information that will help students sign on to Canvas and direct them toward the University Bookstore for textbook information. They will be sent an email and postcard a couple weeks before each semester begins. Online instructors are contacted before the beginning of the semester and have the opportunity to post course-specific information that will help students start their course before it is replaced by the instructor on Canvas.

### Resources

#### Accessibility Guidelines

Here are some resources to help you design online content that is appropriate and accessible for our disabled students:

- http://www.webaim.org/intro/
- http://www.cvc2.org/accessibility.htm
- https://www.section508.gov/index.cfm?fuseAction=stdsSum
- http://www.w3.org/TR/WCAG20/

#### Copyright and Fair Use

Here are some electronic references that address fair use of copyrighted materials for online courses. These resources were recommended during the 4/2/98 PBS Live Teleconference “Am I a Crook? Copyright Issues on the Internet.”

- Benedict O’Mahoney’s The Copyright Website: http://www.benedict.com/
- Copyright and Fair Use Site: http://fairuse.stanford.edu/
- Copyright Management Center: http://www.copyright.iupui.edu/
- General Information About Copyrights: http://www.patents.com/
- WWW Multimedia Law: http://bailiwick.lib.uiowa.edu/journalism/medialaw/copyright_main.html
- A Crash Course in Copyrights from the University of Texas is very comprehensive and easy to use: http://www.utsystem.edu/OGC/INTELLECTUALPROPERTY/cprindx.htm
- Ivan Hoffman, Attorney At Law, provides information via articles he has written about copyright law and related issues: http://www.ivanhoffman.com/
Copyright Resources

- The Copyright Issues for Academics from UCLA contains a short list of Multimedia Fair Use guidelines and links to other copyright sites: http://www.ats.ucla.edu/stat/copyright.htm
- The UCCS Copyright Issues page contains links to copyright information including: http://www.csus.edu/web/copyright.html
- University of Texas System Crash Course in Copyright: http://www.utsystem.edu/ogc/IntellectualProperty/cprtindx.htm

Student and Academic Services Resource Links

Admissions – http://www.murraystate.edu/admissions.htm
Counseling – http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/CounselingAndTesting.aspx
Library – http://lib.murraystate.edu/
Racer Writing Center – http://www.murraystate.edu/Academics/CollegesDepartments/CollegeOfHumanitiesAndFineArts/EnglishAndPhilosophy/StudentResources.aspx
Registration – http://www.murraystate.edu/Academics/RegistrarsOffice.aspx
Student Support Services – http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/StudentSupportServices.aspx

Directory

Still need help?

Continuing Education and Academic Outreach (CEAO)

Dr. Brian Van Horn – Dean of Continuing Education (bvanhorn@murraystate.edu or 270.809.4150)

Lisa O’Neal – Coordinator of Distance Learning (loneal1@murraystate.edu or 270.809.2159) processes payments for online courses, development and revision stipends, and scheduling. She also organizes the Racers Online website, KYVC and online communication plans for Hobson’s Connect. If you need help marketing your online course or program, she can help you get started!

Tammy McDaniel – Accounting Assistant (tmcdaniel@murraystate.edu or 270.809.2716) oversees the Summer School budget.

Bonita Hale – Administrative Assistant (bmail@murraystate.edu or 270.809.2190) organizes scheduling.

Faculty Development Center (FDC)

Lilia Murray – Coordinator of Faculty Development Center, FDC (lmurray@murraystate.edu or 270.809.3773) – works with faculty on course design, engaging content, and pedagogical issues.

Technical Support and Consulting Services (TSCS)

Hal Rice – Director, Technical Support and Consulting Services (hrice@murraystate.edu)

Sheri Riddle – Academic Systems Coordinator, TSCS (sriddle@murraystate.edu or 270.809.4330) - works with faculty for software systems training, course creation, troubleshooting, and helps students with various questions.

Glossary of Terms for Online

24/7 — Available 24 hours a day, seven days a week. Describes the hours that online courses and university-related materials and support are available to students and faculty.

Accessibility — Most commonly refers to providing access for all people to Web environments including those people with disabilities. Designing sites for the way that screen readers, text browsers and other adaptive technologies interact with the Web. Choosing contrasting colors for readability and providing alternative tags for graphics are examples of making websites more accessible.

Acrobat Reader — A free program produced and distributed by Adobe Systems for displaying and printing documents in Portable Document Format (PDF).

Acronym — An abbreviation of the first letters of a phrase or the long name of an organization that forms a word or conveys a message. In electronic communication or online documents, acronyms are used as writing shorthand or a method to communicate humor. Examples include IMHO (in my humble opinion), F2F (face-to-face), and WYSIWYG (what you see is what you get).

Asynchronous — Not occurring at the same time. In online courses, asynchronous refers to communication that occurs at different times. Common examples of asynchronous communications are email or Canvas Discussions tool. People can communicate at different times by sending, reading and replying to messages or discussions.

Collaborative/Cooperative Learning — An approach to teaching and learning involving two or more students working together to gain knowledge, skills and experiences.

Communication Tools — Refers to electronic modes of communication such as email, bulletin boards, chat, discussions, list servers, calendars and student Web pages.
FAQs — A collection of Frequently Asked Questions and answers that have been gathered together to assist students and/or others.

FTP - File Transfer Protocol — A standard protocol for the transfer of files between a computer and the server which stores the files that can be accessed by Web users. Commonly-used programs for FTPing are WS_FTP for the Windows platform and Fetch for Mac operating systems.

Face-to-Face or F2F — Refers to the traditional classroom where the instructor and students are in the same physical space.

Facilitator — One who guides a discussion, activity or course. May be the instructor, a guest lecturer or a student. Not necessarily the same person for all course activities. Facilitator and moderator are, at times, used interchangeably. However, a moderator may be responsible for presiding over the entire course. In an online student-centered environment, faculty facilitates active learning, problem solving, inquiry approaches, and team-based instructional activities or projects.

HTML — Hypertext Markup Language. HTML is an authoring language that uses tags <angle brackets> to define the elements of a Web page that tells browsers how to display the contents of a page.

Hybrid Courses — A hybrid course is defined as one where class meetings are reduced by at least 50 percent and instruction and interaction are based on the technologies available from the Internet and the World Wide Web. Students enrolled in a hybrid course interact with the class instructor and other classmates through in-class discussions and Internet-based communications. The focus of the course meeting place is shifted from the classroom to the Web.

Internet — In online usage, the term Internet refers to the electronic network of millions of interconnected computers worldwide that are accessed by the use of standardized Internet Protocol (IP) addresses.

Kentucky Virtual Campus (KYVC) — (also known as KYVU, the Kentucky Virtual University) is a website that allows students to search all distance learning courses offered in the state of Kentucky. KYVC website: www.kyvc.org

Lurker/Lurking — A person who reads discussion messages but does not take part in the discussion. Online course communication guidelines can provide students with an understanding of acceptable behavior thus reducing the need for lurking. However, lurking is often recommended prior to becoming an active participant in non-class discussion lists in order to get a feeling for the mode of conversation.

Netiquette — The etiquette of online communication and the use of the Internet. For a comprehensive list of rules for a variety of forms of online communication, see Arlene Rinaldi’s The Net: User Guidelines and Netiquette, Florida Atlantic University: http://www.fau.edu/irm/about/netiquette.php

Online Courses — An online course is defined as one where instruction and interaction are primarily based on the technologies available from the Internet and the World Wide Web. Students enrolled in a Web course interact with the class instructor and other classmates through Internet-based communications. There may be a technology orientation schedule the first week of the semester.

Online Learning Environment — Using the Internet for learning via coursework or information posted on the Web, electronic communication, and other instructional activities.

Racers Online — A website run by Murray State that helps online students get started with their course before it is available on Canvas. Racers Online website: www.murraystate.edu/racersonline

Stream — Any data transmission that occurs in a continuous flow. Streaming audio and video files allow you to display or play the beginning before all the data have been transferred.

Synchronous Communication — Communication happening online between two or more people at the same time, but not necessarily in the same place. The most frequently used form of synchronous communication is online chat. Audio and video conferencing, instant messaging and white boards are other examples.

Transparent Technology — Invisible and easy-to-use technology tools that are not the center of learning. Used to enhance and enlarge the scope of learning without getting in the way.

URL- Uniform Resource Locator — The address of a Web page. For example, http://www.swccd.edu.

Usability — The ease that users experience in navigating an interface, locating information and obtaining knowledge over the Internet.

Virtual Community — A group sharing common interests in cyberspace rather than in physical space. Virtual communities exist in discussion groups, chat.

Web-Enhanced Course — A web-enhanced course is when the instructor of a face-to-face class chooses to use the online learning system to augment their class delivery. Most common practices are uploading syllabi, assignments and other documents for students to access and checking grades during the term. This helps reduce the amount of time spent copying needed classroom materials and giving students who missed the class day an opportunity to get the materials.

Web Server — A computer that is dedicated to retrieve and send files on request from another computer, particularly Web page HTML files that are “requested” by entering the URL in a browser such as Internet Explorer or Netscape.

Zip and Unzip — Large files need to be compressed for sending over the Internet. This is accomplished through programs which zip (compress) and unzip (decompress) the files. Numerous programs such as Stuffit and WinZip are available for compressing and decompressing files.
Checklists

New Faculty

Once hired, and your PA has processed, you will be given an M number and a username for MSU systems, including email and Canvas. Contact the TSCS Service Desk at 270.809.2346 for help establishing passwords. Note: Adjuncts must submit a new Background Authorization form if there is a 30-day break in teaching. A new I-9 is required every three years.

Pre-Class

- Copy content from previous term (if available)
- Go through course and correct any problems
- Publish your course to make available to students by start of class
- Send out a welcome email to all students
- Request any training or assistance needed

During Class

- Establish professor presence, be involved from the beginning
- Emphasize to the students to identify themselves when they use email
- Identify “special needs” students
- Communicate with your students and give feedback regularly
- Back up grades periodically
- Give a “test” quiz to help prepare students for online tests

After Your Class

- Back up your content by exporting the course and save the file locally
- Back up your gradebook and save the file locally
- Survey your students for thoughts on what did and didn’t work
- Consider redesigning parts of your course for the next semester
- Request any training or assistance needed

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of the Office of Institutional Diversity, Equity and Access (IDEA), Murray State University, 103 Wells Hall, 270.809.3155 (voice), 270.809.3361 (TDD).