Managing Your Video Streaming Courses

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Orientation to the Distance Learning Web site:

The Distance Learning Web site (http://dl.odu.edu) is linked directly from the university’s home page and provides several categories of resources for both students and faculty members. From Faculty Resources faculty members can find resources for teaching synchronous courses and video streaming students. The One-Stop-Shop at the link for teaching synchronous courses provides quick access to important information about calendars, the course syllabus, proctors for exams, course materials, software requests, and obtaining copyright permission, to name a few.

Orientation to the Video Streaming Web site:

The VS web site is part of the Distance Learning Web site (http://dl.odu.edu).

Please take a few minutes to review the web page, which contains information regarding DL students, as well as a Faculty Resources section. Video streaming information is located in the “Online Tools” section of the web page. The Video Streamed Courses section (found under “VS Launch Pages”) has links to:

- VS Interface Orientation (for students) - http://www.clt.odu.edu/oso/index.php?src=vs_orientation
- Computer Hardware & Software Requirements (for faculty and students) - http://dl.odu.edu/tools/vstream/computer.shtml
- Web Browser Configuration Check (for faculty and students) - http://www.clt.odu.edu/browser/index.php
- Textbooks and Course Materials - http://dl.odu.edu/sresources/textbooks.shtml

It also offers an orientation for new students, as well as launch pages for three semesters (as of April 2009):

- Spring 2009
- Fall 2008
- Summer 2008
Courses may also be accessed from the video streaming portal: http://vs.odu.edu.

Access to Video streams is restricted by enrollment and students authenticate using MIDAS ID and password. Students enrolled in video streaming CRNs can view both live and archived streams. All students can view the archives. Courses for prior semesters are protected, and students must be granted written permission by you to watch a prior semester’s archived class.

**Bookstore Services:**
The University has contracted Follett Education Group as the official University bookstore. The University Village store serves the main campus and Higher Education Centers. Follett Express Online Bookstores, located in the Chicago area, serves distance students through a web site designed specifically for ODU at http://www.odudlbooks.com.

The Follett Express Online Bookstores facility is designed to service distance students for all Follett- affiliated colleges and universities. At this separate, stand-alone facility accessed via the Internet, students in 48 of the 50 states do not have to pay sales tax on their textbooks. Follett Express Online Bookstores is equipped to ship textbooks around the world and to military APO addresses.

The University Village store on Monarch Way has very limited shipping capacity, especially to students who are out of the country.

Please order your textbooks from Follett for both your distance and your on-campus and nearby Center students at http://www.odu.bkstr.com.

Both stores sell coursepaks to students. Please contact Alison Schoew (aschoew@odu.edu, 683-4252) to arrange for your coursepak’s production.

Please include this note on your syllabus, Blackboard site, and/or Web site:

| Distance students should order their textbooks and/or coursepaks from http://www.odudlbooks.com. |
| On-campus and local Center students may purchase their textbooks at the University Village Bookstore or by visiting http://www.odu.bkstr.com. |

**Material Distribution to sites and no-site students:**
There will be times when you need to send and receive documents or other materials to and from your students. Electronic distribution is preferred when possible. Options include:
How to send course materials to your distance students:
Faculty members are encouraged to distribute all materials to students via their Blackboard course site, Faculty/Student Communication System (FSCS), or email. (It is easier on all – including students – to distribute electronically.)

The Distance Learning Materials Distribution Center which is located in Gornto 127 will send materials to sites and to no-site students. The center ships items on Mondays, Wednesdays, and Fridays.

How to receive materials from your distance students:
Blackboard has an Assignment feature that allows students to upload their homework directly to the grade book. This is the most efficient method for receipt of assignment from students. Video streaming students can scan their homework on personal scanners and submit assignments via Blackboard or FSCS.

In some instances students return materials by way of the Distance Learning Materials Distribution Center. All course materials shipped from the sites and no-site student proctors to the professors are sent by overnight services to the distribution center. Materials are sorted by faculty/course and then are logged into the Center’s tracking log. Once logged in, the materials are packaged and delivered by DL staff to the designated departmental recipient of distance learning materials. The recipient signs a receipt for the materials.

How you will receive returned coursework and/or exams is discussed in the Proctors for Examinations section.

Orientation to Site Directors and their role:
ODU has a number of sites across the Commonwealth as well as in Arizona and Washington state. Each site has a director and additional part-time staff employed by the University Office of Distance Learning. Sites are always staffed when students are attending class. Site Directors are versed in all aspects of ODU’s policies regarding its students, from application and admissions to graduation.

Advising:
Sited video streamers:
All video streaming students in Virginia and those within a reasonable traveling distance to the sites in Arizona and Washington are officially assigned to one of the ODU DL sites. Each Site Director advises all students “home campused” at his or her site, including video streaming students. Anytime you have a question about anything at a site or wish to get to find out information about a student, please contact the
student’s Site Director. A complete listing of the sites and their staff is maintained on the Distance Learning site at http://dl.odu.edu.

“No site” or siteless video streamers:
All other video streaming students are classified as “no-site” or site-less students. No-site video streaming students are advised by DL staff in Gornto.

If you have and questions or concerns about a Site Director, please contact David Chase in the Office of Distance Learning.

**Orientation to Extended Syllabus Design:**
The Center for Learning Technologies has developed an online Syllabus Generator (http://clt.odu.edu/sgen) which will help you develop a comprehensive and organized syllabus that your students can easily access. The environment provides you with a step-by-step tool to create and manage syllabi effectively and efficiently.

Please refer to the handout entitled Learner-Centered Syllabus Checklist – Expanded, for a comprehensive list of topics for the syllabus and tips for inclusion.

**Orientation to Copyright and Fair Use (TV vs Web):**
If you are planning to distribute copyrighted material via Blackboard, develop a coursepak, or play copyrighted material in a synchronous video class, you will need to get copyright clearance from the owner or publisher of the material.

Copyright is secured automatically when the work is created; and a work is created when it is fixed in a copy or phono-record for the first time.

You should always assume that any materials found on the Internet are copyrighted, unless stated otherwise. Do not assume that the material is not copyrighted just because you do not see a copyright notice. Always obtain permission (in writing) from the copyright holder before using their work on your course Web site.

If you are unable to obtain permission, do not use copyrighted materials unless the Fair Use Doctrine can be applied when using a portion of that material.

Please refer to the handout entitled “Obtaining Copyright Clearance” for additional information, including a Fair Use Check List and a list of online resources.
**Testing and Student Assessment:**
Assessment involves gathering information which provides the basis for sound decision-making regarding teaching and learning. Planning for assessment is an essential part of the instructional cycle.

The primary function of assessment is to provide ongoing feedback to instructors and students, in order to enhance teaching and learning. Instructors assess for a variety of reasons: to gather information about what students know and can do, to monitor students’ progress, and to evaluate achievement.

Since the objective of testing and assessing students is to verify that learning has occurred, it is recommended that we use a multi-dimensional approach. We need to design assessment plans that can give us information about student progress toward the development of the desired competencies and intended learner outcomes. This requires a shift from a single focus on paper and pencil tests at the end of the learning process to a more multi-dimensional approach that will:
- encompass other forms of assessment designed to accomplish a variety of purposes
- provide students with clear and accurate information about their achievement
- enable students to become involved as partners in the assessment process.

**Distributing Grades:**
The Blackboard gradebook meets the confidentiality requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA) and is the best way to keep students apprised of their grades throughout the semester. Final grades are posted in Leo Online.

**Course Evaluation:**
At the end of each semester, students are given the opportunity to evaluate their courses. Please encourage them to check their student email for directions to the online evaluation Web site. If you would like to have help in creating a mid-course or a specialized end-of-term evaluation, please contact CLT for assistance.
Interaction and Collaboration

Research has shown that the use of interaction and collaboration is an effective learning strategy in distance learning. In general, tasks involving information transmission, problem solving and the generation of ideas, giving and receiving information, and asking questions and exchanging opinions can be done as effectively online as by face-to-face instruction. These instructional strategies are very effective because students simultaneously experience:

- the active construction of knowledge
- peer teaching, with its opportunities to build oral explanation skill
- peer learning, with exposure to effective models for problem solving and social interaction
- motivating feedback of the instructor and other students

Attendance

**University Attendance Policy** (Reference: Undergraduate Catalog 2009-2009)

Regular classroom attendance is expected of all students and individual faculty may require class attendance. Course grades reflect not only performance on written assignments and exams, but also participation during class periods. As discussions cannot be reproduced, many times absences cannot truly be made up. Excessive absences therefore have a negative effect on the student’s learning and performance. Students are responsible for all class work, and a student who misses a class is expected to have the initiative necessary to cover properly the material missed. Students must meet all course deadlines and be present for all quizzes, tests, and examinations.

Syllabus information will include a statement of the attendance policy for each course and the effect of nonattendance on grades. Reasonable provisions should be made by the instructor for documented representation at University sponsored athletic or academic functions, mandatory military training and documented illness. The granting of provisions for other documented absences is left to the discretion of the faculty member.
Due to the nature of asynchronous courses, students are expected to participate in class, but in formats that may not require attendance at regular intervals.

Keep in mind that even though regular classroom attendance is expected of all students and though you may require class attendance, you will reach a broader student population if you accommodate those students desiring or requiring greater flexibility by using asynchronous collaborative activities in Blackboard.

**Synchronous vs. Asynchronous participation by VS students**

Students can participate in your class synchronously (in real time, when faculty and most learners are online at the same time) or asynchronously (using archives, when faculty and most learners are not online at the same time). If you are concerned about students attending your classes, there are several ways to encourage/require attendance and participation.

- Increase the weight or percentage that class participation counts toward the students’ final grade
- Increase the use of in-class group work such as “mini” projects, case studies and/or group assignments using the collaborative tools of Blackboard in conjunction with your TELETECHNET course
- Make use of the Virtual IA’s attendance view which records the time a student is connected to the video streaming interface

Other strategies you can use to increase class attendance and participation during class include asking students to:

- debate, discuss, share, and present projects and ideas in class
- reflect, apply, paraphrase, and summarize ideas in class
- develop questions from readings and ask them in class
- paraphrase/present/exemplify complex concepts and present in class
- summarize and present major points from previous class or weekly readings

**Interaction**

**Managing student questions**

VS students will message you during class using the Virtual IA while viewing the live stream to ask questions or to otherwise
participate in class discussions. As students submit messages to the instructor, they compile in reverse chronological order, with the most recent on top. You have the option to jump to the screen with the oldest or the newest messages.

It is important to note that your video streaming students’ messages will be delayed due to the time it takes to distribute the stream, Internet congestion, and the cycle of polling for messages in the system. This delay or “lag” time may approach 45 seconds and may impact the flow of the class, unless a pre-designed strategy has been established.

Providing feedback to students
Depending on your interaction style, the questions, comments and responses from students may be addressed in a variety of ways, including during a designated question and answer period, at the time questions appear during class, or after class via email or online discussion. Students will follow faculty guidance about interaction.

Collaboration
Enabling students to work together
All students, including video streaming students, can participate in collaboration during class. The video streaming students will collaborate, as a group, via the Virtual IA. Students can message the instructor during class while viewing the live stream to participate in class discussions or can chat with one another to collaborate as a whole class “video streaming group” for activities that you may conduct during the class period.

All of your students time – on-campus, at a higher education center or distance learning site, or at the personal sites of your VS students (with the use of their own computers) – can work together in any combination outside of class by using the chat or messaging ability of the Virtual IA. When online with other students in the Virtual IA, students can chat on their own in real time or as part of a group assignment. Faculty may also use Virtual IA chat or messaging to conduct online office hours.

Faculty and students can also use any of the collaborative features of Blackboard, such as chat, discussion board, blogs, and wikis. These tools may be used as whole class events or in groups.

Managing student collaboration
You can keep track of your video streaming students’ participation throughout the semester by printing or emailing in-class messages and student chat sessions. The Virtual IA retains archives of both of these forms of class communication.
Note that students have the capability to submit questions during or outside of class time. It is a good idea to inform students of your policy for dealing with both of these situations ahead of time.

**Tools**

**Email**

Students and instructors can communicate with one another using Blackboard/Outlook Email or Blackboard Messages or FSCS for individual interaction apart from discussion or chat in the Virtual IA.

**Faculty/Student Communication System**

FSCS is a system that allows instructors to keep class communication separate from personal communication and gives professors the option of permitting teaching assistants to share the workload.

**Features**

- Faculty can direct messages to the entire class or to an individual
- Students using the FSCS receive only messages intended for the class, reducing the probability of missing important class information
- Faculty can sort and view messages in several ways, including read/unread, by site, or by date
- All students' submitted assignments (including attachments) and messages to the instructor are stored in the database that can be accessed at any time for review
- Students can view a list of everything they have submitted to the instructor

**Threaded Discussion**

Students can collaborate with one another and/or with the faculty through asynchronous threaded discussion (discussions not occurring at the same time) either at the class level or at a small group level. The tool is offered through Blackboard.

**Blog**

A blog (a contraction of the term "Web log") is a Web site, usually maintained by an individual, which includes regular entries of commentary, descriptions of events, or other materials such as graphics or video. Entries are commonly displayed in reverse-chronological order (the most recent entry appears at the top of the
"Blog" can also be used as a verb, meaning to maintain or add content to a blog.

Many blogs provide commentary or news on a particular subject; others function as more personal online diaries or journals. A typical blog combines text, images, and links to other blogs, Web pages, and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art, photographs (photoblog), sketches (sketchblog), videos (vlog), music (MP3 blog), and audio (podcasting), which are part of a wider network of social media.

Micro-blogging is another type of blogging, one which consists of blogs with very short posts. With the advent of video blogging, the word blog has taken on an even looser meaning – that of any bit of media wherein the subject expresses an opinion or simply talks about something. The capability to use a blog in class is provided by Blackboard. There are also blog tools available online.

Wiki

The wiki is a social networking tool that has several important features.

- It allows users to create virtual post supporting links among the other posts
- It allows users to comment on and change one another's text
- It is used for project communication, intranets, and documentation

For educational purposes, the Wiki (which is sometimes referred to as “What I Know Is...”) may be thought of as a living document. Students can compose stories based on the old party game where someone starts a story and it goes on to the next and the next, and ends up with many twists and turns! Your students can be given ‘creative license’ and at the same time they can use what they’ve learned in class to weave a tale that includes all the members in the class, or all the members of their group.

Wikis can be set up for a class to post their contributions to a project or to write their own textbook. A wiki tool is available in Blackboard, and several are available online.
Virtual Instructional Assistant (IA)

As you have seen, the Virtual Instructional Assistant (Virtual IA) is the messaging system that you use to interact with your video streaming students during class, that your video streaming students can use to collaborate with each other during class, and that you can use to track their attendance. In the next section, more specific details about how the system is used will be discussed.
The Virtual Instructional Assistant, Virtual IA or VIA for short, is the messaging system that you use to interact with your video streaming students during class, that your video streaming students can use to collaborate with each other during class, and that you can use to track their attendance.

Using this system, students can message you during class while viewing the live stream to ask questions or otherwise participate in class discussion. Using this system, students can chat with one another to collaborate as a “video streaming group” for any group activities that you may conduct during the class period.

The Virtual IA retains archives of both the in-class messages and the student chat sessions that can be printed or emailed, affording you the opportunity to keep track of your video streaming students’ participation throughout the semester.

Find Your Course

Log in

When you arrive in the classroom, the Virtual IA (VIA) should be open on a touch screen monitor at the instructor desk. If it is not open, simply contact your control room operator or master control to have it started. You will log in by tapping your MIDAS ID and password on the touch screen keyboard to initiate your class session. When you leave the
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classroom, simply log out of the computer.

Select Your Course

After you are logged in, you will locate your class by tapping a Subject Selection, then your course number, and finally your section.

Interaction Between Student and Instructor During Class

As students submit messages to the instructor, they compile in reverse chronological order or the most recent on top. You have the option to jump to the screen with the oldest or newest messages.

It is important to understand that video streaming students’ messages will be delayed due to the time it takes to distribute the stream, Internet congestion, and the cycle of polling for messages in the system. This may pose a challenge in some classroom situations, but with planning and a clear understanding of your message protocol, video streaming students should be able to participate.

For example, as you receive the students’ messages, you have the option of responding to them immediately or at intervals during the course - or after class - whichever method works best for your particular situation. Since the student messages are “text only,” if you choose to respond during class, you will most likely want to identify the student,
repeat the message and respond so that all students can benefit from the dialog in both the broadcast and streamed views.

Interaction and Collaboration Among Students During Class

You can also view the student chat on any given day by selecting the chat archive from Load Archives. You can choose to monitor student chat in general or specifically when conducting group activities during class.

Attendance

The university’s attendance policy published in the 2008-2009 Old Dominion University Catalog Volume LXV, No. 1, states “Regular classroom attendance is expected of all students and individual faculty may require class attendance.”

The attendance view records the time a student is connected to the video streaming interface. Click View Attendance, then select a date. You will be able to differentiate when students are viewing “live” streams (that is, synchronously during the scheduled class time) and when students are viewing “archive” streams (that is, asynchronously outside the scheduled class time).
Tools for Printing and Email Distribution

Virtual IA

TOOLs
Print
Email

Printing
The Virtual IA provides print and email tools for your convenience. To use the print tool, click “View Printable” then “right-click” the window and select the option to print. Simply close the printable view when finished.

To use the email tool, click “Email messages” or “Archives” or “Chat” – whichever applies – and touch the keyboard to enter your email address, then click the Send icon. After the email has been sent, simply click the “Back to...” icon to return to the previous message or archive view.

Email
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Navigation

At any time, you can use the horizontal menu (sometimes referred to as a “breadcrumb” trail) to navigate the system back to the select subject or course levels.
Classroom Presentation

This orientation to the preparation and presentation of visuals for TV and video streaming (with demonstrations of good examples, poor examples, and facilitating student preparedness) is offered in order to assist you in teaching via television or computer.

1. Presentation of the Instructor

   a. Clothing. It is important to be dressed professionally and tastefully. Items such as large pins and bright colors can be distracting and this should be taken into consideration. Pinstripes and busy patterns such as herringbone and thin stripes can cause moire, an effect that makes it look, on camera, as if the pattern is vibrating. Red, blue, and green should be avoided.

   b. Face. You will be engaged in teaching and it will feel natural for you to periodically look up at the students who are there in the room with you. It is important to remember, however, that they are not the only ones in the room. You have many more students watching you on camera. We suggest that you alert the “live” students that you will be directing your gaze to the camera, and address your (many more) distance students, rather than just the students in your classroom.

   c. Eye Contact. Look directly into the camera to speak. Students at other sites and video streamers who view your lecture online need to feel that you are talking directly to them.

   d. Inclusion. It may seem difficult to lecture, look around, look into the camera, and maintain composure, but it is just as important to acknowledge all of your students. Another way to acknowledge them, besides looking directly at them, is to include their comments into your discussion. Referring to what has been said on the VIA, or written in an assignment, is a good way to include students and acknowledge them.

   e. Speech. The timbre and cadence of your speech is important to student understanding. It is best to raise and lower your voice, and to use expression rather than to present content in a monotone. Modulate your voice to accentuate important facts, a change in topic, or a contradiction.
f. **Mannerisms.** Allow your mannerisms to confirm what is being said. When body language contradicts what is said verbally, it can cause confusion for students.

g. **Posture.** Maintain good posture during your course broadcast. Students do tune into your body language. Let your posture convey to students how important your topic is.

2. **Presentation of real objects (specimens, newspaper articles etc.)**

   When we talk about “the presentation of real objects”, we are referring to those times when you are in class and need to demonstrate a procedure, or present an object or a specimen to share with your students. Objects may be as large as a piece of machinery or as small as a newspaper article. When dealing with large objects, please alert the control room operators that you will be bringing this object into class. They can help you decide the best way to share it with your students. Sometimes a contrasting background may be necessary, and sometimes a special light will help students see what you want to share with them.

   a. **Angle.** Remember, when sharing a real object with students, that the angle that works best for students in the classroom may not be the best angle for students viewing over video streaming. Be sure that there is sufficient lighting and that there is contrast. If you are presenting a dark gray object against a black curtain, there may not be enough contrast for streamers to actually see what it is you want them to see.

   b. **Timing.** The timing of when to present that object is also important. The Temporal Contiguity Principle states that students learn better when corresponding words and pictures are presented simultaneously rather than successively.

   c. **Movement.** When going through your demonstration of the real object, it is good to keep in mind that video streaming is presented at between 15 to 20 frames per second. Full motion video is 24 frames per second. The assumption is that students are using high bandwidth, but this may not be the case. Even with high bandwidth, heavy internet traffic may affect what your streamer may see. This means that when you move your real object around too quickly, the video streaming student may miss something. Move real objects slowly.
d. Size. You have two choices for demonstrating a real object. Depending upon the size of the object, you can either demonstrate using the document camera or the Instructor camera.

- **Document camera.** The document camera is located in the ceiling above the Instructor station. In order to determine the best angle for demonstration, you will need to view what students view by checking it in the projection monitor.
- **Alert Control Room.** If the real object is large, you may want to discuss what your plan is for demonstration with the Control Room operator. He or she can assist you with set up and angulations.

3. Presentation of slides and video materials

a. **PowerPoint.** This software program is an excellent tool for organizing and presenting text/concepts. Used in that way, it is critical to remember that your students are viewing your content through a computer monitor and NOT directly. For that reason, PowerPoint slides should not be covered with content. Keep information bulleted with keywords, NOT with complete sentences. When it is necessary for you to highlight or bring attention to a particular area in the PowerPoint, you can use the “telestrator.” Using this technology, you can electronically write over PowerPoint slides or a web page.

b. **Embedded Video.** When you have a video that you would like to share with your students, it is best NOT to embed the video into your PowerPoint presentation, as the presentation itself is viewed through your computer monitor. It is best to keep the video external to PowerPoint and have the control room operator play it, or to load it into the DVD player in your classroom.

c. **Computer Video (YouTube).** Videos played on the computer monitor from the YouTube site are more easily viewed than embedded video, especially when shown in ‘full screen’ mode.

d. **DVD.** If you are playing something directly from a DVD, you have two choices:

1. Control Room Operator (if available)
2. DVD player in the classroom

**NOTE:** Avoid playing video through your computer when possible.

4. Presentation of Hand-written Material- Using Blue Pads effectively
The Blue Pad broadcasts through the document camera. This means that while you are writing, your hand is in the picture. Something that you may want to consider is having all or some of your Blue Pad notes done ahead of time. In addition to prewriting the Blue Pads, some faculty scan what is on the Blue Pads and distribute them to students before class (or after class) as advanced organizers. This has been well-received by students and does not seem to affect attendance. Students print out the sheets and use them for note-taking during class.

If a strong point is made on the blue pad during class, students may ask that it be scanned and posted to your Blackboard site.

a. **Prewriting all Blue Pad notes.** Prewriting your Blue Pad notes allows you to ensure that what you’ve written is legible and correct. It also allows you to prepare ‘graphic organizers’ for your students. Your Blue Pad notes can be scanned and posted for students to review before or after class.

b. **Prewriting some Blue Pad notes.** If there is some content that you write on the Blue Pad that depends upon students’ responses, consider writing some of the information on the pad. Some faculty members are able to include illustrations and such when they prepare their Blue Pads ahead of time. Some faculty members print drawings or sketches from PowerPoint slides on similar blue paper and annotate them during the lecture.

c. **Centering.** Remember that whatever is written on the Blue Pad needs to be seen completely by the streamer and so what you write should be centered, should be large enough to be seen without a problem, and should be necessary.

d. **Zooming.** When you are illustrating something on the Blue Pad and you can see from your screen monitor that it is not large enough, well visible, or legible, you can use the Zoom feature on the control pad.

e. **Organizing.** The Blue Pad is an excellent place for you to demonstrate to students how your content is organized. Rather than go from one topic to the next, use the pad as an advanced organizer for students. Let them know the breakdown of content and how you plan to present it. This helps students understand the overall picture.

f. **Fresh Markers.** Lastly, when you write on the Blue Pads, make sure that markers are ‘fresh.’ Dried out markers, which still have
some ink left in them, can squeak when you write on the pad. The microphone for the instructor is right above the Blue Pad, making the dry marker sound like an NBA basketball game is in progress!

5. Effect of Movement in Video Streaming
   a. **Blurring.** The assumption is that students are using high bandwidth, but this may not be the case. Even with high bandwidth, heavy Internet traffic may affect what your streamer may see. This means that when you move around too quickly, the video streaming student may miss something.

   b. **Clothing.** Another reminder: Pinstripes and busy patterns such as herringbone and thin stripes can cause moire, an effect that makes it look, on camera, as if the pattern is vibrating.

   c. **Attention.** And this is most important: Look directly into the camera to speak. Students at other sites and video streamers who view your lecture online need to feel that you are talking directly to them.
Creating Effective Video Streaming Slide Presentations
Using PowerPoint Office 2007

SLIDE DESIGN CONSIDERATIONS
This section provides guidelines for the design and development of PowerPoint presentations which will be used in video streaming. In addition to this manual, we encourage you to check the PowerPoint help tools. PowerPoint Help includes key word searching, how-to videos, and frequently-asked questions. To access Help, open PowerPoint and click on the small, round blue button with a white question mark located in the upper-right corner of the PowerPoint window.

Presentation Organization
- Maintain a 3 x 4 aspect ratio.
- Make slides horizontal (landscape) rather than vertical (portrait) whenever possible.
- Leave a 10% safe area around the edges, or about 3/4 inches of design workspace.
- Use an effective opening slide to grab viewers’ attention and interest.
- Consider placing a title slide between topics; this will help your students recognize the organization of your course content.
- If you intend to use picture-in-picture during your class, ensure that you leave enough space in your slides so that the inserted video doesn’t cover any of the material. (One method is to insert a picture or light square shape in the correct location on your slide master.)
- Be consistent in placing your presentation elements.
- Prepare an organized and logical progression for your slides.
- Avoid using fine lines and borders; they will not display well on a TV monitor.
- Avoid unnecessary animated text, sounds, and fancy transitions, which can distract your students from the key points you are trying to make on your slides.

Color and Contrast
- Be conservative in the use of color in text and backgrounds. Use no more than three colors, and avoid plain black and white colors.
• Be consistent in color usage. Use the same colors for titles, sub-titles and body text.
• Use adequate contrast and solid backgrounds. Use light backgrounds and dark type.
• Avoid bright colors, which can “bleed” when viewed on a TV monitor.

Text
• Ensure that your text is large enough to read on a small screen. Slide titles should be no less than 36 points and body text should be around 32-36 points whenever possible.
• Use a san serif font such as Arial or Verdana.

  CLT TIP
  You can learn more about serif and san serif fonts on Wikipedia: http://en.wikipedia.org/wiki/Sans-serif

• Keep display simple and to-the-point. Display only key words and brief phrases; expand on the bulletized information verbally.
• Leave spacing between lines in text for easier legibility.
• Use bullets and indented bullets.
• Do not use lengthy text, full sentences, or full paragraphs.
• Avoid unnecessary punctuation.
• Remember the 7x7 rule to guide how much content to put on slide: Use no more than 7 lines, with no more than 7 words per line.
• Avoid ALL CAPITAL LETTERS, even in titles and headings.

Images
• If possible, use picture instead of text to illustrate the key points.
• Use flowcharts and graphs to enhance and clarify your message. Ensure that they’re large enough to be visible.
• Consider size and clarity, especially if detail is important.
• If using images with text overlay, avoid contrast problems (i.e. dark on dark, light on light, busy backgrounds)
  o Light text on a dark background is better.
  o Consider placing the text outside of the picture to improve readability.
• Web pages and software apps can be hard to see unless enlarged. Use a screen capture and paste into PowerPoint:
Open the application you would like to take a picture of. (Enlarge the application’s window if needed to get a larger picture.)

Click the “Print Screen” button on your keyboard to capture a picture of everything displayed on your monitor.

Open PowerPoint and paste the image into the appropriate slide.

Then, crop out anything you don’t want displayed by using the crop tool under the “Picture Tools” tab (it will automatically appear at the top-center of the PowerPoint screen if you click on any picture).

You can also resize the picture by dragging one of the corners of the picture. (Do not drag just the top or side of the picture, unless you intend to distort the picture.)

Important step: once you have finished editing your picture, click the “Compress Pictures” option in the “Adjust” the group box within the “Picture Tools” tab – this will help to significantly reduce the size of your slide file.

Presenting your slides

- Provide both an overview at the beginning and a summary at the end of your presentation.
- Consider the timing of your slides and provide adequate time for your students to read and absorb the material before advancing to the next slide.
- When you are presenting, avoid reading the slides.
  - Consider showing each bullet as you verbally present each point.

CLT TIP

Use the “Custom Animation” tool to automatically “gray-out” the previous bullets as you present a new one – this focuses the students on the new bullet, but displays the previous bullets if needed.
• If possible, pretest all slides and presentation media with your control room operator.
• Use the CLT slide preparation checklist at http://clt.odu.edu/ofo/syncvideo.php?src=prep_content_ppt_sv

Developing your slides
• Themes, templates, and slide masters can help you create professional-looking presentations quickly. Use master views and template placeholders whenever possible to manage and change text and color properties.
• **Themes** are used to centrally control a consistent and compatible look and design for all your slides. There are many themes available. However, be careful not to violate the rules of good design discussed above. Choose a solid background with good contrasting text and graphics.
  - To create or change a theme:
    - Click on the “Design” tab.
    - Choose a theme in the Themes group.
    - You can download more themes by selecting the “More Themes on Microsoft Online” option in the Themes box drop-down menu.
    - You can also change the colors, fonts, or effects within your new theme by clicking the correct menu item in the “Themes” group.
• **Templates** may look similar to themes, but their purpose is to provide a standard organization and layout for your presentation.
  - A template includes:
    - A color theme
    - Matching text and graphics
    - A matching background.
  - They will help you to quickly prepare a professional presentation
  - If you don’t see a template that you like in the list, you can download more from Office online (see below).
• How to select and create templates:
  - In PowerPoint, click on the Office button (upper-left corner of screen) and select “New.”
  - In the pop-up window, click on the various categories to see the pre-installed templates, and then click the one you like. You can
always change to another if you find that you are not happy with your choice.

- If you don’t see anything you like, you can download more templates by selecting “Microsoft Office Online” and choosing a template to download.

- To create your own template, select an existing template that’s as close as possible to what you would like, and then modify anything that you’d like to change (i.e. background, colors, fonts, etc). Then, click the Office button in the upper-left corner of the screen, click ‘Save As’, and then select “PowerPoint Template (*.potx)” from the “Save as type” drop-down list.

- When you open a new template, it will often show an example of the most commonly used slides. You can delete or modify these as you need.

- To add pages, click the “Home” tab and then the “New Slide” icon in the Slides box. Choose which one you want.

- **Slide master** exists for every slide, even if you haven’t chosen a theme or template. Think of the slide master as the background for the slides. In the slide master, you can modify the background, add in your own images, and change the location or characteristics of the automatic text box. Just be careful: any changes or additions will show up for all of the slides that use that slide master.
  - To make a change to the slide master, click on the “View” tab, and then click on the “Slide Master” icon in the “Presentation Views” group box.
  - Select the master you wish to change. If you are using a theme, there may be more than one master to choose from; just be careful to select and modify the correct master.
  - Click on the “Close Master View” icon in the Close box to return to the slide.

- **Transitions and Animations.** A little movement goes a long way. You should never add any media (particularly dynamic effects) just because you want can. Extraneous movement can disrupt your students and may detract from the course content.
- Unless you have a particular effect you are trying to obtain, stick to using the “appear” slide transition.
- Whichever transition you use, be consistent throughout show or topic. DO NOT use the random slide transition effects.
- You can use subtle bullet animations that introduce text by level (i.e., one bullet at a time) if desired. However, ensure that your animation is consistent on the slide, as well as from slide-to-slide.
- Web delivery does not automatically incorporate transitions and animations; test before publishing.

- You can use prepared Word files and other sources. You may want to create a new set of slides from a Word or other existing document. While there is no clean automatic way to do this, there are a few tricks to make this easier for you to accomplish:
  - To manually copy / paste the content:
    - You can copy text and graphics from existing Word documents (or .pdf files) and paste them into your PowerPoint slides (you can do this individually, or you can highlight and copy several items at a time).
    - You can also copy/paste portions of Excel spreadsheets into PowerPoint.
    - You may find that copying existing material may result in undesirable text formatting (especially for Word documents). To strip out the old formatting requires an extra step:
      - Copy the desired text.
      - Open Notepad (not Wordpad) and paste the text.
      - Re-highlight the text that you just pasted and copy it again.
      - Paste it into your PowerPoint slide.
    - A couple of keyboard shortcuts for copying and pasting:
      - Highlight what you want to copy (text, graphics, etc).
      - Press the CTRL and C keys at the same time.
      - To paste, first click where you want to paste the item.
Then, press the CTRL and V keys at the same time.

- To import an outlined Word document:
  - If you already have text that you want to use in a Word document, you may be able to import it directly into PowerPoint.
  - Documents must be formatted so that all text uses Title Headings:
    - Title Heading 1 for each bullet
    - Title Heading 2 for each sub-bullet
    - Title Heading 3 for each sub-sub-bullet
  - Any text that is not formatted as a Title Heading will not automatically import and you will have to either convert it to a Title Heading format, or copy/paste it manually into PowerPoint.
  - Pictures, audio, video, and tables will not automatically import to PowerPoint; you’ll have to do that manually.
  - To import a Title Heading formatted Word document:
    - Open a blank slideshow in PowerPoint.
    - On the Home tab, in the Slides group, click the arrow next to New Slide, and then click Slides from Outline.
    - Locate and double-click the file that contains the outline that you want to insert in your presentation.
    - The file will then open in your slideshow.

- SmartArt is used to quickly and dynamically convert your bulleted lists into professional-looking graphic layouts. This allows you to display your information graphically instead of using plain text and bullets.

- Create a new PowerPoint SmartArt graphic:
  - Click on the “Insert” tab, then click on the “SmartArt” icon in the “illustrations” group box.
  - Click the “More SmartArt Graphics” option on the bottom of the pop-up box to see all the SmartArt designs available.
Select graphic layout either by choosing “All” or by choosing one of the categories on the left side of the SmartArt pop-up box. Don’t worry; you can change your mind at any time. Note the description on right to help you select the best choice. Once you make your choice, click the “OK” button.

Add or modify your text by:
- Insert additional bullets in the list box that pops up to the left of your SmartArt.
- To indent your text (sub-bullets) click on the line you want to indent and then hit the Tab key; then type in your text.
- To add additional bullets, hit the Enter key (note, some layouts have a maximum number of bullets, due to the unique graphic design).

Example of a simple SmartArt Graphic

- You can modify color & style using the “SmartArt Styles” group box (it should automatically appear at the top of the screen when you click on a SmartArt graphic within your slide).

- To create a PowerPoint SmartArt graphic from an existing bulleted text box:
  - Click on a text box containing bulleted information within your slide.
  - In the “Home” tab, select the “Convert to SmartArt” option in the “Paragraph” group box.
  - Follow the steps above to select your layout and modifications.

- SmartArt only exists in PowerPoint; however, you can copy/paste your SmartArt images into another document such as Word, or you can save your SmartArt as a picture to use in other documents and Web pages.
HANDOUTS

1. Distance Learning Video Streaming Policy
2. Site Directors (June 15 2009)
3. CLT's Learner Centered Syllabus checklist
4. Obtaining Copyright Clearance
5. Class Attendance Policy
6. DL and Campus Bookstore Web pages
7. Ordering Distance Learning Course Textbooks
8. Posting Final Grades
9. Suggestions for Integrating VS Students into Your Interaction and Collaboration Activities
A. General Statement of Policy

This policy outlines the requirements for successful orientation and training, access, scheduling (with advice from the Registrar), technical guidance (in conjunction with the Office of Computing and Communications Services (OCCS)), proctoring, and other processes unique to distance learning (video stream (VS), on-line, TELETECHNET (TTN) or other modality) development and delivery. Students, faculty and administrators must adhere to all applicable policies and procedures included herein.

B. Orientation and Training

This policy defines the responsibility of students and instructors to complete an orientation to the video streaming system and the broadcast classroom prior to engaging in teaching and learning in these modalities. It also defines training support requirements for the Center for Learning Technology. Note: Late hires/assignments may need an alternate timeline. Substitutes and/or guest speakers may need in-time training.

**FACULTY**

Instructors should:

1) Complete orientation before teaching their first class including video streaming, TELETECHNET, 2Way or online courses.
2) Re-train when notified of updates or changes to the video streaming, TELETECHNET, 2Way systems.
3) Become familiar with, and utilize, the VS tools available in the classroom, including but not limited to the Virtual Instructional Assistant (VIA).
4) Implement methods of integrating VS students into classroom activities.
5) Implement methods of effective communication with VS students outside of classroom activities.
6) Complete orientation two weeks before class begins; implement any changes needed to syllabus, slides, or course content.

**STUDENTS**

1) Prior to the first day of class, students must complete initial online orientation and training to include viewing the online orientation video and successfully completing the online system checks/requirements utility before participating in their first video streamed course.
2) Students will access live VS and archived VS by using their MIDAS ID and password.
3) Students accessing Live VS and Archived VS should successfully complete the Internet browser check and the student orientation each semester, 48 hours prior to attending their first class.
4) Students accessing Live VS and Archived VS should successfully complete the Internet browser check, at least once on each computer they use.

CLT

CLT shall:

1) Create, coordinate, and conduct/facilitate training, providing flexible training options.
2) Create training curriculum in multiple formats for maximum flexibility. Three months before courses begin, invite instructors for orientation trainings.

C. Technical Support and Responsibilities

Distance Learning (DL) and OCCS must clearly define technical requirements and support the infrastructure required to deliver live and archived video streaming.

**Video streaming students have the following responsibilities** when receiving technical support:

1) Run and pass browser test at least 48 hours prior to attendance in the first live class.
2) Review all required technical skills and information contained in the student orientation section of the VS web site.
3) Obtain accurate information to evaluate implications before implementing recommended changes to personal computer/notebook operating systems settings, software, routers, etc. (i.e. ODU Technical Support Staff will recommend options; student is responsible for making the changes and results of the changes).
4) Bear final responsibility for configuration changes to his/her system.
5) Contact third party vendors for assistance, if desired or necessary.
6) Facilitate all troubleshooting and requests for system changes with information technology personnel at any business/government/non-residential location.
7) Respond to ODU technical support within 48 hours of contact to work on resolution.
8) Maintain security of course material in compliance with the University Honor Council Policies, ODU Acceptable Usage Statement for computing resources, and in agreement with the Faculty member.
Old Dominion University support personnel have the following responsibilities in support of students experiencing technical difficulties:

1) If student has multiple personal computers, ODU’s responsibility is to provide access to live and archived VS on only one system.
2) Resolve authentication issues.
3) Validate that the browser test was completed successfully.
4) Assist in installation/configuration of required software.
5) Verify that designated ports/accesses are open.
6) Assist with the use of the student interface.
7) Validate that stream is available and quality is acceptable.
8) Recommend system changes (routers, firewalls, virus software, etc) that may be impacting ability to receive video stream.
9) Provide troubleshooting steps on VS web page as necessary.
10) Provide remote access (with student permission) to assist with troubleshooting.
11) Consider incident closed after 48 hours, if no response is received from student.

If OCCS Technical Support Representatives and the student are unable to resolve technical issues that prevent the student from receiving the live class, the student will be provided information for contacting the Distance Learning Video Streaming Liaison for assistance.

D. Scheduling

Procedurally, the department chair or designate should request scheduling changes to any course offering, whether on-campus or not, regardless of delivery method, directly from the Office of the University Registrar. Changes should be requested in a timely manner to allow sufficient time for staff processing, informing students, and accommodating any resource constraints that may exist in Distance Learning. No change is official and will not be implemented until processed in Banner. Changes include, but are not limited to, meeting days, times, room, instructional method, part of term, instructor assignment, and class size.

The Office of the University Registrar resolves issues related to course cap, class meeting times, and classroom assignments in collaboration with the Associate Deans of each College.

E. Access

1) Access to live video streaming (Live VS) is only available to students registered for a VS section of a course.
2) Archived video streaming (Archived VS) is available to all students registered for any course section of a Distance Learning cross-listed course during the semester in which they are enrolled.

3) Students will access live VS and archived VS by using their MIDAS ID and password.

4) Students accessing Live VS and Archived VS should successfully complete the Internet browser check and the student orientation each semester, 48 hours prior to attending their first class.

5) VS archives cannot be used in a manner that violates the University Acceptable Use Policy.

6) DL and VS students must comply with The University Honor Code.

7) DL and VS students must comply with Code of Student Conduct.

8) DL and VS students must comply with the University attendance policy.

9) DL and the Office of Computing and Communication Services (OCCS) will have access to all live and archived VS for support and maintenance.

10) VS archives will be available online no later than twenty-four hours after the live class ends. VS archives will be available online for the period specified to comply with University policy for completion of incomplete grades.

F. Proctoring

1) Authorized proctors include: faculty members; academic, corporate, or military education and training staff members; or officer, senior non-commissioned officers, or civilian supervisors/administrators who are qualified to proctor tests and examinations. Proctors cannot be related to the student, nor can they be current students themselves, either at ODU or at any other college.

2) Students who are enrolled in a video streamed course and who are NOT associated with a DL affiliated site must follow the proctoring procedures outlined by Distance Learning.

3) Students who are taking a video streamed course and are also associated with a DL affiliated site will take tests/exams at that site location at the time announced by the course instructor.
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<td>804-662</td>
<td>7061</td>
<td></td>
<td><a href="mailto:mhbartos@odu.edu">mhbartos@odu.edu</a></td>
<td>Suite 210 Richmond, VA 23229</td>
</tr>
<tr>
<td>Patrick Henry 574 PHCC</td>
<td>276-656</td>
<td>0278</td>
<td>Christy Spencer Amy Ramsey</td>
<td><a href="mailto:ttnphcc@odu.edu">ttnphcc@odu.edu</a></td>
<td>PO Box 5311</td>
</tr>
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<td>276-632</td>
<td>0277</td>
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<td><a href="mailto:cspencer@odu.edu">cspencer@odu.edu</a></td>
<td>Martinsville, VA 24115</td>
</tr>
<tr>
<td>Pentagon</td>
<td>703-486</td>
<td>8311</td>
<td>Mary Ann Hebusch</td>
<td><a href="mailto:mhebusc@odu.edu">mhebusc@odu.edu</a></td>
<td>The Pentagon Arm. Ed. Center</td>
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<td>Washington DC 20301</td>
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<tr>
<td>Piedmont Virginia 580 PVCC</td>
<td>434-977</td>
<td>3262</td>
<td>Kirk Deweya Louise Schatz</td>
<td><a href="mailto:ttnpvcc@odu.edu">ttnpvcc@odu.edu</a></td>
<td>501 College Dr. Rm. 403</td>
</tr>
<tr>
<td></td>
<td>434-977</td>
<td>3267</td>
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<td><a href="mailto:kdeweya@odu.edu">kdeweya@odu.edu</a></td>
<td>Charlottesville, VA 22902</td>
</tr>
<tr>
<td>Quantico 551 QUAN</td>
<td>703-630</td>
<td>2226</td>
<td>Emily Robertson Tiana Karst</td>
<td><a href="mailto:ttinqmbi@odu.edu">ttinqmbi@odu.edu</a></td>
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<td></td>
<td>703-630</td>
<td>1395</td>
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<td><a href="mailto:eroberts@odu.edu">eroberts@odu.edu</a></td>
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<td><a href="mailto:tkarst@odu.edu">tkarst@odu.edu</a></td>
<td>PO Box 167</td>
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<td>Quantico, VA 22134</td>
</tr>
<tr>
<td>Rappahannock (Glenns) 575 RCG</td>
<td>804-758</td>
<td>6795</td>
<td>Gloria Savage-Early Jackie Pierce</td>
<td><a href="mailto:tnglen@odu.edu">tnglen@odu.edu</a></td>
<td>12745 College Drive</td>
</tr>
<tr>
<td></td>
<td>804-758</td>
<td>2740</td>
<td></td>
<td><a href="mailto:gsavage@odu.edu">gsavage@odu.edu</a></td>
<td>Glenns, VA 23149</td>
</tr>
<tr>
<td>Southside Virginia - Christanna 585 SVVCCCC</td>
<td>434-949</td>
<td>7050</td>
<td>David McMillan Betty Oakley</td>
<td><a href="mailto:tntsch@odu.edu">tntsch@odu.edu</a></td>
<td>109 Campus Drive</td>
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<tr>
<td></td>
<td>434-949</td>
<td>7146</td>
<td></td>
<td><a href="mailto:djmcmill@odu.edu">djmcmill@odu.edu</a></td>
<td>Alberta, VA 23821</td>
</tr>
<tr>
<td>Southside Virginia - JH Daniel 588 SVCD</td>
<td>434-736</td>
<td>8182</td>
<td>David McMillan Darlene Smith</td>
<td><a href="mailto:ttdan@odu.edu">ttdan@odu.edu</a></td>
<td>200 Daniel Road</td>
</tr>
<tr>
<td></td>
<td>434-736</td>
<td>8058</td>
<td></td>
<td><a href="mailto:djmcmill@odu.edu">djmcmill@odu.edu</a></td>
<td>Keysville, Va 23947</td>
</tr>
<tr>
<td>Southwest Virginia 581 SWVCC</td>
<td>276-964</td>
<td>7634</td>
<td>Elaine Ward Michele Lowe</td>
<td><a href="mailto:tntsw@odu.edu">tntsw@odu.edu</a></td>
<td>Russell Hall, Room 122</td>
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<tr>
<td></td>
<td>276-964</td>
<td>7640</td>
<td></td>
<td><a href="mailto:eward@odu.edu">eward@odu.edu</a></td>
<td>Richlands, VA 24641</td>
</tr>
<tr>
<td>Thomas Nelson 281</td>
<td>757-825</td>
<td>2986</td>
<td>Connie Morgan</td>
<td><a href="mailto:tttmcc@odu.edu">tttmcc@odu.edu</a></td>
<td>201J Griffin Hall, PO Box 9407</td>
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<tr>
<td></td>
<td>757-766</td>
<td>5201</td>
<td></td>
<td><a href="mailto:cmorgan@odu.edu">cmorgan@odu.edu</a></td>
<td>Hampton, VA 23670</td>
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<tr>
<td>Virginia Western 577 VWCC</td>
<td>540-857</td>
<td>6976</td>
<td>Terri Weaton Joyce Greer</td>
<td><a href="mailto:ttvwvcc@odu.edu">ttvwvcc@odu.edu</a></td>
<td>3074 Colonial Ave.</td>
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<tr>
<td></td>
<td>540-857</td>
<td>6809</td>
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<td><a href="mailto:tngreer@odu.edu">tngreer@odu.edu</a></td>
<td>Room 106 Thomas Center</td>
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<tr>
<td>Wallops Island 554 WIA</td>
<td>757-824</td>
<td>0763</td>
<td>Nancy Collins Patricia Marino</td>
<td><a href="mailto:ttnes@odu.edu">ttnes@odu.edu</a></td>
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<tr>
<td>Northern Virginia</td>
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<td>22B, 1000 East Main St, Wytheville, VA 24382</td>
<td><a href="mailto:twc@odu.edu">twc@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<td>Center 221, 600 Butler Farm Road, Suite 2200, Hampton, VA 23666</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<td>Roanoke Higher Ed</td>
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<td>Center 223, 108 N Jefferson Street, Roanoke, VA 24016</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<td>Southern VA Higher Ed</td>
<td>Southern VA Higher Ed</td>
<td>Center 5B1, 820 Bruce Street, Roanoke, VA 24053</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<tr>
<td>Southwest VA Higher Ed</td>
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<td>Center 596, 1 Partnership Circle, PO Box 1987, Abingdon, VA 24212</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<tr>
<td>Tri-Cities Center</td>
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<td>Center 282, 700 College Drive, Room 310B, Portsmouth, VA 23703</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<tr>
<td>VA Beach Higher Ed</td>
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<td>Center 223, 1881 University Drive, Virginia Beach, VA 23453</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<tr>
<td>Olympic College</td>
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<td>Center 7W3, 2000 West Marine View Drive, Everett, WA 98027-2000</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<td>Port Hadlock</td>
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<td>Center 7W6, 1600 Chester Ave B-110-B, Bremerton, WA 98337</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<td>Poulsbo</td>
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<td>Center 7W7, 1000 Olympic College Place NW, Poulsbo, WA 98370-7183</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<td>Trident Training</td>
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<td>Center 7W2, 209-B West Patison Street, Port Hadlock, WA 98339-9796</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<tr>
<td>Yavapai College</td>
<td>Yavapai College</td>
<td>Center 7A1, 1100 East Sheldon Street, Prescott, AZ 86301</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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<td>Yavapai College</td>
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<td>Center 7A2, 1000 College Drive, Room 310B, Portsmouth, VA 23703</td>
<td><a href="mailto:twn@odu.edu">twn@odu.edu</a>, <a href="mailto:debrown@odu.edu">debrown@odu.edu</a>, <a href="mailto:evipperm@odu.edu">evipperm@odu.edu</a></td>
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</tbody>
</table>

Regional Directors:
- BRCC, PHCC, PVCC, ATHENS, OC, YVAPAI: 434-977-3262, kdewyoea@odu.edu
- GCC, LFCC, RICHMOND, RCC, ESCC, JTCC, SVCC, SOBO: 804-662-7056, 804-662-7061, rhill@odu.edu
- CVCC, MECC, NRCC, RHEC, SWCC, SVHEC, VWCC, WCC: 540-857-6879, 540-857-6089, tredding@odu.edu
Old Dominion University
College:
Department:
Syllabus Title:
Call Number:

1. Meet the Professor

1.1. Instructor Contact Information:
   Title
   Name
   Office Location
   Office Hours
   E-mail Address(es)
   Telephone Number(s)
   Fax Number
   Other

1.2. Contact Policy

1.3. About the Professor
   Teaching and Education Background
   Research Interests
   Selected Papers and Publications
   Personal Website

1.4. Teaching philosophy

1.5. Teaching Assistant/Secretary Contact Information:
   Title
   Name
   Office Location
   Office hours
   E-mail address(es)
   Telephone number(s)

2. Student Help Resources

2.1. Online Student Orientation: [http://www.clt.odu.edu/oso]

2.2. Blackboard Support Website: [http://www.clt.odu.edu/bb]

2.3. Technical Support Center: [http://occs.odu.edu/
   occshelp@odu.edu, 757-683-3192]

2.4. Study Guides Strategies: [http://www.studygs.net/]
3. **Course Readings**

3.1. Required Materials  
3.2. Optional Materials

4. **Course Description**

4.1. ODU Catalog description  
   - Course Number  
   - Section Number  
   - Pre- or Co-requisites  
   - Lecture Hours  
   - Location  
   - Credits  
   - Official Description

4.2. Instructor Course Description  
4.3. Entry-level Requirements  
4.4. Recommendations for Success

5. **Course Objectives and Expectations**

5.1. Course Objectives  
5.2. Course Expectations

6. **Teaching and Learning Methods**

6.1. Delivery Method  
6.2. Instructional Approach  
6.3. Course Interaction  
   - Faculty-Student Communication System (FSCS)  
   - Listserv (Mailman)  
   - Discussion Board (Blackboard)  
   - Chat (Blackboard Virtual Classroom)

6.4. Feedback  
   - Class Evaluation Form  
   - Mid-semester Evaluation Form  
   - Course Final Evaluation

7. **Course Schedule**

7.1. Table/Chart showing week, class meeting days, date, topics, assignments and due dates.
Course Schedule Example

This schedule is tentative and might change during the semester according to how the course evolves. The content is subject to change as well, depending on students’ interests and progress.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Meetings Days</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
<th>Due Date</th>
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8. Grading Criteria

There are 100 points possible for this course. The grade you earn for this course depends on the total number of points you earn throughout the semester. The final grade will be based on the following percentage scale:

<table>
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<tr>
<td>98-100</td>
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<tr>
<td>&lt;59</td>
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</table>

Note: A grade of “I” indicates assigned work yet to be completed in a given course or absence from the final examination. It is assigned only upon instructor approval of a student request. The “I” grade can be given only in exceptional circumstances beyond the student’s control, such as illness. In these cases, the student is responsible for notifying the faculty member. The “I” grade becomes an “F” if not removed by the last day of classes of the following term (excluding the exam period) according to the following schedule: “I” grades from the fall semester become “F”, if not removed by the last day of classes of the spring semester; “I” grades from the spring and summer sessions become “F” if not removed by the last day of classes of the fall semester. An “I” grade may not be changed to a “W” under any circumstances.

9. Student Responsibilities

9.1. Time Management
9.2. Understanding the Syllabus requirements
9.3. Utilizing Online Components

10. Course Policies

10.1. Attendance

As per university policy, students are expected to attend Classes. Students missing more than 15% of class meetings may be failed. Therefore, students who miss more than two class meetings are subject to automatic failure.

10.2. Tests and Make-ups

10.3. Course Disclaimer

Every attempt is made to provide a complete syllabus that provides an accurate overview of the courses. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students.
11. University Policies

11.1. College Classroom Conduct

The following standards are intended to define acceptable classroom behavior that preserves academic integrity and ensures that students have optimum environmental conditions for effective learning.

1. Students must turn off cell phones and pagers during class or have them set to vibrate mode.
2. Classes are expected to begin on time, and students will respect the time boundaries established by the professor. If classroom doors are locked, students may not knock or seek entrance in other ways.
3. Students should notify instructors in advance when a class will be missed. In the event of an emergency that causes a class to be missed, instructors must be notified as soon as possible.
4. Instructors may require that cell phones and other electronic devices be left on their desks during tests or examinations.
5. Students must not engage in extraneous conversations during classes. Such acts are considered to be violations of the Code of Student Conduct.
6. Students will activate their Old Dominion e-mail accounts and check them before each class. If the student chooses to have his/her messages forwarded to another account, it is the student’s responsibility to take the necessary steps to have them forwarded.
7. Consumption of food and drink during class is prohibited, except when the professor has specifically approved it.
8. Offensive language, gestures and the like are disrespectful and disruptive to the teaching-learning process. 

11.2. Cultural Diversity

11.3. Honor Pledge

"I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned." By attending Old Dominion University you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors. Refer to Student Honor Council.

11.4. Special Needs

In compliance with PL94-142 and more recent federal legislation affirming the rights of disabled individuals, provisions will be made for students with special needs on an individual basis. The student must be identified, as "special needs" by the university and provide a letter from the Disability
Services Office, located at 1525 Webb Center. Any accommodations will be based upon written guidelines from the Disability Services Office. All students are expected to fulfill all course requirements.

11.5. University Email Policy

The Old Dominion University e-mail system is the official electronic mail system for distributing course-related communications, policies, announcements and other information. A University e-mail user ID and password are necessary for authentication and access to numerous electronic resources (Blackboard, faculty websites, etc.) NOTE: Effective August 23, 2004, all student accounts will utilize MIDAS passwords. [https://midas.odu.edu]
[http://occs.odu.edu/accounts/studemail/index.shtml]

11.6. Withdrawal

Your participation in this course indicates your acceptance of its content, requirements and policies. Please review the syllabus and the course requirements as soon as possible. If you believe that the nature of this course does not meet your interests, needs or expectations (amount of work involved, class meetings, assignment deadlines, course policies, etc.), you should drop the class by the drop/add deadline, given in the ODU Schedule of Classes. [http://www.odu.edu/ao/registrar/calendars/academic]

11.7. Student Acknowledgement

“I, _______________, have completely read this syllabus and understand and agree to the course requirements”. 
Obtaining Copyright Clearance

If you are planning to distribute copyrighted material via Blackboard, develop a coursepak, or play copyrighted material in a synchronous video class, you will need to get copyright clearance from the owner or publisher of the material.

- For copyright authorization, use the Copyright Permission form at http://clt.odu.edu/onlineform to obtain clearance from the owner of the material.

What materials are considered to be copyrighted?

If a work is in tangible form it is considered copyrighted. According to the Copyright Act (http://www.copyright.gov/title17/), works that can be copyrighted include:

- Literary works
- Photographic, pictorial, graphic, and sculptural works
- Films and other audiovisual works
- Sound recordings
- Musical works
- Dramatic works
- Choreographic and pantomime works

Copyright is secured automatically when the work is created; and a work is created when it is fixed in a copy or phono-record for the first time.

You should always assume that any materials found on the Internet are copyrighted, unless stated otherwise. Do not assume that the material is not copyrighted just because you do not see a copyright notice. Always obtain permission (in writing) from the copyright holder before using their work on your course website.

If you are unable to obtain permission, do not use copyrighted materials unless the Fair Use Doctrine can be applied when using a portion of that material.

Fair Use Doctrine

Fair use is a defense to a claim of copyright infringement. Fair use is a defense to copying another person’s work for academic and research purposes.

- There is no specific number of words, lines, or notes that may safely be taken without permission.
- Acknowledging the source of the copyrighted material does not substitute for obtaining permission.
Obtaining Copyright Clearance

The ability to successfully rely on the fair use defense depends on the underlying facts of each case. To determine whether your copying constitutes a fair use, courts apply a four-part test considering the:

<table>
<thead>
<tr>
<th>FAIR USE TEST</th>
<th>Favoring Fair Use</th>
<th>Opposing Fair Use</th>
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<td>PURPOSE</td>
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<td></td>
<td>Teaching (multiple copies for classroom use)</td>
<td>Commercial use</td>
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<tr>
<td></td>
<td>Research/Scholarship</td>
<td>Profit from use</td>
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<td></td>
<td>Criticism/Comment</td>
<td>Entertainment</td>
</tr>
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<td></td>
<td>News reporting</td>
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<td></td>
<td>Transformative/Productive Use - to what degree the new work is transformed into something different from the original</td>
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<td>Access restricted to instructor and students</td>
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<td></td>
<td>Parody</td>
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<tr>
<td>NATURE</td>
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<td></td>
<td>Published Work</td>
<td>Unpublished Work</td>
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<tr>
<td></td>
<td>Factual/Non-fiction</td>
<td>Work of a creative nature (art. music, novels, plays, films)</td>
</tr>
<tr>
<td></td>
<td>Important to educational objectives</td>
<td>Fiction</td>
</tr>
<tr>
<td>AMOUNT (substantiality of the portion used in relation to the work as a whole)</td>
<td></td>
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<tr>
<td></td>
<td>Small quantity</td>
<td>Large portion or whole work</td>
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<tr>
<td></td>
<td>Portion is not central to entire work</td>
<td>Portion is central to the entire work</td>
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<tr>
<td></td>
<td>Appropriate amount for educational purpose</td>
<td></td>
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<tr>
<td>EFFECT (effect of the use on the potential market for or value of the work)</td>
<td></td>
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<tr>
<td></td>
<td>Use has purchased/lawfully acquired a copy of the original work</td>
<td>Permission/Licensing of work is easily available</td>
</tr>
<tr>
<td></td>
<td>Single copy or few copies made</td>
<td>Many copies made</td>
</tr>
<tr>
<td></td>
<td>No significant effect on potential market for work</td>
<td>Significantly impairs potential market (could replace the copyrighted work)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeated or long-term use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Made available on the web or a public forum</td>
</tr>
</tbody>
</table>
Obtaining Copyright Clearance

Copyright Assistance

For assistance with copyright and software issues, please contact Susan Boze at sboze@odu.edu, 683-3172. Keep in mind that it typically takes several weeks to identify copyright permission and software installation needs. So, please begin this process early.

References:
http://web.odu.edu/ao/research/services/copyright management.html

Other copyright references:

- http://mason.gmu.edu/~montecin/copyright-internet.htm
- http://www.ucet.ufl.edu/tools/teachingwithtech/cfu10mythscopyright.shtml
Attendance Policy

Regular classroom attendance is expected of all students and individual faculty may require class attendance. Course grades reflect not only performance on written assignments and exams, but also participation during class periods. As discussions cannot be reproduced, many times absences cannot truly be made up. Excessive absences therefore have a negative effect on the student’s learning and performance. Students are responsible for all class work, and a student who misses a class is expected to have the initiative necessary to cover properly the material missed. Students must meet all course deadlines and be present for all quizzes, tests, and examinations.

Syllabus information will include a statement of the attendance policy for each course and the effect of nonattendance on grades. Reasonable provisions should be made by the instructor for documented representation at University sponsored athletic or academic functions, mandatory military training and documented illness. The granting of provisions for other documented absences is left to the discretion of the faculty member. Due to the nature of asynchronous courses, students are expected to participate in class, but in formats that may not require attendance at regular intervals.

Extended illness. The student should notify the Office of Student Affairs when the student is going to be absent from classes for more than one week because of an illness. Student Affairs will notify the student’s course instructors of the absence on his or her behalf.
Ordering Distance Learning Course Textbooks

All textbooks are ordered for your students from the University Village Bookstore. To place the order for your textbooks for your on-campus AND distance students go to www.odu.bkstr.com. Look on the left of the homepage for the Faculty Resources and click eDoptions.

PASS CODE: If you are prompted for a store-provided pass code, please note: ODU’s code is 986.

DIVISION: When you are asked for a DIVISION, click to the site from which you will be teaching your distance course.

COMMENTS: To assure that your book order applies to all of the students at all of your various sites, please, in the COMMENTS section, type "DISTANCE COURSE -- Use this book for all Distance Learning sites." AND if you have a cross-listed course (ie. 400/500 level), please note that in the comments section as well. The bookstore will extend the order to cover both sections.

CONTACT: If you have any questions about your order, please contact Jennifer Blow at the University Bookstore at 423-2532.

CHECK: To check if your order made it to the website, wait approximately 48 hours, and then visit www.odu.bkstr.com and look up your course just as your students will. To assure you and our students the best service, we will send you a proof (about a month before each semester’s list goes live on the web) of what books have been ordered for your students. We ask you to check the proof carefully, and inform the University Bookstore at 423-2532 or at 0986txt@fheg.follett.com if any changes must be made.

QUESTIONS? If you have any questions, please contact Jennifer Blow at the University Bookstore: 423-2532.

HOW TO TELL YOUR STUDENTS WHERE TO ORDER THEIR TEXTBOOKS:

**Please include this note on your syllabus, Blackboard site, and/or website:

Distance students should order their textbooks from www.odudlbooks.com.

On-campus and local Center students may order their textbooks from the University Village Bookstore.
**Office of the University Registrar**

http://www.odu.edu/ao/registrar/grades/reporting/index.shtml

**Grade Reporting**

**Posting of Semester Grades**

University policy requires faculty teaching on-campus courses to submit grades electronically to the Office of the University Registrar (through LEO Online) within 48 hours of the final examination. Distance Learning course grades are due within 48 hours of receipt of examinations by the on-campus instructor.

All grades are reported to the Registrar's Office and are submitted electronically by faculty. It is illegal to post grades using any portion of the student's Social Security number or University ID number (UIN) as an identifier. Instructors and students must develop alternative identifiers for posting or providing grade information. The only official grades are those reported to the Registrar's Office. Grades posted in Blackboard are not official grades.

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**Office of Academic Affairs**

http://www.odu.edu/ao/facultyhandbook/index.php?page=ch02s55.html

**Grades and Grade Sheets**

**II. THE FACULTY**

The university believes that regular assessment of students and feedback to them is essential to effective teaching and learning. Therefore, faculty members will provide all students with evaluation of their progress in a course prior to mid-semester. Faculty teaching 100- and 200-level undergraduate courses will provide specific feedback regarding progress in the course by posting an interim grade via Leo Online by the beginning of the fifth week of classes in the fall and spring semesters.

All faculty must report grades for fall, spring and summer terms through the secure website by logging in to www.leoonline.odu.edu within 48 hours after the final examination has been given. Official grades are maintained in the Office of the University Registrar.

An online process for grade changes is available to faculty if the grade to be changed is not older than two semesters. In these cases, the instructor of record makes the change online. The chair is notified by email of the change and may at that time deny the change of grade. If the grade to be changed is older than two semesters, the instructor submits an Academic Record Change Form (H-1002) to the chair, who forwards it to the university registrar if it is approved and notifies the instructor of reasons for denial if it is not approved.

Faculty may choose to make grades available to students, but should not post class rosters outside offices, classrooms or other public areas. Students should be encouraged to view their posted grades through the secure website (www.leoonline.odu.edu). Student records are guaranteed confidentiality by the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). In no case should the student's name, social security number or any other personally identifiable information be posted or released verbally or in written format to anyone other than the student. Students should be referred to the Office of the University Registrar for official release of information.

- Approved by the provost and vice president for academic affairs
  September 5, 2003
- Revised July 16, 2008
Suggestions for Integrating VS Students into Your Interaction and Collaboration Activities

The purpose of this document is to offer suggestions for managing interaction and collaboration that include face to face students, students at remote sites, and Video Streaming (VS) students. VS students inherently experience a delay in receiving the video and interacting during class. Without planning on the instructor’s part, this would essentially take VS students out of sequence with the instruction. By the time they respond, a minute or more may have passed. Review the following options and feel free to contact the Center for Learning Technologies (clt@odu.edu) for additional details, to ask questions, or to offer more examples of how you have managed interaction and collaboration with VS students.

INTERACTION

Working definition – in-class communication between the instructor and students, and between students, that is not goal or project focused (i.e. an open discussion about a learning point).

1. **Question and Answer Period:** “Queuing” the questions will help prevent having the instructor stop in mid-presentation and go back to a previous slide or point. The question period would typically occur at a logical stopping point (such as completing the presentation of a learning objective). This lends itself more to a lecture-mode presentation and the instructor should stop for questions fairly often (perhaps every 15 minutes or so).

   *How to:* Instruct local and televised students to make notes and hold their questions until you ask for them. Instruct Video Streaming (VS) students to text their questions at any time using “Communicate with Instructor” in the Video Streaming Student Interface, but advise them that you will answer their questions during the Question and Answer period. Then, when you pause to ask for questions, you can poll the students in the classroom, the students at distant sites, then answer the queue of remaining questions in the Virtual Instructional Assistant (VIA) or in reverse, you could address the VS student questions first, then poll the classroom and distant site students or vary the order.

   *Tip:* In order for you to identify questions quickly on the VIA, you may ask the VS students to preface their questions about your presentation with a word or character such as “QUESTION” or “Q” or “??”

2. **On-Going Discussion:** On-going “interrupt me anytime” discussion is more challenging to facilitate during class with Video Streaming students, particularly if your focus on subject matter or demonstrations changes rapidly. You may want to consider a few options in class: (1) use groups to conduct discussion and receiving a report from each group, (2) call on students by name, (3) build in “wait” time for VS students to participate, (4) invite your teaching assistant, when you have one, to join the VS students to help facilitate discussion in their participant chat or by stating their remarks in class as a proxy, (5) migrate active discussion to an online format such as threaded discussion or online chat when feasible and appropriate.
Suggestions for Integrating VS Students into Your Interaction and Collaboration Activities

3. **Phone-In**: If your class is a very small class using 2-way video, ATS may be able to support having the student call in during class using a land line or cell phone.

   *How to:* Talk with the Control Room Supervisor on call during the time your class is taught to see if this option is available. If it is, they will provide instructions for you and your students.

   *NOTE:* This service is very limited and will not be available to all classes for a variety of reasons.

COLLABORATION

Working definition – in-class or out-of-class communication between the instructor and students, and between students, that is goal or project focused (i.e. group project).

1. **Group Collaboration DURING Class**: Students can be organized into working groups during class to conduct in-class activities. Each of these groups can then report the result of the activity to the class as a whole. Some methods for defining groups are listed below. Using this “in-class” method, classroom and remote students will typically be organized geographically.
   - Divide the students in the classroom into small groups
   - Remote sites with adequate numbers of students can act as independent groups by site
   - Remote sites with too few students to be a group can become a working group during class by utilizing the classroom audio bridge while the classroom and other sites turn down the volume on their receiving sets. *Contact the Control Room Supervisor on call during your class time to arrange this IN ADVANCE.*
   - Video Streaming students may have two options – one that is text based and one that is a synchronous online meeting. For example, VS students can use the “Participant Chat” to collaborate with each other for group discussion and post the results of their group activity using the “Communicate with Professor” option, both in the student interface. If the group activity requires collaborative writing or working with software or developing a presentation, for example, something other than dialog, your VS students may be able to use an online meeting tool such as Adobe Connect during class and then report the results in the VIA. *Plan ahead and make the appropriate online meetings available to your VS students and provide opportunities for training and practice IN ADVANCE.*

2. **Group Collaboration OUTSIDE Class**: For collaboration outside the normal class time, you could consider using groups in Blackboard with chat, discussion board, and file sharing, or using Adobe Acrobat Connect Pro online meetings. Either of these methods would allow the students to meet in groups which are arranged by criteria of your choice such as topic interest or randomly – not limited to geographic location.
10 Tips from Alison,  
A Teacher of Video Streaming Students

BEFORE THE COURSE:

1) **Build a learning community using an Introduction Space.** As you build your Blackboard site, include an Introduction Space, using a discussion board. Open it before the class even begins, and ask the students, in your first Bb announcement, to go to the space to introduce themselves to their classmates by answering specific questions that you have listed. Answer them yourself, to show them the format. Ask things like “Where are you? What is your major? What is your career aspiration? Anything else you’d like us to know?” and then leave that compendium of information up all semester. It will become a valuable resource for you and a good source of community-building for your students.

2) **Plan for inclusion.** As you are building your course, leave room to customize things, to make quick and tiny changes that will USE the information that you have learned about your students. Leave space to use their names (or their site’s names) as the names of a sample companies that you are discussing (ex. “McGillicuddy Motors” or “Germanna, Lord Fairfax, and J. Sergeant Reynolds, Attorneys at Law”). Leave room so that you can use their chosen fields of work in your examples (ex. “I think that Sarah, at Olympic College in Washington State, told us that she has some knowledge of that. Sarah?”). As you learn more about your students, you can include them in every way that you can.

3) **Syllabus.** Because some of the policies are slightly different for distance students than for VS students, please include the following information on your published syllabus:

**VIDEO STREAMING STUDENTS:**

**PREPARING FOR VIDEO STREAMING:** Prior to the first day of class, students must complete initial online orientation and training to include viewing the online orientation video and successfully completing the online system checks/requirements utility 48 hours prior to their participation in their first video streamed course on each computer that will be used. [http://dl.odu.edu/tools/vstream/index.shtml](http://dl.odu.edu/tools/vstream/index.shtml)

**PROCTORING OF TESTS AND EXAMS:** Students who are taking a video streamed course and are also associated with a DL affiliated site will take tests/exams at that site location at the time announced by the course instructor. Students who are enrolled in a video streamed course and who are NOT associated with a DL affiliated site must follow the proctoring procedures outlined on the Distance Learning. [http://dl.odu.edu/sresources/exams.shtml](http://dl.odu.edu/sresources/exams.shtml)

Authorized proctors include faculty members; academic, corporate, or military education and training staff members; or officers, senior non-commissioned officers, or civilian supervisors/administrators who are qualified to proctor tests and examinations. Proctors cannot be related to the student, nor can they be current students themselves, either at ODU or at any other college.

**TECHNICAL SUPPORT:** Technical Support for video streaming will be available through the Technical Support Center. Prior to requesting Technical Support, students must have completed the orientation to video streaming and verified they have met the system requirements and completed the browser configuration check.

DURING THE COURSE:

4) **PING!** When you ask a question, your students will answer in a fairly predictable rhythm. First, you’ll hear from those students right in the classroom with you. (Remind them to press the “My Turn” button to talk, so that the students watching on VS and on TV will be able to hear them.) Then, after a brief delay, you will hear from your students at sites. Finally (and, often, out of sequence), you’ll hear a PING! from your video streaming students. There they are with their answer (or their question) – but you may have moved on to a new topic.

5) **Counter the delay.** It is important to answer ALL students’ questions, but sometimes, those of your video streaming students will not arrive in a timely fashion. I tell my students, during the very first class, that I will address all of their questions, and that they should write me if I fail to address them. I tell the video streamers that I will look at all of their responses during our break, and will begin the second half of the class answering any questions that didn’t get answered during the first half.
10 Tips from Alison,  
A Teacher of Video Streaming Students  

6) **Acquaint all of your students with the archive.** They can access this very valuable tool if they haven’t understood something (or if their minds wandered during a critical portion of a class).  

7) **Group work.** If you intend to do in-class group work, the VS students can easily form a group. They can use “the back channel” to have their discussion, and then, as the other groups present their responses, their chosen scribe can write you and you can read the VS group’s responses to the rest of the class.  

8) **Be flexible.** Distance students (and sometimes, particularly, video streaming students) have hectic schedules. (More than half of the students responding in my Spring evaluations reported working a full-time job; only 22% didn’t work.) If you are going to test outside of class time, consider leaving the test up for a longer period than just the hour it takes to take it.  

9) **Use the VIA resources.** You can easily go into the VIA to see who has attended a class, who has watched a class in the archive. You can also e-mail yourself all of the responses from your VS students sent during a class, and you can (and I encourage you to) read the students’ back-channel chat, as well.  

10) **Communicate expectations very clearly.** Distance students like to know what’s next. Use the Announcements section of your Blackboard site to be very clear and specific about what’s expected before the next course. (This will help all of your students -- and will cut down the number of their e-mails to you, as well!)  

Overall, I encourage you to get to know your distance and video streaming students and to customize your class for them. Try to find out as much as you can about them, and bridge the gap caused by distance by including them, personally, in every way that you can. (I have learned that, even though they can’t BE seen, they can FEEL that they are, if you are attentive and inclusive. This helps them to feel as if they are a vital part of the learning community in your course.)  

If I can help in any way, please contact me: Alison Schoew  aschoew@odu.edu  683-4252.