



Distance Education Handbook

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Welcome

Welcome to the Turtle Mountain Community College's (TMCC) Faculty Distance Delivery Education Standards Handbook. The whole purpose of implementing these standards is to offer high quality online courses and hybrid courses for our students. The purpose of this handbook is to serve as a guide for the development of a quality course that meets the standards. As part of implementing these standards, our Faculty will receive training specific to our learning management system (LMS).

The Information Technology (IT) department encourages you to access the TMCC website for additional resource materials for the current LMS. There is also a group set up in the LMS that has Help documents, videos and a forum where instructors can collaborate with one another. The Distance Learning Coordinator can help you with support and development for your online courses.

Standards

The Distance Delivery Committee has established the following quality standards for online courses.

Delivery Standard 1: A quality online course includes a clear, detailed welcome that informs students about the course navigation and sequence, important announcements, and instructions about how to begin. The online course must provide an updated syllabus for each course. The syllabus must follow the format approved by TMCC. Within the syllabus it should state which software or technologies students will need. A course schedule must be provided.

Delivery Standard 2: A quality online course clearly communicates learning objectives and expectations to students. Course content is aligned with course objectives. Grades must be updated weekly.

Delivery Standard 3: A quality online course measures student learning according to the course objectives. The instructor will provide each student with regular weekly feedback about his or her learning progress in the course. Provide meaningful, instructor-initiated feedback on assignments. Students should receive weekly feedback that includes formative assessment measures that lead to summative assessments.

Delivery Standard 4: A quality online course emphasizes frequent student and instructor interaction. Course policies and technologies support active engagement. Instructors must have an active presence within the online course. Encourage interaction between students by having discussions about weekly announcements, writing discussion summaries, synchronous course tools, etc. All correspondence should be done within the LMS or TMCC email.

Delivery Standard 5: A quality online course incorporates instructional content that fully and appropriately addresses course objectives in an online environment. When students have questions about the instructional content via email, instructors should respond within 48 hours during the scheduled work week for a full-term course or within 24 hours for any short-term course.

Delivery Standard 6: A quality online course will embrace Turtle Mountain Chippewa culture and heritage as embodied in the TMCC philosophy, the Seven Teachings of the Anishinabe People, and the institutional mission statement, (TMCC Policy Manual sections 1.3 and 1.4).

Delivery Standard 7: A quality online course provides students with clear and detailed information about technical and academic resources and instructional policies.

Delivery Standard 8: A quality online course conforms to accepted accessibility practices in accordance with the principles of the Americans with Disabilities Act (ADA).

Operations

TMCC reserves the right in its sole discretion to delete, move or edit any information entered into the LMS by any individual. TMCC shall have the right, but is not obligated, to edit publicly viewable information.

Glossary

Course Shell: A course shell is the digital framework within the LMS housing an individual course.

Blended/Hybrid: Hybrid courses combine face-to-face classroom instruction and the convenience of online web-based learning, resulting in a reduction of the amount of time spent in the face-to-face classroom and a significant increase of time spent studying online materials. Students registered in hybrid courses must attend class meetings as listed in the Turtle Mountain Community College course schedule.

Learning Management System (LMS): The LMS is a system where students can access course material including: attendance, grades, discussion topics, online registration and unofficial transcripts.

Online Course: This method of delivery is an alternative to the regular face-to-face instruction methods. Online courses use the Internet and a Learning Management System to deliver course materials and to facilitate student-instructor, student-content, and student-to-student interaction. Students will complete all activities, assignments, tests and discussion entirely online. To participate in online courses, the student should have a good understanding of computer hardware and software applications and the Internet.

Storyboard: A storyboard is a map or outline of the entire curriculum that makes up a course, including: topics or units of content, instructional or learning goals, and assessments of learning.

Correspondence education: Education provided through one or more courses by an institution under which the institution provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.

Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

Distance-delivered courses: Courses in which at least 75 percent of the instruction and interaction occurs via electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other.

Distance-delivered programs: Certificate or degree programs in which 50 percent or more of the required courses may be taken as distance-delivered courses.

Distance education: Education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

1. The internet.
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communications devices.
3. Audio conferencing.
4. Video cassettes, DVDs and CD-ROMs, if the cassettes, DVDs or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

Formative assessment: A variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Summative assessment: Methods used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of defined instructional period.

Interactive Video Network (IVN) Definition

As part of the North Dakota University System (NDUS) Academic Services, the North Dakota Interactive Video Network (IVN) provides state-of-the-art video conferencing services to NDUS students, faculty, staff and state residents. IVN services link academic and meetings with the NDUS community, connecting users to the information and educational resources they need to accomplish their goals.

Of all distance education technologies, IVN most closely replicates traditional classroom instruction or face-to-face events. IVN uses high definition H.323 full-color video and audio that allows all sites to hear and see any person speaking.

IVN is able to connect video conference rooms on the campuses across the North Dakota University System and at other video conference sites across the globe. In addition, IVN also provides the flexibility for users to connect to conferences from a variety of platforms, including traditional room systems, desktop video software, and audio/telephone systems.

Connections, otherwise known as bridging services, can be established either formally or informally. In the formal environment, video rooms and other endpoints are scheduled in advance of the class or event. With the adhoc MeetMe room option, once the meeting date and time are set, each of the event participants finds a video room or endpoint resource to join the conference.

Credit hour definition

Internet Courses (online): Normally, institutions of higher education award credit to students for satisfactory completion of One (1) semester credit hour consists of 12.5 hours of instructional time throughout the duration of a fifteen (15) week semester. The time dedicated for communication, course work items, or group assignments is twice as much as the allotted instructional time. The following are examples of activities completed outside of the scheduled instructional time:

- Scheduled weekly chats
- Weekly forum participation
- Group activities
- Readings
- Formal papers
- Reflection activities such as: journaling, projects, presentations, etc.
- Online video conferencing
- Captured Lectures

Distance Delivery Education Timeline for Faculty

Semester course will be offered for students	Course Request submission date	LMS training schedule for online course development	Online course testing by Distance Learning Coordinator
Fall	April 30th course requests are due; if date falls on a weekend the following Monday will be the deadline.	Training will be held upon return in the fall semester for instructors planning to teach online.	Courses will be ready to be tested before the first scheduled date of the semester. (August)
Spring	November 30 th course requests are due; if date falls on a weekend the following Monday will be the deadline	Training will be held upon return for instructors planning to teach online.	Courses will be ready to be tested before the first scheduled date of the semester. (January)
Summer	April 30 th course requests are due; if date falls on a weekend the following Monday will be the deadline.	Training will be held mid-May for instructors planning to teach online.	Courses should be ready to be tested before the summer session begins.

*Exceptions for training will be made for those instructors who already have expertise within the LMS. As an example, an instructor who has successfully taught an online class for 3 consecutive semesters, can opt out of the training. The instructor must however, maintain an effective online course. The Distance Learning Coordinator will continue to monitor with the course checklist.

Distance Delivery Education Development Process

Step 1: Online Course Approval

The faculty member will seek approval from their department chair for an online course. If approved, the department chair will enter the online course into the course schedule and contact the Distance Learning Coordinator. The Distance Learning Coordinator will contact the faculty member and schedule a training for online delivery.

Step 2: Course Shell Development Training

Faculty members will use the LMS to create course shells. Training will be provided by the Distance Learning Coordinator on an individual basis or in group workshops as appropriate. LMS training will include a review and demonstration of the LMS features. During the training faculty members will build their own course shells according to the checklist. During the training sessions, the Distance Learning Coordinator will review all requirements for online delivery according to the checklist outlined.

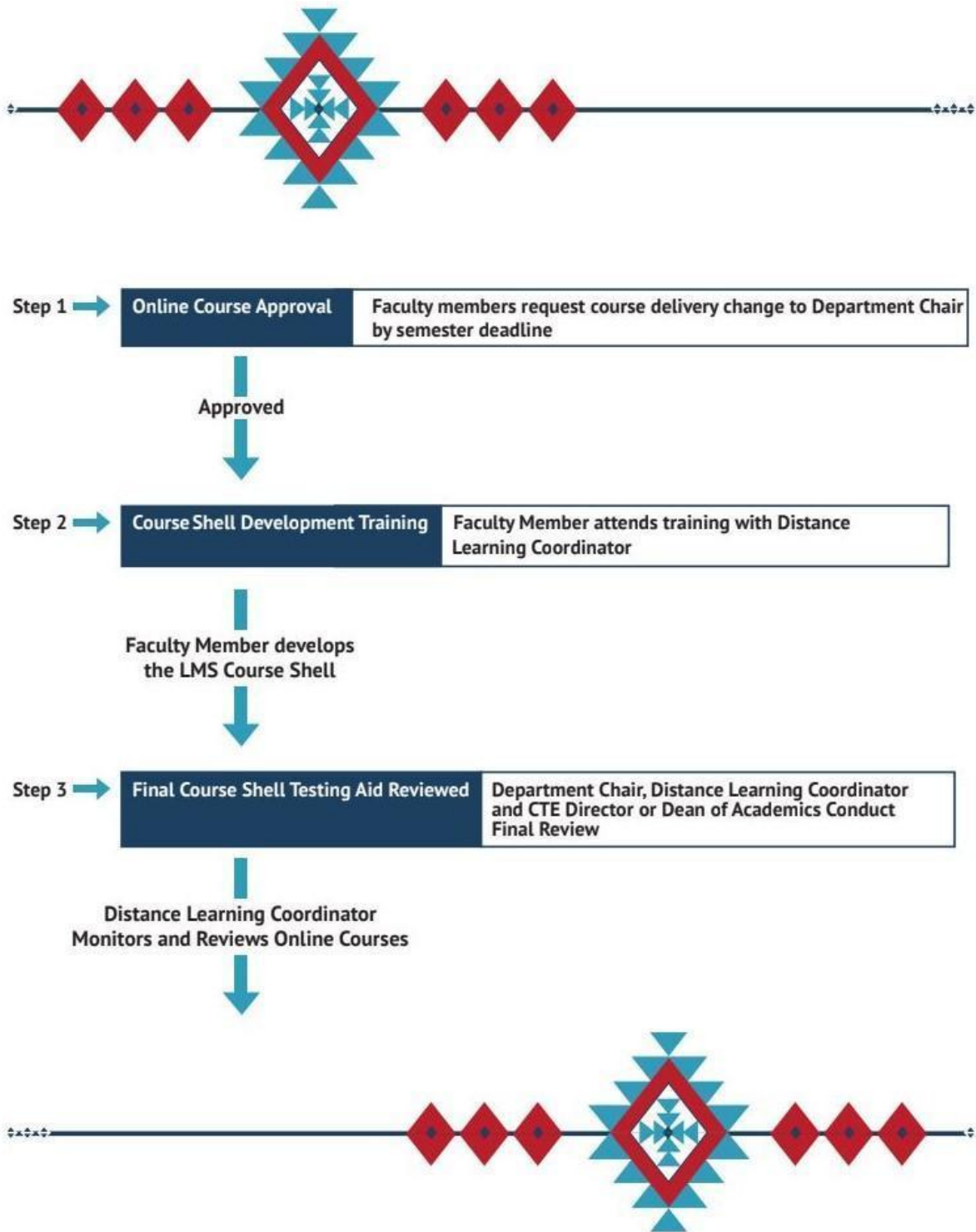
Step 3: Final Course Shell Testing and Review

The Department Chair in cooperation with the Distance Learning Coordinator will evaluate the course design according to the checklist outlined by the course testing requirements form found on. Items on the checklist will be rated as follows: S = Standard Met, I = Improvement Needed. Courses that receive S ratings for all checklist items will be approved for final review. A copy of the checklist will be provided to the faculty member, department chair and respective supervisor. Please refer to the timeline found on page 8 for course testing deadlines for each semester.

The Distance Learning Coordinator will conduct a final review of the course to check for any typographical, functional and/or accessibility issues. The Distance Learning Coordinator will work with the faculty member to address any revisions and the Department Chair will be notified. Courses that do not meet testing guidelines will continue in development for a future semester.

The Distance Learning Coordinator will monitor and review all online courses throughout the semester. A mid-point evaluation will be conducted based on the checklist. A final evaluation will be conducted based on a rubric. A copy of the final checklist will be provided to the faculty member, department chair and respective supervisor.

Distance Delivery Education Development Flowchart



Faculty Distance Delivery Education Development Process Checklist

Course Name and Number: _____

Instructor Name: _____

This checklist was designed to aid instructors planning to teach an online course. As each step in the process is complete please initial and list the date that this step was complete.

Date Completed:	Step in the Process
	Submission of course schedule - fall semester due date is April 30 th , spring semester due date is November 30 th and summer semester due date is April 30 th . Please refer to the timeline on page 8.
	Department chair will meet with faculty member and review course delivery. If approved, the course will be entered into the course schedule for the proposed semester.
	Storyboard training will be available upon request.
	The faculty participates in LMS training with the Distance Learning Coordinator. Training can begin upon faculty return for the Fall semester, upon faculty return for the Spring semester and mid-May for the Summer semester.
	The faculty creates content within the LMS and submits it for approval within 2 weeks prior to the start of the semester in which the course will be offered. No Course will go live until approved. The faculty member will use checklist.
	Course shell is reviewed for approval by the Department Chair, Distance Learning Coordinator, and CTE Director or Dean of Academics.
	Final technical review by Distance Learning Coordinator. Identified revisions will be sent directly to the instructor. If major revisions are necessary the Department Chair will also be notified.

Distance Delivery Education Checklist Form

Items on the checklist will be rated as follows: S = Standard Met, I = Improvement Needed. Courses that receive S ratings for all checklist items will be approved for final review. Please refer to the timeline on page 8 for course testing deadlines for each semester.

Semester: _____

Beginning Evaluation Date: _____

Mid-Semester Evaluation Date: _____

End of the Semester Evaluation Date and Feedback: _____

Course Number and Course Name:	
Date course was tested:	
Person testing:	
Instructor course was developed by:	
Score:	

Delivery Standard 1:

	Rating (S or I)	Comments
The online course provide a clear, detailed welcome that informs students about the course.		
Course provides an updated syllabus containing all information stated in the TMCC provided format.		
The course provides a schedule.		

Delivery Standard 2:

	Rating (S or I)	Comments
The online course clearly communicates learning objectives and expectations to students.		
Grades are updated weekly.		

Delivery Standard 3:

	Rating (S or I)	Comments
The course measures student learning according to the course objectives.		
The instructor provides regular feedback.		
The instructor provides feedback on assignments and assessments.		
The instructor provides formative assessments with feedback.		
The instructor provides summative assessments.		

Delivery Standard 4:

	Rating (S or I)	Comments
The course provides frequent student and instructor interaction.		
The instructor shows an active presence within the online course.		
The course encourages interaction between students.		

Delivery Standard 5:

	Rating (S or I)	Comments
The course incorporates instructional content that fully and appropriately addresses course objectives in an online environment.		
The instructor responds to students within the time frame set.		

Delivery Standard 6:

	Rating (S or I)	Comments
The course embraces Turtle Mountain Chippewa culture and heritage.		

Delivery Standard 7:

	Rating (S or I)	Comments
The course provides students with clear and detailed information about technical and academic resources and instructional policies.		

Delivery Standard 8:

The course conforms to accepted accessibility practices in accordance with the principles of the Americans with Disabilities Act (ADA). (When needed)		
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