



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).

Learning Management System (Canvas)

The College provides a platform for distance and traditional courses through the learning management system (LMS), Canvas, an open-source software package. The Canvas LMS, along with fully developed Canvas courses and courses under construction, are stored on a fully hosted server.

Purpose and Requirements

Purpose of Distance Education

Turtle Mountain Community College's (TMCC) Distance Education program strives to serve the needs of students who work, have family responsibilities, or have other life challenges that limit their ability to attend classes on campus. The College will ensure that the distance education curriculum and instruction provided to students is of equitable quality to education and training provided through traditional classroom methods.

Accreditation Requirements

TMCC's policies will ensure that all distance education courses comply with the definition and requirements of the principles of accreditation set by the Higher Learning Commission (HLC) and the Department of Education for distance education.

Enrollment Requirements

Enrollment requirements for distance education courses are the same as the requirements for traditional courses. In addition to meeting the prerequisite or corequisite requirements to enroll in the course, distance education students must also have ready access to a personal computer with reliable high-speed Internet service as well as a webcam and microphone for use during assignment completion and test proctoring. The use of mobile devices to complete coursework is not recommended.

Attendance Requirements

Attendance monitoring will be left to the Instructor's discretion based on the method the course is being taught. The instructor must detail their attendance policy to the student within their syllabi. Attendance must be updated weekly before each Monday throughout the semester.

Synchronous courses must take attendance on the days the students and instructor meet.

Asynchronous courses must take attendance based on the students participation throughout the week.

Definitions of delivery methods

TMCC uses the following definitions to refer specifically to different delivery modes of distance education courses. Throughout the handbook's remainder, the term Distance Education will encompass all modes of instruction listed below.

1. **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.

2. **Distance-delivered programs:** Certificate or degree programs in which 50 percent or more of the required courses may be taken as distance-delivered courses.
3. **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. **Hybrid/blended Course:**

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. Testing may be required on-campus or proctored remotely using a variety of digital means which may include a lockdown browser, use of monitoring with a webcam and microphone, and may use an online proctoring service for the final examination which will be determined by the instructor.
5. **Online Course:**

The entirety of the course content is delivered electronically through the college's learning management system (LMS). There are no required on-campus meetings. Attendance recording will be at the Instructor's discretion. The instructor's grading plan must be clearly defined in the course syllabus. To participate in online courses, the student should have a good understanding of computer hardware and software applications and the Internet.

In addition, video conferencing software, such as Zoom, Canvas Conferences, or Google Meet, may be used to allow students and instructors to hold class meetings online and in real-time (synchronously).

Tests are proctored remotely using a variety of digital means which may include a lockdown browser, use of monitoring with a webcam and microphone, and use of an online proctoring service for the final examination.

Technology and Technical Skills

Faculty members who wish to teach online should not only possess basic proficiency in computer skills but should also be acquainted with and feel comfortable using more advanced programs and applications. TMCC requires the following technical skills to teach distance education courses.

Computer Skills

- Instructors must be able to manage files, utilize multimedia, and produce audio recordings using a microphone.

LMS Specific

- Instructors must be able to create a basic LMS page and manage content within the LMS, including assignments, assessments, modules, and discussions. They must also be able to create accessible content, import and export content, and create and manage multimedia files using a publisher plugin.

Presentation

- Instructors must be able to create, edit, and save presentations.

Software

- Instructors must use software to add multimedia and audio narration to presentations. They must also have an understanding of word processing software, and the ability to create accessible pdf files.

Email

- Instructors must make themselves available to sending and receiving emails in a timely fashion. When using email, instructors must be able to attach documents and images, and create and manage contact groups.

Internet

- Instructors must have an understanding of and ability to use different browsers. They must also be able to effectively utilize social media applications, as well as an understanding of the use of online databases.

Standards

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

Delivery Standard 1: Syllabus

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 instructor 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. Instructors must communicate clear participation requirements, facilitate and monitor interaction accordingly.

Delivery Standard 2: Expectations

A quality online course clearly communicates learning objectives and expectations to students. The instructor will have a clear understanding of the differences between face-to-face and online

instruction. Course content is aligned with course objectives and will utilize learner-centered pedagogy where concepts of interactivity, instructor-led facilitation and feedback are core elements. Activities will actively engage students and encourage top-down cognitive activity. Distance education courses will accommodate a variety of learning styles and strategies in both content delivery and learning activities.

Delivery Standard 3: Feedback & Grading

A quality online course measures student learning according to the course objectives. The instructor will provide each student with ongoing, personalized feedback about his or her learning progress in the course. They must provide meaningful, instructor-initiated feedback on assignments. Students should receive regular feedback that includes formative assessment measures that lead to summative assessments to measure student understanding. Grades must be updated regularly and consistently. Instructors will provide multiple opportunities for ongoing authentic assessment that measure both student understanding of course content and participation. Instructors must use a variety of asynchronous assessment techniques in which students are able to demonstrate higher-order critical thinking skills. Instructors will make use of data from the assessment tools in the LMS to evaluate the validity and reliability of the various assessment instruments. Instructors must also have a strong understanding of the unique challenges that affect academic integrity and student authentication in the online environment

Delivery Standard 4: Engagement

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. Discussions should be rooted in inquiry and challenge students to question and develop their own conclusions. Instructors are encouraged to use group and project based learning to cultivate and develop learning communities through group activities. All correspondence should be done within the LMS or TMCC email.

Delivery Standard 5: Communication

A quality online course incorporates instructional content that fully and appropriately addresses course objectives in an online environment. Instructors will follow guidelines for regular effective contact with students in both synchronous and asynchronous modalities. 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. Instructors will also make additional resources available for learning.

Delivery Standard 6: Culture

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: Technology Resources

A quality online course provides students with clear and detailed information about technical and academic resources and instructional policies. Instructors will identify the most appropriate technologies for content and learning outcomes, and determine the modalities that are best used for course communication, discussion, and assessment. Instructors must present content that is easily navigable and accessible to all learners. They must also integrate multimedia content that meets the learning styles and needs of all students as well as accessibility requirements. Instructors should encourage cooperative learning through group activities that utilize current technology

Delivery Standard 8: Access

A quality online course conforms to accepted accessibility practices in accordance with the principles of the Americans with Disabilities Act (ADA). Instructors will create or modify all course content so it is accessible to students with disabilities. Instructors must also design the course layout so that it is easy to navigate and readable and has alternate options for students with special needs

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.

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.

(Online) Synchronous: Class meets online at particular times (e.g., Monday, Wednesday, Friday from 8 - 8:50 a.m.) and students are expected to log into class during those times.

(Online) Asynchronous: Students can view instructional materials each week at any time they choose. This option does not include a live video lecture component at specific times throughout the week. Students will engage in the course by participating in discussion boards, watching lectures, submitting assignments, etc.. Students should still be aware of deadlines and follow their syllabus accordingly.

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

This method of delivery is an alternative to the regular classroom instruction methods. This two-way interactive communication system uses cameras and microphones at one site. Participants at other sites can watch and listen to an instructor or presenter on a television monitor.

Credit hour definition

Distance Education Courses: Normally, institutions of higher education award credit to students for satisfactory completion of One (1) fifty (50) minute session of classroom instruction for a minimum of three (3) hours per week for a semester of not less than fifteen (15) weeks. 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.

Training and Support

TMCC will also ensure proper training and support for all engaging in distance education courses. All faculty engaged in online instruction will demonstrate engagement in continuing education for quality online teaching. This may include the ACUE online teaching continuing education courses previously offered to TMCC faculty. Full-time faculty must complete the proposal to teach online. 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.

*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 the course checklist.

Distance Delivery Education Development Process

Step 1: Online Course Approval

The faculty member will seek approval from the appropriate supervisor for an online course. A completed online proposal form and supporting documentation must be provided. If approved, the supervisor will enter the online course into the course schedule and contact the Distance Learning Coordinator to provide training and review all course materials. 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, and identify delivery methods and course materials.

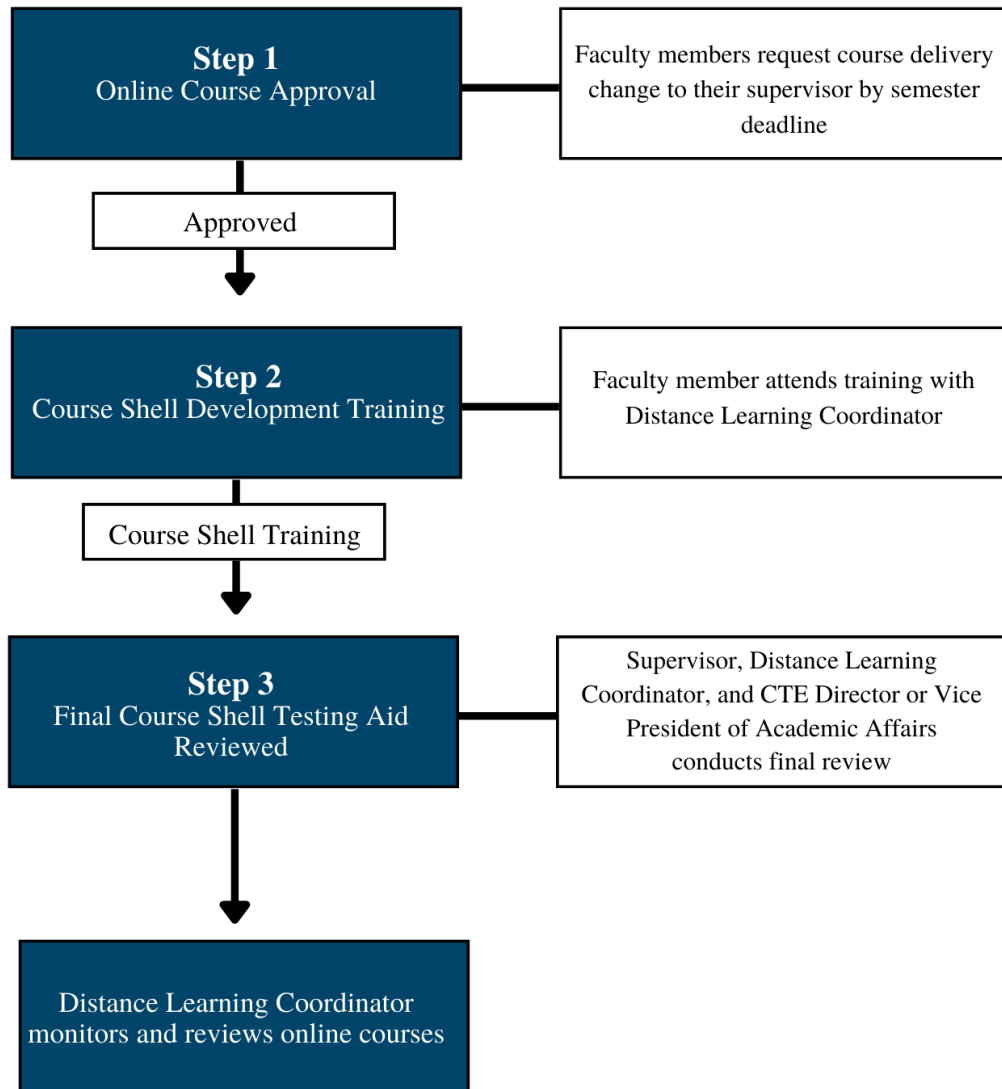
Step 3: Final Course Shell Testing and Review

The supervising administrator 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, M = Information Missing. 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, appropriate supervisor 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 supervising administrator 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, appropriate supervisor 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.
	the appropriate supervisor 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 the checklist.
	Course shell is reviewed for approval by the appropriate supervisor, Distance Learning Coordinator, and CTE Director or Vice President of Academic Affairs.
	Final technical review by Distance Learning Coordinator. Identified revisions will be sent directly to the instructor. If major revisions are necessary the appropriate supervisor 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.		
Syllabus states which software or technologies students will need		
The course provides a schedule.		
Participation requirements are clearly communicated		

Delivery Standard 2:

	Rating (S or I)	Comments
The online course clearly communicates learning objectives and expectations to students.		
Instructor clearly understands the difference between face-to-face and online instruction		
Course content is aligned with course objectives		
Course content utilized learner-centered pedagogy and engages students in top-down cognitive activity		
Course content and activities accommodate a variety of learning styles and strategies		

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.		
Grades are updated regularly and consistently		
Instructor uses a variety of asynchronous assessment techniques		

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.		
Instructors use group and project based learning		

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.		
Instructor makes additional resources available for learning		

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.		
Instructor presents content that is easily navigable and accessible to all learners		
Integrates multimedia content that meets the learning styles and needs of all students		
Utilizes current technology to encourage cooperative learning		

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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