

TMCC  
ONLINE STANDARDS  
FOR FACULTY

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## WELCOME AND STANDARDS

Welcome to the Turtle Mountain Community College's (TMCC) Faculty Online 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. This initiative is fully funded through a Title III grant the institution received in the later part of 2010. As part of implementing these standards, our Faculty will receive training specific to our learning management system (LMS) Jenzabar. Currently, we offer 55 unduplicated online courses via Jenzabar.

The Online Review Committee has established the following quality standards for online courses.

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.

Standard 2: A quality online course clearly communicates learning objectives and expectations to students. Course content is aligned with course objectives.

Standard 3: A quality online course measures student learning according to the course objectives. The instructor will provide each student with regular feedback about his or her learning progress in the course.

Standard 4: A quality online course emphasizes instructor presence and frequent student interaction. Course policies and technologies support active engagement.

Standard 5: A quality online course incorporates instructional content that fully and appropriately addresses course objectives in an online environment.

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).

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

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

## INTRODUCTION

My name is Quenna Beston and I'm the Online Coordinator here at TMCC. The IT department encourages you to access the website for additional resource materials. There is also a Jenzabar group online that has help documents, videos and a forum where instructors can collaborate with one another. The IT team consists: of Chad Davis- IT Director, Ben Chromy- Lead IT Technician, Sheldon Williams- IT Technician, Mike Poitra- Education Technology Specialist and Donald Plant- Webmaster. The team is available to help with software installs, computer repairs, document conversion projects and dvd conversions. Quenna Beston can help you with support and development for your online course.

## GLOSSARY

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

**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 TMCC Course Schedule.

**Learning Management System (LMS):** The LMS we use is Jenzabar and it 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 classroom instruction methods. Online courses use the Internet and a Learning Management System (JICS) to deliver course materials and to facilitate student-instructor, student-content, and student to student interaction. 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.

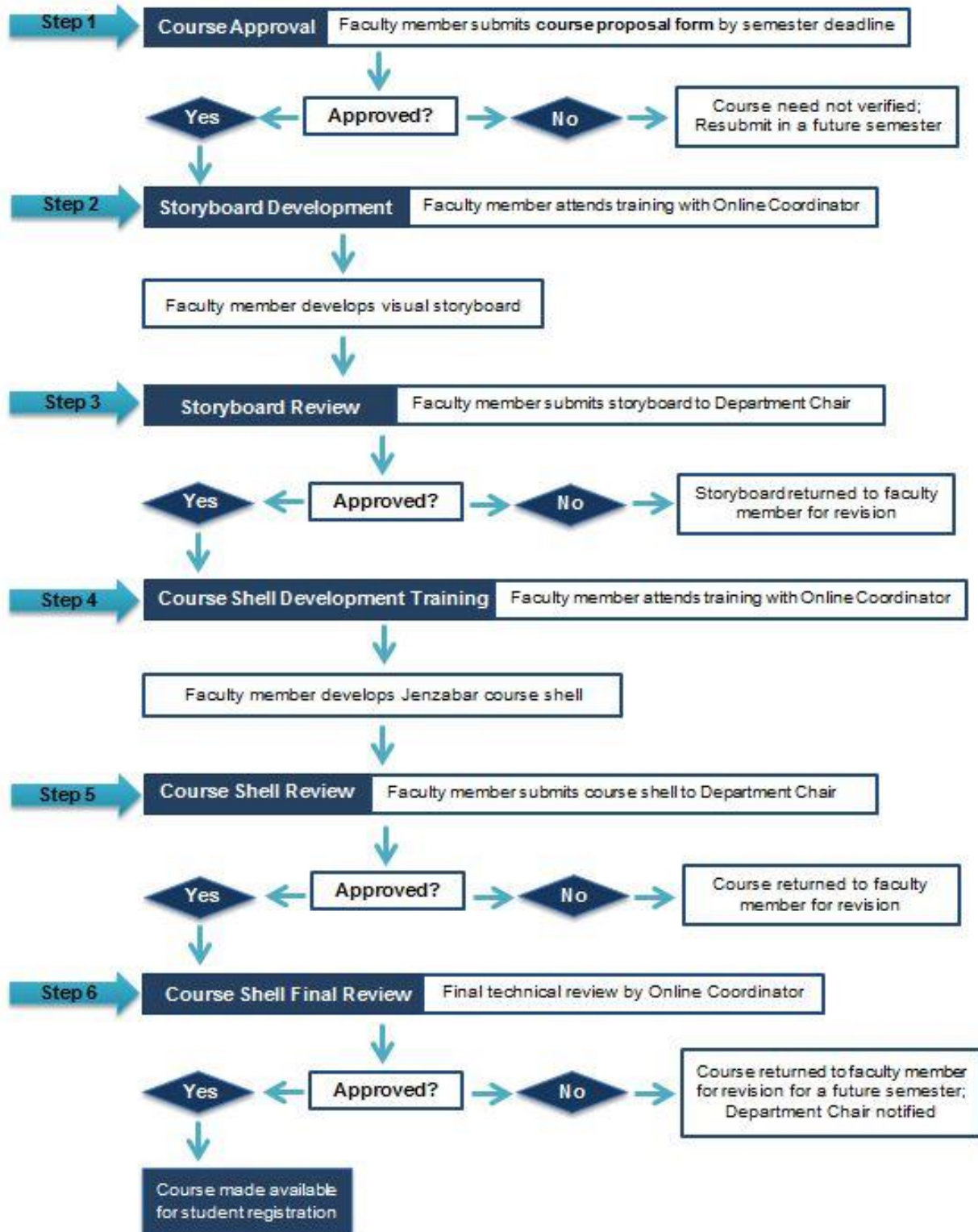
## ONLINE COURSE TIMELINE FOR FACULTY

Semester course will be offered for students	Course proposal form submission date	Jenzabar training schedule for online course development	Online course testing by Online Coordinator
<b>Fall</b>	February 15 <sup>th</sup> course proposal forms are due; if date falls on a weekend the following Monday will be the deadline.	February 16 <sup>th</sup> training will begin for instructors planning to teach online.	July 8 <sup>th</sup> courses should be ready to be tested.
<b>Spring</b>	June 15 <sup>th</sup> course proposal forms are due; if date falls on a weekend the following Monday will be the deadline.	June 16 <sup>th</sup> training will begin for instructors planning to teach online.	November 15 <sup>th</sup> courses should be ready to be tested.
<b>Summer</b>	November 15 <sup>th</sup> course proposal forms are due; if date falls on a weekend the following Monday will be the deadline.	November 30 <sup>th</sup> training will begin for instructors planning to teach online.	April 1 <sup>st</sup> courses should be ready to be tested.

\*Exceptions for training will be made for those instructors who already have expertise in Jenzabar. All instructors must meet the testing deadline in order to teach the course in the specified semester.

## COURSE DEVELOPMENT PROCESS

The following diagram outlines the process for online course development.



### **STEP 1: ONLINE COURSE APPROVAL**

A faculty member who plans to teach online must first submit an online course proposal form. The form is submitted to the Department Chair overseeing the faculty member. The Department Chair will coordinate review of the form for approval with the Online Review Committee. The course proposal form can be found on page 12 and the timeline for development can be found on page 6. If a course is approved for online delivery the instructor may proceed to Step 2: Storyboard Development. A course may not be approved if a need for the course cannot be verified. Generally an online course will not be approved without an existing face-to-face equivalent.

### **STEP 2: STORYBOARD DEVELOPMENT**

Faculty members with an approved course proposal form can attend the storyboard development workshop. Through the workshop instructors will see example storyboards, discuss why a storyboard is needed and how the storyboard can help in the course development process. Instructors can construct their storyboards on paper and then create a PowerPoint presentation, SlideRocket presentation or use a poster board format. The completed storyboard is submitted to the Department Chair.

### **STEP 3: STORYBOARD REVIEW**

Completed storyboards will be reviewed by the Department Chair in coordination with the Online Review Committee. Upon approval, the faculty member may proceed to Step 4: Course Shell Development Training. If the storyboard is not approved the Department Chair and faculty member will discuss improvements and revisions.

### **STEP 4: COURSE SHELL DEVELOPMENT TRAINING**

Faculty members will use Jenzabar to create course shells. Training will be provided by the Online Coordinator on an individual basis or in group workshops as appropriate. Jenzabar training will include a review and demonstration of Jenzabar's features. During the training faculty members will be invited to build their own course shells.

### **STEP 5: COURSE SHELL REVIEW**

The Department Chair in cooperation with the Online Review Committee will evaluate the course design according to the checklist outlined by the course testing requirements form found on page 14. 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 6 for course testing deadlines for each semester.

### **STEP 6: FINAL COURSE SHELL TESTING AND REVIEW**

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



## FACULTY ONLINE COURSE DEVELOPMENT PROCESS CHECKLIST

Course Name and Number: \_\_\_\_\_

Instructor Name: \_\_\_\_\_

This checklist was designed to aide 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.

<b>Date Completed:</b>	<b>Step in the Process</b>
	The instructor submits a proposal form. For the Fall semester the date is February 15 <sup>th</sup> , the Spring semester date is June 15 <sup>th</sup> and for the Summer semester the date is November 15 <sup>th</sup> . Please refer to the timeline on page 4.
	Course proposal form is reviewed for approval.
	Instructor attends storyboard training with the Online Coordinator.
	The instructor plans and creates a storyboard in any of the following formats: PowerPoint, SlideRocket or poster board format.
	Course storyboard is reviewed for approval.
	The instructor participates in Jenzabar training with the Online Coordinator. Training can begin on February 16 <sup>th</sup> for the Fall semester, June 16 <sup>th</sup> for the Spring semester and November 16 <sup>th</sup> for the Summer semester.
	The instructor creates content on Jenzabar and submits it for approval within 6 weeks prior to start of the semester in which the course will be offered.
	Course shell is reviewed for approval by Department Chair and Online Review Committee.
	Final technical review by Online Coordinator. Identified revisions will be sent directly to the instructor. If major revisions are necessary the Department Chair will also be notified.

## REQUIRED COURSE COMPONENTS

TMCC online courses will include the following components. These are the minimum requirements. Each course is unique and may require additional components to be complete.

### ONLINE SYLLABUS ATTRIBUTES

TMCC faculty must include the following in the course syllabus: instructor name, email address, phone number, online office hours, catalog course number, catalog course number or title, credit hours, prerequisites, attendance and participation guidelines, materials of instruction, catalog course description, grading scale, method of instruction, class procedures, rationale, course goals, major units, statement of cultural content, statement on academic honesty, assessment and disability statement. (See page 12 for detailed syllabus attributes).

### TECHNICAL CHECKS

Every semester the Online Coordinator will review online courses and make sure the online syllabus attributes are updated. Additionally the Online Coordinator will review the course welcome to verify it is updated for the current semester. Following the Online Coordinator's review any recommended revisions will be forwarded to the course instructor.

### COURSE INTRODUCTION

Instructors must post a welcome message for all students to read. The announcement, forum or main page will be the recommended section for this message. Any other important course information should be included in this message.

### INSTRUCTOR PRESENCE

In the course information section in Jenzabar, instructors must post their online office hours. Online office hours could include online chat or other video conferencing applications. Students in online courses should be able to contact their instructor as easily as a student in a traditional course. Faculty members are advised to visit the course 5 days out of a given week. Instructors will respond to student emails within 48 hours. Try and keep all communication within Jenzabar. If a discrepancy ever arises there is documentation.

### COURSE COMMUNICATION

Instructors are required to use Jenzabar for all course interaction. In the case of a discrepancy involving a student, instructors will be able to refer to information in Jenzabar.

### TECHNOLOGY INSTRUCTIONS

Course information will include adequate instructions on using various features of Jenzabar and related software applications used during the semester, such as: locked browser applications or Tegrity.

### GRADING

Instructors must submit all grades throughout the semester in the grade page in Jenzabar. Even if the instructor is using third-party software they must post grades in the grade page in Jenzabar. This will provide a central location for students to view their progress throughout the course.

### **COURSE CALENDAR/SCHEDULE**

All courses must post events or assessments in the calendar available on the Main Page in Jenzabar. This will assist students when completing assignments or preparing for exams.

### **PROCTORING**

The recommended procedure for proctoring online course assessments is still in development. The Online Review Committee seeks input from Department Chairs and Faculty regarding this aspect of online instruction.

### **ATTENDANCE REPORTING**

The recommended procedure for measuring student attendance in an online course is still in development. The Online Review Committee seeks input from Department Chairs and Faculty regarding this aspect of online instruction. Since online courses may not meet face-to-face it is necessary to consider how attendance might be measured in a classroom without walls.

## ONLINE COURSE PROPOSAL FORM

All courses taught online via Jenzabar at TMCC are required to be approved prior to the course availability for student registration.

### Course Information

Instructor Name: \_\_\_\_\_

Instructor phone number: \_\_\_\_\_

Proposed course name and number: \_\_\_\_\_

Course classification: Associate  Bachelor  Certificate  Credits \_\_\_\_\_

Who is this online course generally taught by? \_\_\_\_\_

Course Abstract:

Please provide a brief catalog course description:

**Submission Information:** Please send the proposal form to:

Quenna Beston  
qbeston@tm.edu  
701.477.7849  
Online Coordinator

Any faculty member who submits a proposal form will be contacted either via email or phone. If a course is approved, the instructor will participate in training with the Online Coordinator. Upon completion of training, the course will be reviewed and tested for approval. If course objectives are modified, the course shell will also need to be modified within the learning management system (Jenzabar).

### Signatures Required:

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Academic Dean

\_\_\_\_\_  
CTE Director

# SAMPLE

## ONLINE COURSE PROPOSAL FORM

All courses taught online via Jenzabar at TMCC are required to be approved prior to the course availability for student registration.

### Course Information

Instructor Name: Prof. John Doe

Instructor phone number: 701-555-5555

Proposed course name and number: Intro to Technology EDUC 001

Course classification: Associate  Bachelor  Certificate  Credits 3

Are there any pre-requisites for this course? (If yes, please list) EDUC 000 Basic Technology

Course Abstract:

Please provide a brief catalog course description:

This course focuses on technology that can be used to complete assignments in Community College courses, including the Microsoft Office Suite and the coursework feature in Jenzabar.

**Submission Information:** Please send the proposal form to:

Quenna Beston  
qbeston@tm.edu  
701.477.7849  
Online Coordinator

Any faculty member who submits a proposal form will be contacted either via email or phone. If a course is approved, the instructor will participate in training with the Online Coordinator. Upon completion of training, the course will be reviewed and tested for approval. If course objectives are modified, the course shell will also need to be modified within the learning management system (Jenzabar).

**Signatures Required:**

  
\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Academic Dean

\_\_\_\_\_  
CTE Director

## COURSE TESTING REQUIREMENTS 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 6 for course testing deadlines for each semester.

Course Number and Course Name:	
Date course was tested:	
Person testing:	
Instructor course was developed by:	
Score:	
Why was course reviewed:	Brand new course (normal testing requirement)  An existing course that needs to be modified to either meet the mission or new guidelines within a department  Four year review  Department appointed review  Other:

### Course Welcome

	Rating (S or I)	Comments
Within the course is there a welcome page?		
Are there any getting started instructions for students, and information about the various components within Jenzabar?		
Does the instructor have a biography in the course information page?		

## Syllabus

	Rating (S or I)	Comments
<p><b>Format:</b></p> <ul style="list-style-type: none"> <li>• Created in Microsoft word</li> <li>• Has 1” Margins</li> <li>• Uses 12 Point Font</li> <li>• Uses Times New Roman Font</li> </ul>		
<p><b>Computer File Name:</b></p> <ol style="list-style-type: none"> <li>1. Course Number Example: ENGL110</li> <li>2. Instructor Name-Lastfirst Example: Johnsonandy</li> <li>3. Term Example:FALL2012</li> <li>4. File name would be: ENGL110johnsonandyFALL2012</li> </ol>		
<p><b>Instructor Information:</b> Syllabus reflects the correct instructor:</p> <ol style="list-style-type: none"> <li>1. Name</li> <li>2. Email Address</li> <li>3. Office Phone</li> <li>4. Office Location</li> <li>5. Office Hours and Days</li> <li>6.</li> </ol>		
<p><b>Course Information</b> Syllabus reflects the correct course information:</p> <ol style="list-style-type: none"> <li>1. Catalog Course Number Ex: ENGL 110</li> <li>2. Catalog Course Title Ex: College Composition I</li> <li>3. Credit Hours</li> <li>4. Course Meeting Time and Location (Hybrid Only)</li> <li>5. Prerequisites (if none then write none)</li> <li>6. Name of the Community College (Turtle Mountain Community College)</li> <li>7. Brief citation of text, approximate reading level (Fry Readability scale can be used)</li> </ol>		
<p><b>Catalog Course Description</b> Copy the course description exactly as written in the current catalog. If not a current TMCC class write course description to best describe the course.</p>		

<p><b>Rationale</b> This section explains why the student should take the course (part of the program of study) and also for whom the course is intended</p>		
<p><b>Course Goals</b> This section is designed to inform the student about broad general terms of what the student and the instruction is expected to accomplish. The course goals define the general outcome desired. The goal statement should be broken into three areas. (1) Knowledge, 2) Skills, 3) Attitudes. The knowledge section should include these concepts, definitions, facts, and information that the student should recall or recognize. The skills sections include activities that a student should be able to perform at the end of the course. The attitude section should list desired attitudes that the student should acquire.</p>		
<p><b>Materials of Instruction</b> Provide specific information from required textbooks, supplemental readings, lab kits, etc.</p>		
<p><b>Requirements</b> This section indicates what the student must do in the course to receive a specific grade. Method of evaluation is of great concern to most students. The instructor states exactly what the student is expected to do to receive a specific grade. Whatever the method of evaluation, the instructor should explain the method in detail so the student understands how the final grade will be determined.</p>		
<p><b>Method of Instruction:</b> This section indicates the type of types of instructional methods that will be available to the students to assist him/her in meeting specific objectives of the course. The syllabus should state if the course is to be self-paced, lecture, competency-based, or some other method. Will there be tutors, audio-visual, study labs, field trips or some other assistance? These questions should be answered here.</p>		



<p><b>Major Units</b>  Example:  Chapter 1: Research and MLA documentation  i. Chapter questions T/f  Chapter 2: Concept papers  ii. Short writing assignment on Concept papers  Chapter 3: Writing Strategies</p>		
<p><b>Disability Statement</b>  Recommended statement:  If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location and office hours are _____. If you plan to request disability accommodations, you are expected to register with Harmony Lindgren, TMCC counselor office (Rm. FA 103).</p>		
<p><b>Attendance and Participation</b>  In this section the instructor may wish to refer the student to the attendance policy of the college. If the instructor has a different policy on attendance, it should be stated in this section.</p>		
<p><b>Class Procedures</b>  Many instructors desire to follow specified procedures and policies regarding the style of written assignments, retention of corrected papers, acceptance of late assignments, methods, of contacting the instructor and other procedures.</p>		
<p><b>Course Units</b>  An outline of the content of the course is beneficial to all those who use the syllabus. The outline need be no more than a series of descriptive phrases in chronological order. If the instructor wishes, a tentative outline of the course may be included.</p>		

<p><b>Statement of Cultural Content or Methods in Course</b> Does the syllabus include a statement about how Turtle Mountain Chippewa culture/heritage is included in the course?</p>		
<p><b>Statement on Academic Honesty</b> Does the syllabus include a statement on academic honesty? Recommended statement: Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion. When an infraction occurs, instructors have the authority to act personally. Instructors will report action to the Dean of Academic Programs. A student has the right to appeal the instructor's action in accordance with the student appeal policy.</p>		
<p><b>Assessment</b> If this is a general education course or a course included in the student assessment plan, include the assessment of Student learning outcomes that students will be required to demonstrate.</p>		

**Assessment and Engagement**

	Rating (S or I)	Comments
Is the Jenzabar assignments page used for submitting assignments? If not, is an approved tool used instead?		
Is all communication taking place in Jenzabar? If not, is an approved communication tool being used?		
Is the grading policy clearly stated, so students know how they can achieve a certain grade?		
Do students have access to all of the assessments that are expected of them?		
Does the instructor provide clear instructions on what format the assessment will be?		
Are proctors being used? If so, do proctors have the correct forms submitted?		
Within the forum page is there an opportunity for instructors to participate?		

Do students introduce themselves via the forum page?		
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### Course Tools and Technology

	Rating (S or I)	Comments
Are the following pages/components available for students? <ul style="list-style-type: none"> <li>• Main Page</li> <li>• Coursework</li> <li>• Gradebook</li> <li>• Collaboration</li> <li>• Attendance</li> <li>• Course Information</li> <li>• Syllabus</li> </ul>		
Are those components being used?		
Are components not being used hidden?		

### Content

	Rating (S or I)	Comments
Are learning objectives/units clearly defined?		
Does the course content display the instructors expertise		
Does the instructor demonstrate his/her expertise in a student-friendly manner?		
Is the content appropriately grouped together? (Units are in place and not too much or too little information in each unit).		
Does content account for the diversity of learning styles among students?		
Does supplemental information meet ADA guidelines?		
Has there been any consideration to use an audio alternative for text content?		
Does course content meet copyright guidelines?		
Are course materials clearly labeled as required or optional?		

### Supplemental Technologies

	Rating (S or I)	Comments
Within the syllabus is it stated which software or technologies students need?		
Within the course are there instructions for students about how to use third party plug-ins or features?		

If Tegrity lecture capture is used are students aware they need speakers?		
If the tegrity remote proctoring feature is being use, do students know what software they need for personal identification?		
Are instructions for downloading Jenzabar locked browser provided?		
Do the instructions inform students that the time needed to download Jenzabar locked browser may take several minutes and affect exam time?		
All technologies chosen for the course are available and appropriate for students		

### **Learner Support**

	Rating (S or I)	Comments
Are links and information related to tech support listed in the syllabus or in another page within Jenzabar?		
Contact information for the TMCC IT department is listed within Jenzabar		

### **Course Links**

	Rating (S or I)	Comments
All internal hyperlinks within the course are working		
All external hyperlinks within the course are working		
Links are labeled by website name and not by URL		

### **ADA/Accessibility Compliance**

	Rating (S or I)	Comments
Do the course pages reflect appropriate colors, image and background requirements?		
Is an approved font being used? (Times New Roman, Arial or Verdana)?		
Are font sizes consistent throughout the course?		
Is the instructor using bullets or numbering for listed items?		
Are font effects such as bold or italics used appropriately?		
Is underlining reserved only for indicating hyperlinks?		

If tables are used are all columns and rows labeled?		
Is the table named and readable from left to right?		
Do images and graphics relate to the content presented?		
Do images include an alt tag and a valid description?		
Are there alternatives for audio and video content?		
Are there instructions about how to access closed captioning for course content?		
Are PowerPoints or slide presentations accessible?		
Are PDF files available in a readable format?		
If there are animated images, do they meet the ADA flash rate?		