

Tri County Technical College
Online and Hybrid Course Development Process

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by Instructional Support

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Distance Learning Philosophy Statement

Tri-County Technical College provides distance learning opportunities that support the College's mission, meet student needs for flexible scheduling, and maintain academic quality standards.

Working Definitions of Online and Hybrid Classes

Online – Without Campus Visits

All course work, laboratory work, assessment, and class orientation activities are completed online. No on-campus or other site visits are required for the completion of the course.

Online - With Campus Visits

Majority of course work is completed online with limited on-campus or other site visits. Visits may include scheduled activities such as class orientation, assessment, service-learning components, and facility tours.

Hybrid – Classroom/Online

Classes meet on campus one or two days a week, at least 55 minutes each meeting, for participation in instructor-led learning activities constituting 33 to 50 percent of the course work. The remaining 50 to 67 percent of the course work is completed online. Class orientation, laboratory work, and assessment activities may require on-campus visits. Occasional visits (scheduled and published prior to registration) to other sites may be required for activities such as service-learning components and facility tours.

Online and Hybrid Course Development Process

Note: This process applies to converting existing courses to online and hybrid delivery. New courses must be approved through the normal curriculum approval channels.

- 1) Faculty members, program directors, and/or department heads identify the need to develop online or hybrid delivery options for courses traditionally delivered on campus and notify the division dean, as appropriate according to each division's internal process.
- 2) Department heads submit the [Online/Hybrid Course Development Notification](http://etcdata.tctc.edu/VPBA/Information_Technology/tctc_forms/hybrid.html) form online via eTC (or at http://etcdata.tctc.edu/VPBA/Information_Technology/tctc_forms/hybrid.html); results are automatically e-mailed to Instructional Support and others indicated on the form.
- 3) Instructional Support sets up a development/template course shell and notifies the course developer via e-mail when it is ready.
- 4) Faculty members develop online courses with assistance from Instructional Support staff to ensure college-wide requirements for the course are met (based on the "Online and Hybrid Course Requirements" rubric). In addition, experienced online faculty peers should assist with course development.
- 5) The development stage focuses on transferring approved course objectives and outcomes to operational online course delivery by using appropriate and pedagogically sound online instructional methods.
- 6) Program coordinators and/or department heads provide input and approve the online version of the course using the "Online and Hybrid Course Requirements" rubric.
- 7) Program coordinators and/or department heads present courses to the division dean for final academic approval.
- 8) The division dean notifies Instructional Support by sending an e-mail to Sarah Shumpert (sshumper@tctc.edu) that the course delivery option is complete and has been approved.
- 9) Instructional Support records the course delivery option, and then notifies the Department Head and Registrar via e-mail that the online and/or hybrid format(s) has been approved.

Note: Online/hybrid courses cannot be scheduled until they have been recorded as complete.

Student Expectations and Responsibilities

Expectations of distance learning students are documented in the college catalog and on the college web site under Distance Learning. The site contains a tutorial on the following:

- how to access Blackboard (WebCT)
- orientation to online learning
- self assessment distance learning readiness quiz that addresses attitudes, hardware, software, and connectivity requirements
- resources for getting help with both technology and navigation.

Faculty Expectations and Responsibilities

Instructors are responsible for providing the following:

- outline of course expectations and requirements of student performance
- course objectives
- online classroom procedures
- attendance (frequency of log-in) requirements
- information about what constitutes a substantive contribution to a discussion
- how often and when students can expect feedback
- a guide to navigation within the course.

New online instructors who have not developed their own courses should review and sign acknowledgement of the established online course requirements [attached rubric]. Department Heads are responsible for monitoring faculty compliance.

Online and Hybrid Course Requirements Rubric

Course title:

Reviewer name:

Date reviewed:

Indicate rating for each requirement and submit via the Assignments tool in the Master Template for this course.

Rating: 2 = Meets Requirement (YES)

 1 = Needs Revision (NO)

 0 = Not Applicable (NA)

Navigation	Rating
The course has a consistent and intuitive navigation system enabling students to quickly locate course information and materials.	
Student Orientation	
An orientation is provided to familiarize the students with the course.	
Syllabus	
Students have easy access to a syllabus containing crucial course information and requirements they need to know prior to starting.	
Learning Objectives	
The course contains well defined learning goals and objectives.	
Learning Activities	
The course learning activities engage students and support the achievement of stated goals and learning objectives.	
Learning Assessments	
Learning assessments are used to gather, analyze, and interpret evidence to determine how well student performance achieves the course goals and learning objectives.	
Copyright Requirements	
The course adheres to the current College policies for the use of third-party copyrighted material or course instructors are able to provide evidence of appropriate copyright clearance.	
Instructor Response and Availability	
Instructor response time and availability is clearly communicated to the student.	
Course Resource Requirements	
Hardware, software, and specialized resources required are clearly communicated to the students.	
Technical Support	
Information regarding access to technical support is clearly communicated to the students.	
Accessibility Requirements	
The course adheres to College policies and guidelines regarding accessibility.	
Course Improvement Plan	
There is a way to solicit feedback from students on an on-going basis to inform course improvement.	
Course Functionality	
The course functions well without technical problems such as incorrect links, missing media files, etc.	