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**Tulsa Community College Online Learning Guidelines and Processes**

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TCC Online Learning Guidelines and Processes for Online Courses

Purpose Statement
The purpose of this document is to record the current guidelines and processes of the Online Learning program as it applies to online courses.

Online Learning Committee

Functions
- Is a standing committee of the Academic Affairs Council.
- Provides input regarding guidelines and processes to which Online Learning courses and programs adhere.
- Makes recommendations to TCC Academic Affairs Council regarding TCC Online Learning guidelines and processes for online courses.
- Can recommend processes and procedures that OL should follow without further approval of the Academic Affairs Council.
- Is made up of faculty and administrators who have a direct involvement with Online Learning at Tulsa Community College.

General Online Learning Processes

Adding Courses to the Schedule
- Online course scheduling is a college issue rather than campus-to-campus issue; thus, disciplines must collaborate to build the class schedule.
- The Dean/AD has the ultimate authority for scheduling assignments. In consultation with their faculty, schools and/or disciplines should develop a rotation cycle and process that: 1) is fair and equitable; 2) considers faculty teaching load issues; 3) ensures all qualified faculty who want to teach online have opportunities to do so, and; 4) is clearly communicated to all departmental faculty.
- Online Learning monitors online courses to ensure that certified instructors' are teaching online courses and that certified developers have developed and taught the courses being offered.

Scheduling a New Online Course
- New courses can only be added to the semester schedule if the course content has been developed by a Certified Course Developer.
• Proposals to teach a course online for the first time should be submitted to Department Chairs and Deans/ADs for review and approval. Proposals should address student need and demand for an online version of the course. After receiving approval from the Dean/AD, proposals need to be submitted to and approved by the Department of Online Learning. The Department of Online Learning will create a process for reviewing and assisting with the development of new online courses. This recommendation pertains to a course that has not previously been offered online.

Scheduling Additional Sections of an Existing Online Course
• Additional sections of an existing online course can be added if there is an eligible instructor to teach the section. Instructors who have Online Instructor Certification are eligible to teach curriculum developed by a certified developer. If the new instructor is not certified, then he/she will need to complete the instructor certification workshop before a new course section is scheduled.

Faculty Assignments
• As a general practice, full-time faculty should not teach all of their contract load online. The rationale for this general practice is that TCC is not an online college; most (85%) of our students come to campus, and our full-time faculty need to be where our students are. An on-campus presence is important for student recruitment, engagement, and advisement. This practice does not apply to summer teaching load and overload assignments during the contract year.
• Exceptions to the above practice must be approved by both the Department Chair responsible for scheduling the faculty member’s classes and the Dean/AD of the academic school. Examples of legitimate exceptions include, but are not limited to:
  o Approved disability accommodation
  o Inability of faculty to fulfill teaching load on campus

• Requirements and responsibilities for any faculty teaching their entire load online because of the exceptions above should be the same as for any full-time faculty, regardless of the delivery mode of their
courses. Requirements and responsibilities for those faculty teaching fully online for an approved disability accommodation will be arranged with their Department Chair and Dean/AD.

- The assignment of faculty to teach particular courses, online or otherwise, is to be determined by Department Chairs in consultation with their faculty and their Dean/AD, as needed. Sections of particular courses are not guaranteed to any individual faculty members, although faculty assignments to courses should seek to maximize student success and consider adequate preparation time for faculty to teach a quality course. Department Chairs and Deans/ADs may consider protected sections* when making faculty assignments.

- An instructor who has Online Instructor Certification may teach any online course within their discipline if they are provided content developed under the old proposal process or created by a certified developer.

- Faculty must be instructor certified before they can teach their own sections.

- Non-certified instructors in team-teaching situations may complete the Instructor Certification workshop during the first semester they are team-teaching.

- Online Learning provides Deans/Associate Deans and Chairs a list of all instructors certified to teach online. The list is available via Bb’s Welcome tab.

- Part-time instructors hired by the schools to teach online do not have a residency requirement.

- Compensation for developing an online course must be prearranged between instructors, their Dean/Associate Dean and approved by the Campus Provost.

**Learning Management System Administration (Blackboard)**

**System Administrator Access**

- TCC limits System Administrator access to the Learning Management system (Blackboard) due to security and privacy issues. Currently, System Administrator access is limited to staff in Information Technology, Online Learning, and instructional designers, as well as Blackboard technical support.

**Bb Course Site Access**

- Instructors must be assigned and students must be enrolled via the student information system (Banner) in an online course to gain
access to the course site. A request for a user to be manually added to a course must be approved by the lead faculty listed on the course.

- Course sites are created on Blackboard (Bb) with a default setting of ‘unavailable to students’. Faculty must manually make the site available for student access.
- TCC currently uses the Blackboard Learning Management System for Online classes. All TCC staff and students have access to the Bb system as per license provided by Blackboard.

Support Access

- Employees providing user support (Client Services and OL support staff) have access to faculty assignment and student enrollment data in Bb. They do not have administrative access to course sites.
- Contracted after-hour support through Blackboard has additional support access to Bb courses.

Unscheduled Blackboard Outages

- In the event of a lengthy unscheduled outage, attempts are made to notify faculty of the cause of the outage.

Course Site and User Management in Blackboard

- Faculty course assignments and student enrollment in courses are automatically made based on the assignments/enrollments in the Student Information System (Banner).

Course Sites Added to Blackboard

- Course sites are generally created when student enrollment opens.

Course Site Deletion

- Courses will be kept on Blackboard until the end of the next long (16 week) semester.
  - Fall courses will be deleted at the end of the spring semester.
  - Spring and Summer courses will be deleted at the end of the Fall semester.

Master Course Sites

- Master course sites are manually created for faculty use to keep and update course content. These sites will not be deleted. Course content can be copied to semester-based sections for use as needed.
- A master course site may be requested by using the form available on the Faculty tab in Blackboard.

Faculty Development and Certification

Faculty Support
Online Learning staff provides technical support for faculty. They also conduct live training sessions that address how to use Blackboard and other technical tools available in the College.

Instructional designers provide pedagogical support for faculty. The designers meet individually with faculty (when requested) and conduct live and online professional development workshops.

Online Instructor Certification

All full-time faculty who teach online must first complete the professional development training for online teaching created by the Department of Online Learning. A full-time faculty member experienced in online teaching and approved by Online Learning will mentor faculty teaching online for the first time.

The Department of Online Learning will create a process for online mentoring that will include criteria for online mentors. Where possible, it is preferable for faculty to teach a section of a course in person before teaching the course online.

Online Developer Certification

Faculty who want to develop an online course must first complete the professional development training for developing online courses. Adjunct faculty who complete the training for developing online courses can develop an online course in consultation with a full-time faculty mentor. The Department of Online Learning will create a process for online developer mentoring that will include criteria for online mentors.

Bb Handouts and Tutorials

Blackboard handouts and tutorials can be found on the Faculty tab in Bb. All TCC faculty have access to this material regardless of certification.

Faculty Meetings for Online Instructors

In the fall and spring semesters, Online Learning conducts online informational meetings for faculty.

Content Development, Ownership, and Sharing

TCC faculty are responsible for the development and maintenance of their course content. Online Learning does not provide, manage, distribute or share course content.

Approved Content

Approved course content is content that was developed under TCC’s old course approval process or developed and taught at least one term by a Certified Course Developer.
Third-Party Course Content

- Faculty using course content or course components from third party vendors are responsible for integrating the course content into their Bb course sites and for providing technical support for their students.
- Online Learning does not provide support for third-party content.

Ongoing Professional Development Plan for Faculty Who Teach Online

Goal: Implement a process for the continual improvement of TCC online courses.

- On-going professional development is vital to the effectiveness of TCC’s online program. The full-time faculty who teach online are responsible for developing and improving the online courses. The Online Learning Department supports faculty efforts and promotes the quality of the courses. As a part of a continuous improvement plan, faculty who teach online should participate in professional development to stay current with research-based instructional strategies and online course tool alignment.

- Participation in one of the options listed below is required to remain eligible to teach and develop online courses. To balance the College resources faculty will be placed in one of three cohorts. Each cohort will be assigned a year in which they are expected to complete their professional development.

Professional Development Options

- Option 1: Online Developer Certification (self-paced online workshop offered by Tulsa Community College)
  - Description: Faculty identifies a course and develops or revises the online curriculum. The workshop focuses on alignment of the course outcomes, learning activities, and assessments. One complete content module is developed during the workshop.

- Option 2: Improving Your Online Course (IYOC) (2-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through the Oklahoma QM Consortium.)
  - Description: Faculty learn about online course design through the lens of the Quality Matters rubric. Within the workshop, the faculty member applies selected Quality Matters rubric standards to his or her course. An individualized course improvement plan will be developed that the faculty member
can use to guide course improvements after the workshop ends.

• Option 3: Applying the QM Rubric (APPQMR) (2-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through the Oklahoma QM Consortium.)
  - Description: Faculty will learn about the Quality Matters Standards, the Rubric, and the Peer Review Process. The APPQMR workshop is the first step toward becoming a Quality Matters Peer Reviewer.

• Option 4: Quality Matters Peer Reviewer Certification (PRC) (2-week online workshop developed by Quality Matters, facilitated by a Quality Matters trained facilitator. Offered through Quality Matters.)
  - Description: Faculty will become Certified QM Peer Reviewers through an extensive study of the QM Rubric, Peer Review Process. Faculty will complete a practice review and write QM-level recommendations. Prerequisite: Successful completion of the QM Applying the Rubric Workshop (Option 3)

• Option 5: Internal Peer Review of Your Online Course
  - Description: An internal group of 3 trained reviewers will review your course alignment and course design based on pre-determined standards. (Peer reviewer training to be developed; standards to be identified) Prerequisite: Successful completion of the QM Applying the Rubric Workshop or the Improving Your Online Course workshop (Options 2 and 3)

• Option 6: Formal Quality Matters Review
  - Description: An external group of 3 Quality Matters trained reviewers will review your course based upon the Quality Matters Rubric. Prerequisite: Successful completion of the QM Applying the Rubric Workshop or the Improving Your Online Course workshop (Options 2 and 3)

• Option 7: Interactive Learning Module
  - Description: The faculty member selects an area of his or her online course for redevelopment. A meeting with an instructional designer is required to set outcomes and to determine if specific pedagogical and technical training is needed. The Director of Online Learning determines the final approval of projects in this option.
1. Projects must be substantive in nature - updating or revising significant elements of the existing online course.
2. Project planning will include outcome alignment, learning activities, and formative or summative assessment.
3. Project ideas will be detailed during the meeting with an instructional designer and submitted to the Director of Online Learning for final approval.
4. A certificate of completion will be awarded when the project is completed.

- Option 8: Internal or External, Focused Professional Development
  - Description: Pre-approved significant professional development from sources that focus on improving your online course. A meeting with an instructional designer is required to set outcomes. The Director of Online Learning determines the final approval of projects in this option.
  1. Professional development activity must be substantive in nature - equivalent to 15 or more clock hours.
  2. The professional development must include some type of project that redesigns or improves all or part of the existing online course.
  3. Professional development plan & project details will be outlined during the meeting with an instructional designer and submitted to the Director of Online Learning for final approval.
  4. A certificate of completion will be awarded when the professional development is completed.

- After the initial three-year cycle is over, a faculty member can move up a cohort, but cannot go longer than three years without participating in a targeted professional development if he or she wishes to remain eligible to teach online courses.

**Course Content Development**

**Online Delivery Method Considerations**
- Decisions about course delivery methods should be made within academic disciplines. The Dean/AD has the ultimate responsibility for scheduling assignments and delivery methods. When making decisions about delivery methods, faculty and administrators should consider feedback from Advisory Boards and specialized accreditation requirements for workforce programs, transferability issues for university transfer programs, and delivery methods used for those courses at peer institutions.

Online Developer Workshop
• The Developer Certification workshop focuses on principles of online course design based on backward design theory and the Quality Matters (QM™) rubric. 

Intellectual Property
• Online course content falls under the TCC Intellectual Property Policy.
• Faculty-owned course content (content that was not developed as a result of a work for hire contract) may be shared with other faculty.
• It is the sole discretion of the faculty developer as to whether or not the course content will be shared and with whom.

Faculty Enrolled in Online Courses of Other Faculty
• Faculty should not enroll in an online course taught by another TCC faculty without permission from the lead instructor.

Proctored Testing
• Online Learning has developed a process for distributing testing directions and backup copies of exams using TCC testing centers. Contact bbsupport@tulsacc.edu for more information.

Class Size, Faculty Course Load

Class Size
• Online courses at TCC are typically capped at 20.

Course Management Models and Practices

Office Hours for online courses
• All full-time faculty will be required to hold office hours that are consistent with requirements articulated in the Academic Affairs Handbook. Expectations of faculty engagement with the college (committee participation, professional development, etc.) are the same for all full-time faculty.

Single Instructor - Single Sections
• One instructor is assigned to a single section.
• Merged Course Sections (single instructor or team-teaching, same Bb site)

Team-teaching (same Bb course site)
• Team-teaching is defined as more than one instructor assigned to a Bb course site. For example, the course site may be a single section of 20 or merged courses into a single course site.
• In the team teaching model, instructors should communicate with each other to establish clear grading standards and practices that are consistently applied and communicated to the students.

• In the team-teaching model, the lead instructor is responsible for division of the teaching responsibilities between the instructors.

Compensation

Teaching
• An online course is treated for pay purposes the same as an on-campus course for full-time professors, according to regular load, overload, or summer teaching or for part-time instructors at the part-time rate.

Course Development
• Currently, compensation for developing online courses is only available as a work for hire, contractual agreement between the instructor, Dean and campus provost. All other course development is performed as noted in the TCC faculty employment contract.

Course Content Sharing (Content Mentor)
• There is no compensation for sharing course content and acting as a content mentor for the receiving faculty. Faculty who developed the course content outside of contract or work for hire agreement has authority regarding the sharing of their content. Course content is not to be copied without the faculty’s permission.

Student Support

Student Orientation
• Online Learning provides an online learning orientation to new students taking an online class for the first time. Student completion of the orientation is recorded by TCC ID and available to faculty on Blackboard via the Faculty tab - Online Learning Orientation Completes module.

Student Support Services
• Online Learning maintains a consolidated listing of student support services beneficial to online students at https://bb.tulsacc.edu/bbcswbndav/institution/DL/student_support.htm and is also available via the Student Resources tab in Blackboard.

Student Resources Tab in Blackboard
• The Student Resources tab contains modules pertinent to student support issues in Bb and other Online Learning services.
Student Email
• All students have email accounts provided by the college. All TCC email addresses use the email domain of @tulsacc.edu

Technical Support
• Technical support is provided by Call2000. Students access Client Services via phone at 918-595-2000.

Exceptions to Stated Operations
Exceptions to Online Learning operations will be considered by the Director of Online Learning on a case by case basis.

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i A Certified Instructor is a full or part-time faculty member who has successfully completed the TCC Online Instructor Certification.

ii A Certified Developer is a full-time instructor who has completed the TCC Online Instructor Certification and TCC Online Developer Certification.

iii Master Course sites are not part of the TCC schedule and therefore will not be removed from Blackboard unless requested by an instructor.

iv TCC originally used an RFP to request that instructors write a proposal for each course they wished to develop and teach online. The proposals went through a review process and were approved to be offered by the developing instructor.

v QM™ Rubric Information: https://www.qualitymatters.org/qa-resources/rubric-standards