

# CCC Online Teaching Guide and Expectations

CCC is approved by our accreditor, the Higher Learning Commission (HLC), to provide online education, but not correspondence education. The HLC makes a clear distinction between the two: correspondence education describes a learning modality where the institution provides course materials and students work through content on their own, without regular interaction with a teacher. In contrast, online learning must support regular and substantive interaction between faculty and students, as well as between students themselves. This document outlines the college's expectations for faculty teaching online courses at CCC.

## First Steps

Creating a New Online Course	Setup a Section of an Online Course
<ol style="list-style-type: none"> <li>1. See Lead Faculty and/or Dean to determine need</li> <li>2. Submit Course Development Proposal to Assoc. Dean of Curriculum and Inst.</li> <li>3. Make an appointment with the Teaching and Learning Center (<a href="mailto:distance.learning@coconino.edu">distance.learning@coconino.edu</a>)</li> <li>4. Seek professional development through TLC, if needed</li> <li>5. Work with TLC to create and design course shell</li> </ol>	<ol style="list-style-type: none"> <li>1. Accept assignment from Lead Faculty who will refer you to the TLC</li> <li>2. Make an appointment with the Teaching and Learning Center (<a href="mailto:distance.learning@coconino.edu">distance.learning@coconino.edu</a>)</li> <li>3. Gain access to previous course content or common shell through the TLC and/or Lead Faculty</li> <li>4. Work with TLC to create and customize course shell</li> <li>5. Seek professional development through TLC, if needed</li> <li>6. Work with Faculty Mentor</li> </ol>

## Five Essential Engagement Expectations

- Set the Pace: Meet Contact Hour Requirements
  - Each online course's workload should be equivalent to an in-person course in terms of student engagement. For a 16-week, 3-credit course, this works out to be about 3 hours of engaged work and 6 hours of independent work each week. Engagement has to occur with something that will respond back to them like a discussion board where the student is receiving feedback from their peers and/or the instructor. It just can't be students at home working alone and teaching themselves.
  - Follow a regular schedule, with learning activities and due dates occurring regularly throughout the semester.
  - Ensure regular and substantive interaction with students.
  
- Connect with Your Students: Construct a Positive Online Presence
  - Introduce yourself to the class using a welcome message or video to humanize the course.
  - Direct class activity. Participate in discussion forums, post announcements, and engage with students regularly.

- Be available to your students. Tell students how and when to communicate with you by providing appropriate instructor contact information, as well as how quickly they should expect your reply.
  - Communicate Expectations: Proactively Manage Engagement
    - Frequently remind students how often they need to engage with course materials.
    - Regularly initiate interactions with students throughout the course term, and let them know if you will be temporarily unavailable.
    - Consistently monitor activity and reach out to disengaged students by giving prompt and personalized feedback.
    - Prominently communicate how long it will take you to return graded assignments, which may vary given the nature of the assignment.
    - Clearly communicate to students how they will be able to meet with you, either online or in person.
  - Provide Timely Feedback: Promptly Grade Work and Personalize Feedback
    - Provide feedback to your students during the grading process by including comments.
    - Use rubrics, when appropriate, to simplify and streamline grading.
    - Build all assignments in the Canvas assignments tool, and keep the gradebook accurate and up to date. For example, be sure to enter a 0 for missed assignments.
  - Encourage Honesty: Academic Integrity
    - Review CCC's Academic Integrity Procedure [303-11](#) and the [Student Code of Conduct](#) (503-01).
    - Arrange for students to get a live proctor or use Proctorio for high-stakes, multiple-choice, or similar exams.
    - Ask test questions that require high-order thinking.
    - Consider projects or presentations instead of tests.
    - Have multiple types of assessments throughout the course (quiz, exam, written assignment, project, presentation, video, etc).
    - Personalize questions and assignments, asking students to draw on personal knowledge and experience.
    - Scaffold writing and other projects with multiple steps and multiple due dates.
    - Use Turnitin for written assessments, and vary writing prompts over time.

## Resources & Contacts

- Teaching and Learning Center: [distance.learning@coconino.edu](mailto:distance.learning@coconino.edu)
- Library Resources: [library@coconino.edu](mailto:library@coconino.edu)
- Information Technology: [its.helpdesk@coconino.edu](mailto:its.helpdesk@coconino.edu)
- Advising/Student Affairs: [reception@coconino.edu](mailto:reception@coconino.edu)
- Testing Services: [testing.services@coconino.edu](mailto:testing.services@coconino.edu)
- Disability Resources: [Disability.Resources@coconino.edu](mailto:Disability.Resources@coconino.edu)
- Tutoring: [tutoring@coconino.edu](mailto:tutoring@coconino.edu)
- Assessment Program and Training Office: [Sarah.Southwick@coconino.edu](mailto:Sarah.Southwick@coconino.edu)