

DISTANCE EDUCATION at Coconino Community College



Teaching Online at CCC

Coconino Community College is thrilled to have you on the Distance Education team. Our group is made up of passionate educators, support staff, and external partners. CCC serves the second largest county in the US, and our Distance Education program plays a critical part in accomplishing the college mission:

“As a learning-centered college we enrich lives by embracing diversity and transforming the future through quality education.”

CCC is approved by our accreditor, the Higher Learning Commission (HLC), to provide online education. We have never been approved to offer correspondence education. The HLC makes a clear distinction between the two: correspondence education describes a learning modality where the institution just provides instructional materials and there is no regular and substantive interaction between faculty and students. In contrast, online learning must support regular and substantive interaction between faculty and students, as well as between students themselves.¹ To continue to be accredited for online learning, we must demonstrate and document this engagement.

Failure to do so can have serious consequences. An audit of the City College of San Francisco’s Distance Education program found that “it was not evident that students both participated and/or knew about the instructional activities and expectations of the courses.”² As a result, the college must repay the state nearly \$39 million because it can’t prove that instructors taught thousands of students in hundreds of online classes from 2011 to 2014. In 2017, the Department of Education performed a high-stakes audit of Western Governors University and is asking for a reimbursement of \$700 million in aid, all because their courses were not seen to provide “regular and substantive interaction between students and instructors.”³

The following set of minimum expectations and department expectations are informed by [HLC](#), [Quality Matters](#), and [C-RAC guidelines](#). They are intended to help you be successful in your role connecting with students and guiding them through an exciting learning environment.

¹ Higher Learning Commission. “[Reviewing Distance Delivery During Comprehensive Evaluations and Comprehensive Reviews](#).” Official Commission Procedure. HLC: March, 2015.

² Asimov, Nanette. “[CCSF can’t prove it taught 16,000 students, must pay \\$39 million](#).” SFGate.com. December 13, 2016.

³ Fain, Paul. “[Federal Audit Challenges Faculty Role at WGU](#).” Insidehighered.com. September 22, 2017.

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Teaching Online at CCC

CCC's Learning Management System (LMS) - Canvas

All online courses at CCC will be taught using Canvas. By using our college's online learning platform, we can ensure support, accessibility, quality, stability, and legal compliance. Furthermore, our technology is capable of capturing the data critical to other college processes, such as early alert, retention, accreditation, and continuous improvement. Canvas is specifically designed as an open platform that provides many opportunities for incorporating learning tools from across the digital spectrum. If you use publisher provided content or tools that link out to another site (i.e. Launchpad, MyLab), then you must ensure that student data, such as grades, are brought back into Canvas (manually or via integration). If you have questions, please contact the **Teaching and Learning Center**.

Online Instructor Training

Beginning in Fall 2018, faculty will complete CCC's self-paced Online Instructor Training prior to teaching online classes. Faculty have until the Wednesday before the beginning of the semester to complete the training. Faculty assigned online classes the week prior to the beginning of the semester are given additional time (the end of week four for 16-week classes and the end of week two for 8-week classes).

To maximize the Online Instructor Training benefit, faculty who are moving to the college's new online design template (see "CCC Distance Education Template" section) will be required to complete the training program (coming in 2018) prior to working with the TLC to design their online course.

Upon completion of the Online Instructor Training, a certificate of completion will be placed into the Faculty's personnel file.

Online Faculty Mentoring

Faculty teaching online courses for the first time at CCC will be assigned a mentor through CCC's Online Faculty Mentoring Program during the first semester that they teach. To serve as an online faculty mentor, the mentor must have taught online at CCC and completed a "Mentor Interest Form" to be reviewed by the AOCs and Assessment Coordinator with appropriate dean consultation. The Assessment Coordinator will work with the mentor and mentee to complete the program.

Student Orientation for Online Classes

The college is creating a Canvas course that will introduce students to online learning, familiarize them with the LMS, and make them aware of available resources. We eventually hope to contact students who register for an online class and give them a link to this Canvas Student Orientation module, which they will be required to complete before class begins.

Support Services for Students

Online students at CCC have access to the same resources as students who come to campus. They may speak to an advisor over the phone and register online. Required documents can be scanned and emailed to the college. Students may take their placement tests at a testing site that is near them. They may complete all the requirements for Disability Support Services by phone and email. All Financial Aid requirements may be completed by phone and email except for the Student Authorization to Release Information form. Online tutoring is available for all students. Instructors can meet with students by phone or web conference. Students and instructors have dedicated support through Canvas 24 hours a day, 7 days a week.

CCC's Online Learning Template

The CCC Online Learning Template

The Online Learning Template is part of a collaborative course design process that begins with your Dean. The template was created by instructional designers, and it's intended to help students find their way around our online courses. This allows students to focus on learning new content, rather than navigating an unfamiliar course structure. Use the elements of the template as they are, and to preserve full functionality, please don't delete pages or modules. It will save you and your students time. If you have feedback or need support, contact the **Teaching and Learning Center**.

Teaching to the Curriculum

It is essential to align your lessons and materials with the course content and learning outcomes as stated in your [course's outline](#). The content and outcomes have been approved through the CCC Curriculum Committee to ensure consistency in our students' education, no matter what section of the course the student is taking. Reach out to our **Assessment Coordinator** for more information.

How does the template process work?

The template process is a collaborative approach to course design which will involve a subject matter expert and/or instructor, and the Teaching and Learning Center. Below is an outline of the steps involved.

Step 1. The Associate Provost, dean, and Distance Education Manager identify the instructor / course to be addressed. Currently, we focus on courses that are new to the instructor, or courses that have not previously been taught online.

Step 2. The Distance Education Manager provides a Course Creation Questionnaire and guidelines to the instructor.

Step 3. The instructor completes the Course Creation Questionnaire along with any necessary help from the TLC.

Step 4. In a collaborative meeting, the TLC and the instructor begin creating a course design based on the questionnaire. This may be just the modular structure of the course, or the TLC can help build specific pages and content areas, depending on the instructor's interest and comfort level.

Step 5. The instructor continues to add content to the course, with TLC assisting as necessary. A follow-up meeting may be scheduled to review what we've done and plan the final steps of course development, bringing in additional resources as needed (Library, DR, etc.).

Step 6. The instructor continues to add additional content and finishing touches. The template provides guidance and suggestions, and the TLC is happy to help in this process as well.

- It is important to ensure your content is ADA and copyright compliant. We realize this is a complicated process that involves nuanced legal guidelines. For additional assistance, please contact CCC **Library Services** and the **Teaching and Learning Center**.

Step 7. The TLC reviews the completed course using the Quality Matters checklist as a guide. Recommendations for improvement are given, and/or the course is approved for student delivery.

Notes:

- A copy of the course design is stored for potential future institutional use.
- The Distance Education Manager will keep records of each course's movement through the template process.

What is in the template and how customizable is it?

Beginning Spring 2018, these are the mandatory parts of the template:

Home Page - Banner Image can be customized.

Syllabus - Based off the CCC syllabus template, at minimum a Word or PDF document uploaded to the Canvas shell

Announcement - Use this to send out urgent messages or reminders to your class.

Modules - All courses should be structured around modules, which guide students through the course in a linear progression. Beyond that, you can customize modules to fit your needs.

Module Introduction/Conclusion Page - These pages act as bookends for different weeks/units/chapters in your course and let students know what to expect in each section, as well as what they should have learned at the end. They also make it easy to list course outcomes or objectives for each module. Intro and conclusion pages are required in every module, but what happens in between them is up to you.

Course Navigation - Existing elements and order must remain. Additional items can be added.

Engagement Expectations

Contact Hours

Coconino Community College is required to document instructor/student contact hours, both for Higher Learning Commission accreditation and federal financial aid auditing purposes. For every hour of student-instructor classroom (or online) contact instruction, two hours of non-classroom or non-contact time of work for the student should be provided. The Course Creation Questionnaire includes a reminder to estimate time spent on each part of the course.

Be Present

- **Introduce yourself** to the class during the first week. Use images and/or video of yourself to humanize the course and your presence in it. Remember that students in an in-person class can see their instructor's face; online classes shouldn't be any different. The template provides multiple opportunities to introduce yourself in the 'Start Here' page and 'Welcome' announcement.
- **Direct class activity.** Participate in discussion forums to help steer the conversation to important concepts without overwhelming student voices.
- **Give prompt and personalized feedback** to help students manage their performance, providing as much time as possible for counseling, tutoring, etc.

- **Be available to your students.** Provide a clear list of how and when students can get in touch with you. This includes but is not limited to email, phone, discussion boards, office location. Let them know how quickly they should expect replies from you.

Manage Engagement Proactively

- **Communicate** your expectations for student engagement with the course; make sure these expectations are consistently stated in your syllabus and course content.
- **Engage** with students each week. Communicate your schedule to your students. If you will be unable to log in to the LMS for more than 2 days (other than weekends or holidays), provide at least a week's notice to your students and Dean. If you need to be away for more than 4 days, make appropriate adjustments to assignments as needed.
- **Monitor activity** and reach out to disengaged students.
- **Use Instructor Insight** (in your left-hand course menu) to monitor your own engagement in class activities.
- **Respond** to student questions and concerns within 48 hours during weekdays. Clearly communicate how quickly you'll respond to questions during weekends. This includes communications via email, phone/voicemail, discussion/announcement boards etc.
- **Ensure accessibility** by giving clear instructions to students in the first week of how you will conduct office hours. You may need to provide office hours in a virtual environment for students outside of the Flagstaff area or students unable to meet in your office. At a minimum, provide a weekly opportunity to engage with you privately.
- **Update and adapt** your course materials to suit students' instructional needs.

Promptly Grade Work and Personalize Feedback

- **Grades are not feedback.** Grades are an important part of college, but your personalized feedback is what drives improvement through engagement.
- **Return graded work and feedback promptly.** Set a time frame for returning assignments. This may vary given the nature of the assignment. For example, a research paper might take two weeks, a quiz might take a few days. Whatever the case, let your students know how quickly you'll return their work. Notify students if you need additional time.
- **Use Rubrics**, when appropriate, to simplify and streamline grading to allow more time for feedback.
- **Personalize feedback** to the student and suggest specific paths for improvement.
- **Encourage students** to use all of the resources available to them (this includes making sure that they are finding everything in the course).
- **All grades must be entered in the Canvas gradebook.** The Canvas gradebook is a vital communication tool between you and your students and is essential for other college processes.

Provide Substantial Active Learning Opportunities

- **Have students introduce themselves** to you and their classmates in a discussion board during the first week. The template includes this item.
- **Prompt the students** to discuss the course content continuously, at least on a weekly basis.
- **Encourage students** to use the group tools in Canvas to create study groups.
- **Encourage students** to post non-grade related questions in an “Ask the Instructor” discussion rather than through an email so that other students can also see the response.
- **Implement Problem Based Learning**, one of [many other active learning techniques](#), or look at [High-Impact Educational Practices](#) for inspiration.

Contact Information

Teaching and Learning Center (TLC) | Lone Tree Campus, Room 458
928-226-4368 | eLearning@coconino.edu

David Summer - Instructional Technology Technician II
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Luke Owens - Distance Education and Library Services Manager
928-226-4369 | luke.owens@coconino.edu

Academic Operations Office | Lone Tree Campus, Room 405
928-226-4025

Summer Dennis - Academic Operations Coordinator
928-226-4173 | Summer.Dennis@coconino.edu

Emily Lizotte - Academic Operations Coordinator
928-226-4174 | Emily.Lizotte@coconino.edu

Assessment Program and Training Office | Lone Tree Campus, Room 418

Sarah Southwick - Assessment Program and Training Coordinator
928-226-4178 | Sarah.Southwick@coconino.edu

Library Services | Lone Tree Campus, Room 417
library@coconino.edu

Luke Owens - Distance Education and Library Services Manager

Support Services for Students

- Advising, 928-226-4323, advising@coconino.edu
 - Bookstore, 928-226-4360, coconino@bkstr.com
 - Canvas Support Hotline, 844-898-3885
 - Cashier, 928-226-4237, cashier@coconino.edu
 - Disability Support Services, 928-226-4243, disability.resources@coconino.edu
 - Financial Aid, 928-226-4219, finaid@coconino.edu
 - Help Desk, 928-226-4357, its.helpdesk@coconino.edu
 - Placement Testing, 928-226-4323, placement.testing@coconino.edu
 - Registration and Enrollment Services, 928-226-4299, registration@coconino.edu
 - Tutoring, 928-226-4323, www.coconino.instructure.com/enroll/GGNCAP
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Credits

Some portions of this work inspired by the *Penn State Faculty Manual for Online Teaching, Best Practices and Expectations*.

<http://sites.psu.edu/facultycenter/online/faculty-manual-for-online-teaching-at-penn-state/teaching-your-course/best-practices-and-expectations-for-online-teaching/>

Appendix

- [Course Creation Questionnaire](#) (linked to Google Docs File)
- Syllabus Template (link to come in future)