

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. To continue to be accredited for online learning, we must also document and demonstrate this engagement.

Failure to do so can have serious consequences. The City College of San Francisco had their Distance Education program scrutinized in September of 2016. According to the audit, “it was not evident that students both participated and/or knew about the instructional activities and expectations of the courses.” 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.

Creating engagement in online courses has its own set of challenges, but you've got a team of people ready and willing to help you be successful! The following set of minimum expectations are informed by HLC guidelines. They are intended to help you be successful in your role connecting with students and guiding them through an exciting learning environment.

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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. The college can only guarantee full support through college technology. By using our technology, we can also assure 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/tools that links out to another site (i.e. Launchpad, MyLab), then the instructor 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

Faculty 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) are required to complete the training program 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 be a faculty member who completed the online training (see "Online Instructor Training" section). The Assessment Coordinator will work with the mentor and mentee to complete the program.

Student Orientation for Online Classes

The college is working towards an automated process to reach out to students that have registered in an online course. The intent is to contact students a week prior to (or any date of registration thereafter) with a link to a Canvas Student Orientation module, a description of general expectations when taking an online course, and a list of available resources.

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 24 hour, 7 days a week, support through Canvas Support.

CCC's Online Learning Template

The CCC Online Learning Template

The Online Learning Template is part of a collaborative process that begins with your Dean. The template was created by a team of qualified instructional designers and it provides students with a consistent learning experience within this course, as well any other courses utilizing the template. Your students need to focus on learning new content, rather than navigating unfamiliar course structure. Use the elements of the template as they are. 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 the [Course 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?

While we can't go into every nuanced detail in a single page, we would like to give you an overview of the process of working with the template. The 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. A Dean and the eLearning Coordinator identify the instructor / course to be addressed. The instructor is contacted by their Dean to begin the template process.

Step 2. The eLearning Coordinator provides a course mapping worksheet and the Distance Education Departmental Guidelines to the instructor.

Step 3. The instructor completes the course mapping worksheet and returns it to the eLearning Coordinator (optimally 6 weeks prior to the start of the semester). A review occurs and if approved initiates the next steps.

Step 4. The TLC customizes a course design based on information in course mapping worksheet that is ready approximately 2 weeks after submission in step 3.

Step 5. The eLearning Coordinator schedules a follow-up meeting with the instructor and/or subject matter expert. The work up to this point is reviewed and changes are made as necessary, bringing in additional resources as needed (Library, DR, etc.).

Step 6. The instructor is then given access to the course shell within Canvas. This is when the instructor will further customize the course by adding additional content and finishing touches. The template provides guidance and suggestions to guide the instructor.

- 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 the CCC **Library Services** and the **Teaching and Learning Center**.

Step 7. The completed course is reviewed. Recommendations for improvement are given or the course is approved for student delivery.

Notes:

- A copy of the course design is stored for potential future institutional use.
- The eLearning Coordinator maintains records on progress through the process for each course.

What is in the template and how customizable is it?

Home Page - Banner Image can be customized.

Syllabus - Existing elements must remain. Additional information can be added.

Sample Announcement - Use this to send out your personal welcome message.

Modules - Existing elements must remain. Additional content can be added.

Module Introduction/Conclusion Page - Use this page, but customize it to fit your needs.

Sample Weekly Discussion - Weekly discussions must be used, but you create the prompts.

Sample Assignment - Existing elements must remain, but content is up to you.

Sample Quiz - Existing elements must remain, but content 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.

Be Present

- **Introduce yourself** to the class during the first week. It is recommended to use images and/or video to humanize the course. The template provides multiple opportunities in the 'Start Here' page and 'Welcome' announcement.
- **Direct class activity**. Participate in discussion forums and Canvas chat (optional) to help steer the conversation to important concepts without overwhelming student voices.
- **Give prompt and personalized feedback** to help students manage their performance by providing as much time as possible for counseling, tutoring, etc.
- **Be available to your students**. Provide a clear list of different ways students can get in touch with you. This includes but is not limited to email, phone, discussion boards, office location. It is also important to note the expected time period for a reply.

Manage Engagement Proactively

- **Communicate** your expectations for students to stay engaged with the course; make sure these expectations are consistently stated in your syllabus and the course.

- **Engage** with students a minimum of 3 days a 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, please make appropriate adjustments to assignments as needed.
- **Monitor activity** and reach out to disengaged students.
- **Respond** to student questions and concerns within 48 hours during weekdays. Clearly communicate parameters of when questions/concerns will be addressed when submitted 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, generally within a week of the due date,** to allow for reflection and support which can take longer due to distance. Notify students if additional time is needed.
- **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. It is important to note, there is only one official final grade, and it is entered into Student Information System - Banner.

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. The template includes this item.
- **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.

Personal closing message from Provost Dudley Gardner

Greetings CCC faculty,

We are amidst a change in online learning. It's exciting. Our goal is to offer the best online classes possible. The guidelines we are putting forward here are designed to help you develop your online courses. We want you to succeed, we want you to follow these guidelines, and we want your input. Your participation in these challenges helps improve the quality of education at Coconino Community College. We are all moving towards a dynamic online education program - you are part of this process. To achieve where we need to be accountable to one another is required. We expect we will all learn and improve as we develop with the common goal of excellence in online education.

A. Dudley Gardner Ph.D.

Interim Provost

Coconino Community College

Contact Information

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Summer Dennis - Academic Operations Coordinator
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Assessment Program and Training Office

Lone Tree Campus, Room 418

Sarah Southwick - Assessment Program and Training Coordinator
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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, <http://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 GoogleDocs)
- [Coconino Community College Course Template](#) (linked to Canvas Commons)
- [Syllabus Template](#) (linked to Downloadable MS Word file in GoogleDocs)