

CCCOnline

Instructor Guidebook

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Preface

The Instructor Guidebook is a guide for prospective, new, and continuing CCCOnline instructors. It answers common questions about the hiring process and expectations of instructors both within and outside the course. CCCOnline is committed to excellence in online course development and teaching and learning strategies. We embrace innovation in online learning, and our course development and [teaching excellence](#) processes give instructors the opportunity to excel at what they do.

If you have any questions, comments, or suggestions, please email the [Dean of Instruction](#).

Teaching for CCCOnline

CCCOOnline instructors have a number of duties both inside and outside the online classroom. All CCCOnline instructor positions are part-time (adjunct). As such, the position of instructor carries no benefits and no guarantee of continued employment. Instructors receive a pre-designed course to teach when they begin their first CCCOnline term. With just a few minor edits to add appropriate contact information and the addition of assignment and assessment due dates, course announcements, and discussions, the course is ready to go!

Professional Development Policy

Continuous professional development is a critical component of CCCOnline's success in providing a quality online education. Therefore, synchronous webinars, asynchronous online workshops, an annual instructor conference, and other face-to-face opportunities are available through CCCOnline's Professional Development. Participation in the professional development opportunities builds and supports our vibrant instructor community committed to student success.

Requirements

Instructors are required to meet specific requirements to remain eligible to be assigned courses. The professional development requirements of CCCOnline instructors are described below.

Pre-Hire

Prior to teaching, CCCOnline instructors are required to complete successfully the one-week [Getting Started at CCCOnline](#) workshop and the two-week [Teaching with D2L](#) (formerly Teaching with Brightspace) workshops. Each workshop operates on a calendar with regular deadlines;

successful completion in both workshops is defined by a score of 85/100.

Post-Hire

Within the first semester of teaching for CCCOnline, instructors are required to complete successfully the self-paced [CCCOOnline Policies, Procedures, and Resources](#) workshop. Within the first 12 months of teaching for CCCOnline, instructors are required to complete successfully the two-week [Managing Discussions](#) workshop and the annual FERPA training (each January).

Following successful completion of the above requirements, continuing instructors are required to complete a minimum of 1-2 hours of professional development activities per calendar year and any other professional development work as required by the Associate Dean and/or the Department Chair in your academic area. The requirement can be fulfilled as follows:

- With prior Department Chair approval, completion of webinars or workshops offered by CCCOnline.
- With prior Department Chair approval, attendance or presentation at an external academic training or conference (face-to-face or online).
- Facilitation of a webinar or workshop offered by CCCOnline.
- Attendance at the annual CCCOnline CONNECT Conference.

Failure to meet the requirements of the professional development policy can result in non-advancement in pay level and/or non-renewal of instructional contract(s).

CCCS Training Requirements

In addition to the above, Human Resources (HR) at the Colorado Community College System (CCCS) authors and disseminates the following trainings that CCCO instructors must complete. HR communicates with instructors via CCCS email to provide login instructions.

- **Mental Health Training** – scheduled to be implemented in 2019
CCCS received a grant from the Colorado Health Foundation to provide mental health training to all college and CCCS employees. An online version of the training will be produced and made available to instructors in 2019.
- **Security Training** – implemented April 2016
CCCOonline instructors are expected to maintain the highest caliber of security awareness in system e-mail and network use. To comply with the Information Security training requirements of House Bill 06-1157: Part 4, all instructors and staff must complete online security training modules.
- **Accessibility Training** - implemented August 2015
New instructors are enrolled in the Accessibility Training around the first of the month; after receiving an email confirming enrollment, the instructor has 30 days

to complete the training.

- **Workplace Answers Training** - refreshers implemented annually each October. New instructors are enrolled in the Workplace Answers Training around the 25th of every month, excluding semester breaks (December-January and May-September). Anyone hired during the breaks will be added in the next deployment (e.g., if an instructor's hire date is January 23, they would receive notice of the training around February 25). After receiving an email confirming enrollment, the instructor has 60 days to complete the training.

Questions?

Questions about the professional development policy can be sent to training@cccconline.org

Professional Development Facilitation Compensation

We encourage experienced CCCOnline instructors, administrators, and staff to share their expertise with colleagues. Our annual fall CONNECT Conference is an ideal venue for sharing, in addition to the frequent webinars we offer throughout the year. Some staff and instructors also serve as workshop facilitators. Information on facilitation and compensation of these professional development opportunities:

- The current compensation rate is \$27.71/hour for facilitation and development.
- Department chairs and instructors must receive prior approval from their immediate supervisor before agreeing to facilitate.
- Staff and administrators of CCCOnline are not eligible for webinar compensation, unless otherwise negotiated.
- CCCOnline generally does not compensate the facilitation of face-to-face CCCOnline CONNECT conference sessions.

Online Webinar Facilitation

- Flat pay is \$138.55 (5 hours: 3 hours for development and 2 hours for delivery).

Online Workshop Facilitation

- Base pay is \$415.65/week (15 hours) for facilitation of an online workshop with fewer than 15 participants.
- We increase pay for classes with 15+ participants on a scale determined by participating students.
- Our facilitated workshops vary in duration (some run for one week and some for two weeks).

Teaching Excellence

Once per year, instructor teaching performance will be reviewed via the [Teaching Excellence](#) (TE) process. This two-part process is undertaken by the TE Coordinator in conjunction with the respective Department Chair. The revised TE rubric, which includes seventeen criteria, was implemented in Spring 2019. The criteria and a brief description are provided below.

[Revised Teaching Excellence Rubric – 2019](#)

- Announcements Tool:** conveys pertinent information
- Accessibility Issues:** uses appropriate fonts, colors, alt-text, hyperlinks, and captions
- Student Introduction Responses:** provides welcome messages
- Instructor Logs Into Course:** logs in at regular intervals during the week
- Instructor Presence:** provides regular and sustained interaction
- Grading Timeliness:** grades assignments and responds in a timely manner
- Ready Checks:** completes checks prior to the beginning of the term
- Non-Participation Report:** completes report prior to census date
- Professional Development:** participates in regular trainings
- Communication Skills:** communicates respectfully and effectively
- Engagement / Re-Engagement:** participates actively online
- Instructor Guidance:** guides students to higher thinking / learning
- Acknowledgement & Encouragement:** motivates and challenges
- Substantive Grading:** provides comprehensive feedback
- Online Management and Technology:** uses technology effectively
- Additional Expertise:** connects experience to knowledge
- Administrative Skills:** solves problems in a proactive manner

The rubric is meant to be a holistic guide that details the types of behaviors and activities that effective online instructors should be modeling. Instructors should receive the results of the TE review from their Department Chair on an annual basis. If your teaching skills were determined to be lacking in any of the seventeen criterion areas, additional resources such as the [Closing the Loop Kit](#) and individual mentoring will be provided to help improve your online teaching performance.

Americans with Disabilities Act (ADA and Accessibility)

CCCOnline is committed to the inclusivity, accessibility, and equity of all students. Instructors and staff are expected to work diligently to provide equal access to education and opportunity under the Americans with Disabilities Act (ADA) Amendments Act of 2008 and Section 504 &

508 of the Rehabilitation Act of 1973.

Course websites are created with the accessibility of students with disabilities as a priority. This involves special HTML coding in the design of those course pages. CCCOnline instructors may refer to the helpful [Accessibility Resources](#) at our Knowledgebase.

In compliance with the ADA, instructors are expected to implement approved accommodations for students with disabilities. These accommodations will be identified in a letter of accommodation you will receive from the Access and Equity Services Professional. These accommodations include, but are not limited to: extended testing time, extensions on assignments, calculator or spellcheck use on exams, closed captioning, etc. CCCOnline instructors may refer to the helpful [Accommodations Articles](#) at our Knowledgebase for more information regarding the implementation of accommodations.

Review the [Identification and Accommodations for Learners with Disabilities](#) tutorial to become familiar with ADA policy and the instructor's role in keeping CCCOnline compliant.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), also referred to as the Buckley Amendment, was passed by the U.S. Congress in 1974. The Act grants five specific rights to the student:

- the right to see the information that the institution is keeping on the student.
- the right to seek amendment to those records and in certain cases append a statement to the record.
- the right to consent to disclosure of his/her records.
- the right to file a complaint with the United States Department of Education.
- the right to participate in a hearing if the request to amend is denied.

The critical point for us regarding FERPA is that we have to be very cautious regarding what information we release about students when talking to third parties.

Tips for FERPA Compliance

A quick list of items to consider related to FERPA and your online classroom:

- When communicating about a student's non-directory information (e.g., sending change-of-grade paperwork to CCCOnline staff), use your CCCS email.
- Always use a student's college email account when available. Students can forward this email to another account, but in so doing, they remove the information from the school

protected server and assume liability for the content of the email at that point.

- Conduct ALL grade and performance discussions with students in the course by using the D2L internal messaging tool for private communications.
- Consider placing a statement in the Subject line or body of external email communications that states: "Under FERPA, this email is intended only for (Student's Name)."
- Keep a record of all communications during a term as a record of compliance.
- Protect all records kept on a computer, printed, or otherwise stored during a term.
- Ensure these and any non-directory information about a student (e.g., grade book backups, graded coursework) is protected. If you share a computer with anyone, consider password-protecting student information or keeping it on a password-protected external storage medium.
- If anyone but the student contacts you by phone, mail, or otherwise within or outside of a course, inform the individual you are only authorized by FERPA to speak directly with the student even if he or she is a minor until CCCOnline Student Affairs (a) verifies a waiver of that consent or (b) verifies that the student is the individual's dependent according to the United States Internal Revenue Code of 1986, Section 152.
- Be cautious in using external technologies for student activities, such as blogs, wikis, external chat tools, recorded webcast sessions, and so forth. Consider giving students aliases to use in these activities. In addition, never post grades or comment in an evaluative manner about course performance in spaces external to the password-protected course system.
- Never discuss a student's grades or progress in your course with another instructor without including CCCOnline Student Affairs in the communication. Information about students' educational record (e.g., course grade, disciplinary action, and so forth) may not be considered within the scope of your duties and, again, caution should be exercised at all times.
- When in doubt, consult CCCOnline Student Affairs for guidance. It is better to err on the side of caution than violate FERPA.

FERPA Information and Resources

To learn more about what FERPA, please see:

- [General FERPA FAQs](#)
- [Directory and Non-Directory Information FAQs](#)
- [Scenarios – What Would You Do?](#)
- [U.S. Department of Education FERPA page](#)
- [Protecting Student Privacy](#)

Title IX and Pregnancy Fact Sheet for Instructors – CCCS

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

In addition to protecting students, instructors, and staff from discrimination and harassment based upon sex, gender, and sexual orientation, Title IX of the Education Amendments of 1972 also prohibits any form of discrimination based upon pregnancy and parental status, including any and all related conditions, such as abortion.

Therefore, it is important for instructors to be aware of their responsibilities should they be notified by a student that she is pregnant:

- Pregnant students must be granted the same accommodations and consideration given to any other student with a temporary medical condition.
- Colleges are obligated to excuse absences and allow for the makeup of work missed due to pregnancy and related conditions, whether or not school policy allows for this in other cases.
- Students cannot be prevented from participating in classroom or extracurricular activities, nor from returning to class for a predetermined time period following childbirth.
- Colleges must provide reasonable adjustments to a student’s educational environment, such as a larger desk, or allowing her to take longer/more frequent restroom breaks.
- Instructors may not call unwanted attention to or reveal a student’s pregnancy without her consent.

If you are informed that a student is pregnant, contact your Title IX Coordinator immediately:

John Schmahl, Director of Student Affairs

john.schmahl@cccs.edu | www.cconline.org

303.595.1686

Pregnant students have the responsibility to notify the college of their status, and may only be granted certain accommodations (such as excused absences) for as long as they are medically necessary. However, instructors should not request documentation directly from the student. Maintaining appropriate records is the responsibility of the Title IX Coordinator.

Academic Integrity Policy

Academic Integrity is about honesty in scholarship. Students and instructors are expected to demonstrate Academic Integrity in all Colorado Community College System courses. Each CCCOnline Course Syllabus contains a Course Policies section that explains the [Academic Integrity Policy](#). The policy, which includes an explanation of violations and instructions for addressing violations, is also included in the [CCCOnline Student Handbook](#).

Tutorials

Please use the [Student Academic Integrity Tutorial](#) to educate students about Academic Integrity at CCCOnline. Additionally, we encourage you to review the [Instructor Academic Integrity Tutorial](#).

Deterring Plagiarism

There are several strategies for deterring plagiarism, such as:

- Have an effective statement in the syllabus regarding plagiarism and expectations. Include citation for summaries, quotes, and paraphrases in assignment rubric(s). Include a discussion on plagiarism early in the term. In that discussion, you may present topics like "what is plagiarism," "how to avoid plagiarism," "what resources are available to help," and "instructor's expectations for assignments."
- Provide sample assignments that meet the expectations for citation of sources. Establish review dates for large/lengthy assignments prior to turning in the final assignment. This allows the instructor to catch and then have students rectify plagiarism issues before the due date (and thus saves everyone much trouble).
- View the CCCOnline [Webinar Archive](#) for more ideas.

Plagiarism Checking Software

CCCOnline provides TurnItIn's "Plagiarism Detection" option for the D2L Assignments tool. See the [TurnItIn](#) page on the CCCOnline Knowledgebase (KB) for instructions on using this tool.

TurnItIn's Plagiarism Detection option is not intended to be a punitive tool. CCCOnline advocates the use of Plagiarism Detection as a teaching tool that can help teach students about plagiarism. To that end, the following recommendations and suggestions will help you implement this tool

in a pedagogically sound manner.

- Discuss with your Department Chair the ways in which s/he envisions the Originality Reports be used for documenting plagiarism.
- Notify students in your Syllabus that the Plagiarism Detection service will be used on their submissions.
- In the Plagiarism Detection options for an Assignment, select the option to allow submitters/students to view their Originality Reports. Provide instructions for students about viewing the Originality Reports.
- Create an ungraded Assignment for students to test the Plagiarism Detection and see how the Originality Report looks before an actual assignment. Then, have students write about their Originality Report results in a discussion to encourage an open dialogue about the process of crediting sources and difficulties of avoiding plagiarism.
- Allow unlimited submissions for Assignments and encourage students to submit early draft versions of papers. The report generated will indicate to students what sections of their paper may be in danger and, likely, encourage revision for necessary citation.
- Have an open door: encourage students to ask questions about potential plagiarism cited in the Originality Report.
- Review draft submissions and use any suspected plagiarism in reports as a teachable moment with students.
- Learn how to interpret the Originality Reports. Do not panic if a report shows 45% matched. Carefully review the report to review matches and determine what citations could be missing or incorrect.
- Remember that TurnItIn's Plagiarism Detection software is not infallible. It will report matches that are not necessarily plagiarism (e.g., a works cited/references list). You need to review the detailed report, rather than simply view the percentage "matched," before contacting students.

Policy for Instructor Availability

Instructors are required to be present in the online classroom at least 5 days of the week. Communicate your availability on the instructor information page. During these 5 days:

- Instructors are required to respond to student email within 24 hours.
- Instructors are required to be present to monitor and/or respond to course discussions as appropriate within 24 hours.

Instructor Absence

If you are going to be absent from the classroom for more than 48 hours due to health issues or another emergency, notify your Department Chair so coverage can be provided.

Office Hours

Office hours are not required; however, instructors are expected to be "present" for students. Many instructors DO hold office hours online via WebEx, telephone, chat, or the discussion tool. You can do this on a regular basis or simply if a group of students appears to be struggling with a particular concept.

Instructor Weekly Time Commitment

The following three tables show the estimated weekly instructor time commitment for 3-, 4-, and 5-credit courses. Note that the course format affects the pace of the online delivery and therefore the number of hours spent per week. Nevertheless, the total time spent per course by each instructor should be approximately the same, regardless of whether it is delivered in a 6-, 10- or 15-week time period. The information in the tables is designed as a guideline. However, the exact hours input may vary by instructor, semester, etc. and this is not an exact specification for how many hours will or should be worked. Please see the 2014 article from *Insider Higher Ed* for federal guidance and additional information about [adjunct hour calculations](#).

3-credit Course

Course Format	Pace Relative to 15-week	Instructor Teaching Hours per Week	Instructor Other Work Hours per Week	Instructor Total Work Hours per Week	Instructor Total Work Hours per 3-credit Course
15-week	-	3	3.75	6.75	101.25
10-week	1.5x faster	4.5	5.625	10.125	101.25
6-week	2.5x faster	7.5	9.375	16.875	101.25

4-credit Course

Course Format	Pace Relative to 15-week	Instructor Teaching Hours per Week	Instructor Other Work Hours per Week	Instructor Total Work Hours per Week	Instructor Total Work Hours per 4-credit Course
15-week	-	4	5	9	135
10-week	1.5x faster	6	7.5	13.5	135
6-week	2.5x faster	10	12.5	22.5	135

5-credit Course

Course Format	Pace Relative to 15-week	Instructor Teaching Hours per Week	Instructor Other Work Hours per Week	Instructor Total Work Hours per Week	Instructor Total Work Hours per 5-credit Course
15-week	-	5	6.25	11.25	168.75
10-week	1.5x faster	7.5	9.375	16.875	168.75
6-week	2.5x faster	12.5	15.625	28.125	168.75

Policy for Posting Graded Work

- Instructors are required to post assignment grades within 7 days of the due date for 15-week courses, within 5 days of the due date for 10-week courses, and within 3 days of the due date for 6-week courses. Additional guidelines may be provided by the appropriate academic division. Contact the appropriate Department Chair for further details.
- Divisions may further specify grading timelines for various assignments (e.g., term papers or semester projects).

Context for Grading Policy Change

Various course formats are paced differently, so the grading policy should conform to the pace of the course. Faster paced courses require quicker grading turnaround time so that students may progress accordingly. Sufficient time must be given for students to be informed regarding their progress and react before the next assignment.

Mailing Address Changes

To change your mailing address with both CCCOnline and PERA, please submit a revised [PERA Account Address Change Form](#) to CCCS Human Resources at:

Colorado Community College System
 Attention: Human Resources
 9101 E. Lowry Boulevard
 Denver, CO 80230

DO NOT send the form directly to PERA. This is the form the system office uses to change the instructor information database, so it must be sent to CCCS Human Resources. CCCS Human Resources will submit the form to PERA.

Employment Agreement

The employment agreement between CCCOnline and instructor reads as follows:

“This is to confirm our agreement to provide instructional services as specified above for the CCCOnline 20XX spring/summer/fall semester. This temporary, at-will appointment is subject to the laws of Colorado, State Fiscal Rules, and Board and Consortial policies, carries no expectations of continued employment, no benefits beyond PERA/Medicare, and may be terminated with or without cause by either party at any time. This is a preliminary contract. Final contracts amounts will be adjusted according to the number of students in your class(es) on census date. Thank you.”

Compensation

CCCO Online instructors are compensated for teaching as well as for new course development or major course revisions at the discretion of the Department Chair and the Associate Dean. Teaching contracts are generated during the first week of classes. Contracts for classes that are close to the minimum number of students may not be generated until census date.

Instructional Compensation Matrix

Credit Hours	1	2	3	4	5
Level I	\$842	\$1,683	\$2,525	\$3,367	\$4,208
Level II	\$892	\$1,783	\$2,675	\$3,567	\$4,458
Level III	\$935	\$1,870	\$2,806	\$3,741	\$4,676

Adjunct Instructor Qualifications and Criteria Matrix

Criteria	Level I	Level II	Level III
Education	To teach transferable courses a Masters with at least 18 graduate credit hours in teaching field is required	To teach transferable courses a Masters with at least 18 graduate credit hours in teaching field is required	To teach transferable courses a Masters with at least 18 graduate credit hours in teaching field is required
Instructor Evaluation	“Meets Expectations” evaluation on all Teaching Excellence criteria	“Meets Expectations” evaluation on all Teaching Excellence criteria	“Meets Expectations” evaluation on all Teaching Excellence criteria
Service	Not required	Not required	Service to CCCO (e.g., committee work, mentoring, professional development facilitation, etc.)
CCCO Teaching Experience	Less than 30 credits	30 credits in at least three semesters (1 year equivalent experience)	60 credits in at least six semesters (2 years equivalent experience)

Criteria	Level I	Level II	Level III
Professional Development	In past year: at least 3 hours of Department Chair-approved instruction-centered PD	In past year: at least 3 hours of Department Chair-approved instruction-centered PD	In past two years: at least 6 hours of Department Chair-approved instruction-centered PD
Required CCCO Training	Orientation workshop series plus Managing Discussions workshop	Orientation workshop series plus Managing Discussions workshop	Orientation workshop series plus Managing Discussions workshop
Required CCCS Training	All mandatory trainings by System or Academic Division	All mandatory trainings by System or Academic Division	All mandatory trainings by System or Academic Division
Department Chair Recommendation	Not applicable	Required	Required

Note:

- It is the instructor’s responsibility to contact their Department Chair to verify the number of semesters and credits taught and professional development requirements at CCCOnline. For more information, see the KB article on the [pay level requirements checklist](#). Fill out the form and submit it to your Department Chair.
- The Department Chair will then e-mail the [Human Resources Coordinator](#) to process the pay level increase. Any pay level increase requests **must** be submitted at least 30 days before the start of a semester. The pay level will increase the following semester and is not retroactive.

Additional Activities for Compensation:

- Pay per hour for course development and training facilitation = \$27.71/hour (33.75 hours = 1 credit).
- Development and facilitation of Professional Development opportunities, as listed at [Professional Development Facilitation Compensation](#) above.
- For factors that may affect compensation, review the instructor expectations in the [Continued Employment](#) section below and the [teaching excellence](#) evaluation criteria.

Compensation Dates

Instructors are paid biweekly on Fridays. Your salary is prorated over the period of the semester. See the Employee Tab in the [CCCOnline Portal](#) for pay dates. See the [Human Resources FAQ](#) for additional information.

Since spring 2012, contracts are completed after the session’s courses and sections are established. A copy of your contract will be available through the [CCCOnline Portal](#) on the Employee tab. Please note: on the Employee tab below the pay dates is a link for Faculty Load and Compensation (FLAC).

Paychecks must be issued by direct deposit to the bank account of your choosing. **Any changes**

to payroll information must be processed two weeks before the next pay date. This is especially important with bank account information. Bonus contracts are completed two days after census date each session (approximately two weeks after the beginning of the term).

By law, CCCOnline is required to maintain current contact information for instructors at all times, including mailing and email addresses. To change your official PAY address (which is where your W4 is sent and the address on which taxes are based), please contact Human Resources. All CCCS correspondence must be conducted using the provided cccs.edu email.

Note: If an instructor is inactive for greater than 120 days, s/he may be terminated due to inactivity. However, this will not reflect negatively on her/his employment record and barring any other issues, s/he is considered to have left CCCS in good standing.

Pre-placement Training

At CCCOnline, instructor training is required. In order to be assigned a course to teach, you need to first complete pre-hire training workshops. Note that this training is delivered online and is free of charge. Review the Professional Development Policy (see below) and the [Professional Development](#) website.

Course Assignment

Upon successful completion of required pre-placement training, you are eligible to be assigned to at least one section of a course in your discipline area. Department Chairs assign courses based on instructor availability and enrollment numbers. Do not be discouraged if you are ready to teach and do not immediately get a course – you may be considered for upcoming terms.

Contact your Department Chair or Associate Dean with questions upon being assigned to a course section.

Continued Employment

All CCCOnline teaching appointments are temporary and at-will and may be terminated with or without cause by either party at any time. Each term, instructors may request which courses they prefer to teach as well as the number of courses for which they are available to teach. It is important to note that CCCOnline assigns courses to instructors based on business need and cannot guarantee any assignments. As such, there is no guarantee of continued employment.

Assuming that there are course sections available and that your performance has been satisfactory, you may be assigned to course sections in terms subsequent to your first teaching term. Department Chairs assign course sections as equitably as possible.

Should you earn Needs Improvement: Not Proficient ratings on Teaching Excellence reviews for consecutive semesters and/or fail to follow the expectations listed below, you may not be offered courses the following term.

Instructor Expectations

- Notify CCCOnline immediately of any changes in your contact information (phone number and mailing address). Please change your contact information by going to the CCCOnline Portal, Employee Tab.
- Respond promptly (maximum of 24 hours) to any emails or phone calls from your Department Chair, Associate Dean, or CCCOnline staff.
- Use CCCS email for all CCCOnline communications.
- Maintain your course shells according to the Course Design and Maintenance Standards.
- Complete training as required by CCCS, CCCOnline, Department Chair, and Associate Dean.
- Comply with all FERPA and ADA guidelines.
- Attend discipline team meetings as required by your Department Chair.
- Use the appropriate online forms to verify course dupes, indicate course readiness, report non-attendance, and report technical issues with your course.
- Complete course development or re-development projects as assigned by your Department Chair, in cooperation with the instructional design team, and in a timely fashion and as outlined in your development contract or by the instructional design team and your Department Chair.
- Conduct your courses according to the standards outlined in the Center for Academic Excellence; please refer to the [Teaching Excellence rubric](#) for guidance.

Credentialing for CTE Instructors

Under the State Board for Community Colleges and Occupational Education (SBCCOE) board rules governing credentialing, all secondary instructors who teach in a Colorado Community College System (CCCS) approved program must hold a valid credential.

Overview

- All Colorado Career and Technical Education (CTE) personnel teaching in CTE-approved programs must meet the requirements for CTE credentialing under the [Colorado](#)

[Vocational Act of 1970 and the Career and Technical Act of 2008.](#)

- If you have a valid CTE credential from another Colorado post-secondary institution, you do not need to re-apply for that credential to teach for CCCOnline. Simply provide a copy of that credential with your application paperwork.
- If you do not teach for CCCOnline, CCCOnline cannot renew your credential.

Disciplines

All instructors who teach in the following disciplines must maintain a valid full- or part-time Career and Technical Education Credential:

- Accounting
- Business
- Computer Information Systems
- Computer Science
- Criminal Justice
- Early Childhood Education (Master's degree in ECE required)
- Health Professional
- Journalism
- Management
- Marketing
- Multimedia Graphic Design
- Nursing (Master's degree required for RN program)
- Nutrition

If you currently hold a credential, please note that CCCOnline must have a copy of that credential on file.

If you do not currently hold a credential, you must apply for and receive a credential after receiving notification that you have been hired, but prior to beginning teaching for CCCOnline. The primary requirement to obtain a CTE credential is that you have 4,000 recent hours of verifiable occupational experience in the field in which you wish to be credentialed.

Additional Credentialing Information and Questions

- For online application forms, please see [CTE Credentialing](#)
- For questions regarding credentialing, email cte@ccconline.org

Course Verification and Course Preparation Processes

Each instructor receives an email for each course section to which s/he is assigned when the course has been created/copied. The email includes a link to the [CCCOOnline Portal](#) Manage Your Courses tool. Within 72 hours of receiving the Course Verification email, please check to make sure that the correct course appears in your Instructor tab on your D2L home page. Then check the Class list tool to ensure that you are enrolled with "Instructor" access to the course.

If there are any issues that you notice with the course copy, contact your Department Chair immediately. If the course has been copied correctly, go to the Faculty tab on the [CCCOOnline Portal](#) and select "Content Verification Form" to verify that your course is correct.

Ready Checks – Course Readiness Checklist

Prior to the first day of your course, your Department Chair will check your course to ensure that you have completed the steps on the **Course Readiness Checklist**. This date is usually the Thursday morning (8:00 am) before classes begin, but please check with your Department Chair to confirm this date.

When all of the [Course Readiness Checklist](#) items are completed, go to the Faculty tab on the Portal and select "Course Ready Form" to note that your course is ready. For help with specific tools associated with the checklist items, visit the [D2L Tech Tools](#) page in the CCCOnline Knowledgebase.

Remember that it is your responsibility at the beginning of EVERY term to complete the items in the Course Readiness Checklist before a course begins. During the term if issues come to light that require maintenance, such as a broken link, grades that do not tally or function correctly, or an erroneous quiz question, then instructors are required to make the necessary changes. If you need assistance, submit a ProfHelp ticket on the Faculty Tab in the [CCCOOnline Portal](#).

Course Elements

At CCCOnline, instructors are provided with a standardized course that means our Instructional Design and Quality Matters standards. The course content will be a mix of core materials, which the instructor cannot edit, hide or delete, and editable content. Instructor may add additional content to their course with approval of their Department Chair.

Syllabus

Your syllabus will be included in the master course template. You will not be able to update the syllabus as an instructor. The syllabus module will include:

- Syllabus
- Course Information
- Course Materials
- Course Activities and Design Grading and Evaluation Course Policies
- Instructor Information

The Instructor Information page includes the instructor's name, contact information (cccs.edu email is required and phone number is optional), and a description of her/his availability to students. Additionally, this page may include a brief biography or vitae for the instructor. You will be able to edit this page to keep it updated.

You will also want to post your expectations of the students. If applicable, you will post your personal policy on late work and extra credit on this page. However, speak with your Department Chair/Associate Dean to learn of divisional policies regarding late work and extra credit.

Syllabus Maintenance

If you notice an error, please contact your Department Chair/Associate Dean to have it corrected. The Syllabus will be updated each time the course goes through a redevelopment.

Schedule

As mandated by the Higher Learning Commission (HLC) accreditation guidelines, CCCOnline courses cannot be self-paced. Therefore, CCCOnline requires instructors to edit a Course Schedule that provides module, week, and specific activity dates. The schedule page should be an item in the Course Information module of the course, which also contains the course Syllabus. The Course Schedule is one of the items that each Department Chair checks as part of the completion of the Course Readiness Checklist.

Schedule Best Practices

The schedule page must be updated no later than noon on the Thursday prior to the first day of class. Ratings for the evaluation of the Course Schedule may be as follows:

- **Best** – the Course Schedule page is clear and easy to read, includes correct dates for the entire semester, and contains extra information such as CCCOnline drop and withdrawal dates.

- **Good** – the Course Schedule page is clear and easy to read and it includes correct dates for the entire semester.
- **Needs Improvement** – the Course Schedule page is not clear and easy to read and/or correct dates are not included.

Sample Course Schedule

The Schedule is subject to change as needed. This page summarizes all of the graded activities for the course. This course is not self-paced and is not open-exit. All activities are due no later than midnight on the due date. Note that important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the [Academic Calendar](#). The table below shows a sample of the information that might be included in the first two modules of a course.

Module 1 January 28 – February 10

Reading/Assignments/Exams	Due Dates
Read Chapter 1: Personal Selling and the Marketing Concept	2/3
Module 1 Assignment: Chapter 1 Review Questions	2/3
Discussion 1: Selling Strategies	Initial posts are due by 1/30; Replies are due 2/3
Module 1 Assignment: Chapter 1 Application Exercises	2/3
Module 1 Assignment: Chapter 1 Video Case – Kroger	2/3
Read Chapter 2: Personal Selling Opportunities in the Age of Information	2/10
Module 1 Assignment: Chapter 2 Review Questions	2/10
Discussion 2: Marketing Strategies	Initial posts are due by 2/6; Replies are due 2/10
Module 1 Assignment: Chapter 2 Application Exercises	2/10

Module 2 February 11 – February 24

Reading/Assignments/Exams	Due Dates
Read Chapter 3: Equal Employment Opportunity – Legal Issues	2/17
Module 2 Assignment: Chapter 3 Review Questions	2/17
Discussion 3: Hiring Best Practices	Initial posts are due by 2/13; Replies are due 2/17
Module 2 Assignment: Chapter 3 Application Exercises	2/17
Read Chapter 4: Implementing Equal Employment Opportunity	2/24
Module 2 Assignment: Chapter 4 Review Questions	2/24
Discussion 4: Promoting Diversity, Equity, and Inclusion	Initial posts are due by 2/20; Replies are due 2/24
Module 2 Assignment: Chapter 4 Application Exercises	2/24
Module 2 Assignment: Chapter 4 Video Case – Southwest Airlines	2/24
Exam 1 (Chapters 1-4)	2/24

Announcements

An announcement is usually a one-way interaction from instructors to the students. Any message you would share at the beginning of a typical face-to-face class is a good candidate for an announcement. These items contain pertinent, up-to-date information that you want students to notice! Let students know where the announcements will be posted and that they should check for announcements each time that log in to the course.

There should be two (2) initial announcements at the start of each semester – Welcome Message and Instructor Information. These two items provide a welcome to the students, give you a place to introduce yourself, and suggest to students what they should do first on their first visit to the class. Regular (semi-weekly) announcements remind students of due dates or highlight something of interest to the class.

Another helpful Announcement to post during the first week of the course is a request for students to upload a picture to their D2L profile. While students typically post of photo of themselves, they may choose to upload any image of their choice. Experienced instructors indicate that students that upload a picture to their profile are much more likely to pass the course than those that fail to do so. Please make this effort to support student engagement by helping to create a personal connection with your students.

Finally, your news posts should be formatted so they are accessible. This includes using font colors with appropriate color contrast, alt-text tags for images, captions for videos, and appropriate table structure so that screen readers recognize the formatting. For similar reasons, you should not insert images into the news item that are greater than 150 pixels wide by 150 pixels high. Visit the [CCCOOnline Knowledgebase](#) for more information about accessibility.

CCCOOnline prefers you use the announcements tool in the course system to provide regular (at least semi-weekly) announcements. The tool provides an archive of your announcements to students over the term and allows you to deliver the announcement item on the course home page.

Announcements Best Practices

- **Best** – Instructor uses a class announcement at least 2-3 times a week to: (a) highlight important material for the course, (b) note relevant current events, (c) remind students of due dates, (d) kick-start discussions on a topic. Announcements are made in D2L using the Announcements Tool and are visible on the Course Homepage to make it easy for students to find and read them. Past announcements are available so that students can

access them throughout the semester.

- **Good** – Instructor uses announcements as discussed above, but only posts about 1-2 times per week.
- **Needs Improvement** – Instructor rarely uses announcements (0-1 times per week) or announcements are placed in various areas around the course making them difficult to locate.

Discussions

Discussions are a critical component of an online course. They are an important measure of regular and substantive interaction between instructors and students. In your role as instructor, facilitating the discussions and keeping students on task is key. To manage effectively each discussion topic respond to students both individually and in groups. Other than in the student introduction discussion, a simple 1:1 student-post to instructor-post ratio is rarely appropriate. In many instances, several students may repeat the same or similar information, concepts, or comments. In these cases, it is efficient and effective to address all of those posts in one group response to the entire class. On the other hand, responses to individual students are required to address unique points of view, provide supplemental context/guidance, and answer specific questions.

A discussion summary is an effective way in which to wrap up a discussion topic. This might include synthesizing several of the key themes that students have posted, filling in gaps that students did not address, or explaining the linkages between the current topic and upcoming or prior course material.

Discussions Best Practices

- **Best** – For each topic, the instructor provides an opening post that describes the discussion and outlines participation expectations for both students and instructors. Instructor regularly posts responses to students throughout the week and interacts on both an individual and group basis. A summary post is provided for each module discussion topic.
- **Good** – The instructor provides an opening post for some discussion topics. The instructor participates several days each week in discussion forums. The instructor generally maintains a high level of interaction quality but some posts may lack substance.
- **Needs Improvement** – The instructor fails to provide an opening post for discussion topics. The instructor is rarely active in the discussion forums. Instructor only responds to posts from a few students.

Gradebook

CCCOOnline requires that instructors post all grades in the online grades tool. The gradebook plays an important role in your communication with students throughout the semester. A grade posted in the grades tool lets students know that you have received and reviewed their assignments and provides students with information about their academic progress. By default, the gradebook settings display the grade to date.

Prompt posting of grades on your part can alleviate many communication issues. A best practice is to post an announcement after you have recorded grades for a specific assignment and to direct students to check the grades and email you with any questions or concerns about the posted grade.

Accurate gradebooks also serve a key role in resolving any student issues once the course is over.

Grades Best Practices

- **Best** – Grades are updated regularly to reflect current assignments. Columns are organized in a straight-forward manner. A final grade column is included. Comments on student work are included in the grades.
- **Good** – Grades are somewhat current, but may be missing some grades. All appropriate columns are included, but organization is lacking.
- **Needs Improvement** – No final grade column is included. Grades are not updated until the end of the term.

Student Survey Ratings

Each semester, every student in every course is asked to complete a mid-term and end-of-term student survey. In spring 2010, to improve student retention and quality of instruction, CCCOnline implemented the [Community of Inquiry](#) (CoI) Framework as part of the mid-term surveys.

Delivery of the Student Survey

The mid-term survey is delivered to students during the 5th week of the 10-week term and the 7th week of the 15-week term. There is no mid-term survey delivered for courses in the 6-week term due to the shorter time-frame of the term. The end-of-term student survey is delivered to students during weeks 5-6 of the 6-week term, weeks 8-9 of the 10-week term, and weeks 13-

14 of the 15-week term. A pop-up window appears when students log in to the course management system during that time-frame, reminding them to complete the survey for each class in which they are enrolled. Students also receive email reminders to their student email account.

Reviewing Survey Results

After all grades have been submitted, instructors may access their Student Survey results from the [CCCOOnline Portal](#) Faculty Tab.

Course Development and Maintenance

CCCOOnline developed a set of design standards and guidelines designed to ensure consistency in layout for students as well as adherence to ADA standards. These standards control the look and feel of our courses as far as fonts, colors, and layout. Course CONTENT, on the other hand, is within the purview of the Department Chair and instructors, guided by common course numbering system competencies and program-specific requirements. Thus, lecture notes, learning activities, assessments, and all other content is developed and maintained by subject matter experts with the technical assistance of CCCOOnline's Instructional Design team.

What does this mean for instructors? The answer depends on where you are in the overall process. You might be maintaining or updating an existing course OR developing a new course.

Updating an Existing Course

Typically, we ask instructors who are teaching a course for the first time to teach the course exactly as it is provided. After the first term, if you desire to adjust a course (reorganize content, update test banks, add or remove assignments, etc.), you must consult with your Department Chair/Associate Dean.

Developing a New Course

At times, you, your Department Chair, Associate Dean, or CCCOOnline staff may recommend that a new course be developed. New course development is approved based on projected enrollment, design team availability, and whether the course reflects the offerings and needs of our partner colleges. If you are asked to develop a new course, you should know doing so may require a large time commitment, the ability to adhere to a design schedule, and willingness to

work as part of the overall design team to create a high-quality course. Additionally, hours that you dedicate to development will reduce your course load for that term. If you are teaching 12 credit hours for CCCOnline, you cannot be awarded any development projects without prior approval.

Textbook Selection

Students at CCCOnline enroll in a course and not in a section. Therefore, textbooks, including digital versions, are chosen for each course. The textbook selection process is a group decision involving instructors and the Department Chair/Associate Dean. Textbooks are typically reviewed every two to three years as new editions become available. Some courses utilize open content digital materials, which use content freely available to students on the web. A few courses use managed content developed and maintained by the educational community and by non-profit organizations within that community.

Copyright

The use and reproduction of copyright-protected material in an educational setting is a critical issue. The Fair Use doctrine does not allow unlimited use of copyright-protected material, nor does the more recent Technology, Education, and Copyright Harmonization (TEACH) Act. One-time-only use is permissible, but continued use must follow copyright guidelines.

When teaching online you have two options. The first is to obtain permission to use material from the owner(s) of the material. Please provide a copy of whatever permissions you have received with your instructional designer or Department Chair. A second option is to link to the material you want to use from within your course. In this case, it is a good idea to ask permission of the website owner and/or notify them that you are linking to their website. Many webmasters will then notify you if the URL changes.

Copyright Resources

- [The Library of Congress FAQ on Fair Use](#)
- [Copyright in Online Education from Horizon](#)
- [Copyright Resources from the National Education Association](#)
- [Information on the TEACH Act from ERIC Digest](#)

Copyright for Your Materials

If you are interested in developing your own copyright-protected course materials, please note the following from [State Board Policy 3-90](#). For further information, please contact your

Associate Dean.

“Employees who develop or plan to develop materials which may be copyrightable or patentable shall submit a disclosure statement to the System President when such materials are developed or will be developed, in whole or in part, with college/system assistance. The disclosure statement will include the specifics of any contract, grant, or assignment by the college or outside agency; the extent of utilization of college/system facilities and personnel; the names, titles, and roles of personnel to be involved; brief descriptions of the materials produced or to be produced and of the anticipated use of produced materials; and the calendar of development and utilization of the produced materials.”

Course Development Compensation

All course development projects require a contract that will be signed by the Instructor (Subject Matter Expert), Department Chair, and Associate Dean. This contract will clearly define the scope of work, level of compensation, and general timeline of work.

Additional Instructor Information

Resources for Instructors

Academic Freedom

CCCOOnline is bound by [State Board Policy 3-20](#).

CCCOOnline Knowledgebase

Instructor resources (e.g., publisher tutorials, D2L documents, software fixes, etc.) may be found in the [CCCOOnline Knowledgebase](#).

Address/Telephone/Email Changes

It is important that your Department Chair, Associate Dean, and CCCOnline have up-to-date contact information for you. This includes your mailing address, telephone numbers, and email address.

Library Services

- Instructors and students can access CCCOnline’s EBSCO article databases and FirstSearch once they have logged in to D2L. Find links to both EBSCO and FirstSearch in the Helpful Links widget, located on both the MyHome page and on the course home page.

- The [CCCOOnline Library Resources](#) offer great information on accessing your local library, finding online reference resources, and evaluating sources.
- Visit the [Research and Writing Toolkit](#) for information on Plagiarism and Academic Integrity as well as help on doing research and writing.
- Need Help? [Ask a Librarian](#).

Program Meetings

A meeting for all instructors teaching in each discipline will be held on an annual basis, typically at the annual CCCOnline CONNECT Conference. This meeting gives everyone a chance to discuss course shells and content as well as teaching and textbook issues. It also allows everyone to spend some time talking about distance learning in general. All instructors are encouraged to attend.

Communicating with Students and Colleagues

In all situations, it is important to communicate professionally with your students and academic colleagues at CCCOnline. Here are a few pointers to keep in mind:

- Academic Communication
 - Email, discussion responses, grading feedback
- Timeliness
 - Respond in a timely manner
 - Be reliable / dependable
- Tone
 - Be approachable / supportive – use a neutral, objective tone
 - Speak temperately – be empathetic
 - Be respectful / considerate / courteous
 - Use language that is appropriate
 - Formal and professional (avoid abbreviations, contractions, and slang)
 - Attention to grammar, spelling, and punctuation (use Spell-Checker)
 - Follow the Golden Rule – model behavior that you want to see in your students
- Trust / Authority
 - Be competent – keep information school-related and evidence-based
 - Be accountable / follow through on communications
 - Escalate issues as needed through established chain of command
- Email Communication Tips
 - Be clear and concise
 - Keep subject lines short and informative to indicate the content of the message
 - FYI vs. Grading clarification on assignment 3
 - Include the original message in your reply

- Use BCC (blind carbon copy) when appropriate
- Compose a draft message first, then wait a few hours before sending it
- Remember that written communications provide a record of interactions
 - Can provide useful documentation to help resolve student issues
- Online Communication Resources
 - [Effective Communication in Your Online Course](#)
 - [How to Communicate Effectively with Students](#)
 - [Strategies for Providing Feedback in Online Courses](#)
 - [Quality Online Learning – Step 8: Communicate, Communicate, Communicate](#)
 - [Professionalism & Communication](#)
 - [Communicating with Instructors](#)
 - [Lost in Translation: Importance of Effective Communication in Online Education](#)

Communicating with Students Who May Need Support

CCCOOnline Student Affairs staff can refer students to their home college's Behavioral Intervention Team (BIT) if they seem overly stressed or overwhelmed by academic and/or personal issues such as early academic alert concerns, academic misconduct, classroom behavior, or health and safety issues. Each BIT includes professionals committed to being caring, confidential resources and, when necessary, to provide referral to services to assist a student, instructor, or staff member. If a student expresses duress or makes a threatening discussion post, immediately contact Student Affairs:

John Schmahl, Director of Student Affairs

john.schmahl@cccs.edu | www.cconline.org

303.595.1686

Flexibility in Handling Student Issues

Please be flexible with students that encounter technical difficulties with vendor-integrated content. If a student submits incomplete work (related to a quiz or exam lockout) well in advance of the due date and can document what happened, please be reasonable in determining whether to allow the student to retake the quiz or exam.

Similarly, please use your best judgement in supporting and accommodating military students, especially when they are deployed or at training exercises with limited or no access to the internet. Active duty military students are not required to provide proof of military deployment/training exercises. Also, note that military students living overseas may receive their lab kits late. When a lab kit is shipped to an APO or FPO box, there is no guarantee of how quickly the kit will be delivered. Please provide due date flexibility on associated assignments as appropriate.

Other Course Information

Classroom Observation

Department Chairs and other administrators will access your course/s periodically during the semester for a variety of reasons such as First Day Checks, Teaching Excellence reviews, and student complaints. Evaluators look over all the course history as well as current activity. Other instructors may also access your course through the use of the Jenny Grade student enrolled in every CCCOnline course.

Class Size

Our goal for most classes is to have about 20 active students at census. Because we typically lose students from each section during the first week or two of classes, sections often begin with more than 20 students.

Closing and Cancelling Courses

CCCOOnline tries to avoid closing courses. In some cases, enrollment growth is such that we cannot locate and train an adequate number of qualified instructors. Enrollment in a specific course/s may be capped and then closed at the colleges when the overall cap is reached.

A full course is defined as one with 12 or more students. On the Wednesday prior to the start of a CCCOnline session, low enrollment courses (<12 enrollments) may be canceled. Students enrolled in cancelled sections will be notified and provided with options to replace the cancelled course before the end of registration.

NOTE: Exceptions to this policy may be made if a course is newly developed.

Contact Information

CCCOOnline requires that your Instructor Information page contain your CCCS email address, which is provided to each instructor upon hire and is required to be used for all CCCOnline business. While we encourage students to use the internal messaging tool in our learning management system, it is important that they have a way to reach you if they cannot log in to the course. If you do not wish to list your home or work phone number for student contact, CCCOnline will provide a voice mailbox for you. Please contact your Department Chair if you would like a voice mailbox.

Course Access at the End of the Semester

Students have access to course shells for two weeks after a term ends.

Instructors have access to course shells for one year after a term ends.

Course Section Process

CCCOOnline uses a different process from most colleges when dividing students into sections; therefore, the process by which instructors are assigned to sections is also different. Students do not choose which section or which instructor they will take. Instead, all students are initially assigned to a single section.

Once the registration period is complete, students are distributed among all course sections. CCCOOnline typically sees a surge in enrollment during the last week before classes begin as the colleges are closing their own distance-education and face-to-face courses at that point.

Course Numbering and Sections

All course prefixes and titles will be used in compliance with the Common Course Numbering policy. Below are examples of how a course such as ENG 121 would be numbered in the Student Information Systems of the colleges.

- ENG121-**C11**: **C** = CCCOOnline, **1** = 1st session, **1** = 1st section
- ENG121-**C12**: **C** = CCCOOnline, **1** = 1st session, **2** = 2nd section
- ENG121-**C21**: **C** = CCCOOnline, **2** = 2nd session, **1** = 1st section
- ENG121-**C26**: **C** = CCCOOnline, **2** = 2nd session, **6** = 6th section

A few courses have more than 9 sections in the first session. In such cases, Section 10 will be numbered C31 and section 20 will be numbered C51. Session 2 courses which grow beyond 9 sections will be given the even designations - C41, C61, and so on.

Session 1: C11-C19, C31-C39, C51-C59

Session 2: C12-C29, C41-C49, C61-C69

Course Authentication and Participation Policy (CAPP)

Studies have shown that students who log in to their online classes within the first two weeks of a semester are much more likely to pass the class. Because our primary goal is student success, CCCOOnline has implemented a multi-part strategy to encourage active, authentic student participation and to monitor student activity levels during the first two weeks of class.

To improve our overall program integrity, ensure that each student is doing his/her own work, and comply with our home colleges' accreditation and financial aid guidelines, CCCOOnline implemented the following steps:

- All students are required to complete one graded assignment prior to census date, which is typically within the first week of the course.

- Students who do not meet the CAPP requirements [must be reported by their instructor](#) to the CCCOnline Student Affairs Department and are subsequently dropped from the course.
- Student Attendance FAQs:
 - [When should I report student attendance?](#)
 - [How does CCCO define student attendance?](#)
 - [Do introductory posts count toward student attendance?](#)
 - [What happens to students who are reported as non-attendance?](#)

Course Content

CCCOOnline courses are created by a team that includes subject matter experts, instructional designers, Department Chairs, and Associate Deans. These pre-developed courses are provided to instructors each term. Below are other notes about Course Content:

- In keeping with Colorado's [Common Course Numbering System](#) (CCNS), all courses adhere to the CCCNS requirements as to course description, credits, and topics covered. See additional information about the design and history of the [Common Course Numbering](#).
- Each course contains not only lecture notes but also course outcomes and unit objectives, appropriate practice activities/projects (including online discussions), and assessments.
- All course content must adhere to fair use and copyright guidelines.

Course Materials

Course Materials/Textbooks are chosen for each course, not each *section* of a course. The process of changing textbooks is quite complex, and if multiple instructors are teaching a course, textbook changes must be made as a group decision. Contact your Department Chair to obtain instructor copies of textbooks or other course materials (e.g., lab kits).

CCCOOnline has partnered with publishers to provide digital content and textbooks for many courses. This practice not only reduces the cost of materials to the student, but also allows us to provide rich multimedia/interactive content to students.

Books and Bookstores

Whether purchasing materials with cash, credit, or financial aid, students purchase textbooks and course materials (including lab kits and software) from their home college bookstore.

Instructors should be aware that many students purchase textbooks from sources other than campus bookstores; however, they are rarely able to find all of the required ancillary materials when they do not purchase items through the college bookstores. In addition, when students do

not purchase from campus bookstores, it is impossible for CCCOnline staff to assist them with returns and replacements. Refer students to the [Bookstore](#) page on the CCCOnline website.

Please note that instructors are NOT required to make allowances in due dates, etc., for students who purchase materials too late to receive them in time for their first assignments, though you may make such allowances. Encourage students who do not have textbooks on the first day of class to order them through their home college.

Note: Please do not give students the ISBN from your instructor desktop version of the text.

Source for Purchase of Lab Kits

Lab kits are REQUIRED for most Science courses. Information may be acquired from the [Bookstore](#) page of the CCCOnline website. Also, encourage students to update their address information on their home college portal as lab kits will be sent to the address listed in the portal. An early email with details about lab kits is sent to each student prior to the start of the course. In addition, the syllabus page in each course includes the necessary information about lab kits.

Course Prerequisites

CCCOOnline does not set course prerequisites. These are determined by individual system colleges.

Guest Speakers

Instructors are encouraged to use guest speakers in their classes when appropriate. Guest speakers are an effective strategy for enhancing course engagement. To arrange for a guest lecturer, please contact your Department Chair/Associate Dean. In general, compensation is not provided for these guests.

Evaluation of Student Graded Work

Grading Scale

CCCOOnline currently does not mandate a specific grade scale. However, each course must have a grade scale posted in the syllabus. An example of a typical grade scale is: 90%-100% = A, 80%-89% = B, 70%-79% = C, 60%-69% = D, 0%-59% = F

Approved Grades

- *Standard courses* (course numbers 100 and above, e.g., PSY101):
 - A, B, C, D, F (must include last day of attendance)
 - I (must include incomplete contract, see below)

- *Developmental courses* (course number less than 100, e.g., MAT060):
 - S/A, S/B, S/C, U/D, U/F (must include last day of attendance)
 - I (must include incomplete contract, see below)

Incomplete Grades

The incomplete (I) grade is a temporary grade indicating that the student has a satisfactory record of work completed but, for exceptional reasons, was unable to complete the final assignments. It is designed for students who, because of **documented illness or circumstances beyond their control**, are unable to complete their course work within the semester but have completed a majority of the course work (75% of the course assignments and tests) in a satisfactory manner (C grade or better). The student is responsible for initiating the request for an incomplete (I) grade from you. You will determine whether a student has a reasonable chance of satisfactorily completing remaining course activities. An instructor is not required to give an incomplete.

In requesting an incomplete (I) grade, the student should email the instructor with documentation of the circumstances surrounding his/her request. If you elect to grant the incomplete, discuss the following factors (to be documented on the Incomplete form) with the student:

- A work plan (contract) that includes a detailed description of all work to be submitted for course completion.
- The time period in which the work must be completed. Ideally, the student would complete the course before the next term starts. Any time limits specified by the student's home college will apply: generally one full semester. The course shell will ONLY be available the following semester. Note that anecdotal research supports the concept that the shorter the completion time frame, the more likely the student is to successfully complete the course.
- The grade to be assigned if the work is not completed.

Note: Both the instructor and the student must acknowledge this written email and keep a copy of the acknowledgment as documentation.

Complete and submit the Incomplete form, found in the [CCCOOnline Portal](#). Upon the student's completion of work outlined in the Incomplete contract, you MUST submit a grade change form (see below) so that the student's grade changes from "I" to the grade earned. If the student does not complete the work in the time provided, the "I" will automatically revert to the grade specified on the Incomplete form. If you have questions about the Incomplete process, please contact advising@ccconline.org.

Change of Grade

The Change of Grade form can be found in the [CCCOnline Portal](#). Grades may be changed only by the course instructor. Appropriate reasons for filing a change of grade include the submission of additional coursework by the student or a change in the grade for previously submitted coursework. If you have questions about changing a grade, please contact advising@ccconline.org.

Submitting Grades

Grades are submitted through the CCCOnline Portal Faculty Tab using these steps:

- Log in to the [CCCOnline Portal](#) using your S# and D2L password.
- Go to the Faculty Tab.
- Click "Online Gradebook."
- Select the appropriate course and section. If you are missing any sections or have extra sections listed, please contact at-support@ccconline.org.
- Enter the appropriate grade for each student. Approved grades are listed below.
- *Remember, developmental courses (those with course numbers under 100) must use the developmental grades.
- *All students on your class list must be given a grade, even if they have not participated in the section.
- *For students who completed your course but do not show up in the online gradebook, please submit grades to advising@ccconline.org.
- Enter a last Date of Attendance for any students receiving a grade of – F.
- Click – Update and return to the menu to select the next section, if needed.

Last Date of Attendance (LDA)

The LDA must be reported for any student who receives a failing grade in a course. The LDA, or "Last Accessed" Date, can be found on the Classlist in the course shell. If the student never submitted any assignments, never logged in, or never communicated with you, use the first day of the course instead.

Student Information

Student Responsibilities

Students assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. CCCOnline expects each student to obey federal, state, and municipal laws as well as college regulations and course guidelines. Any act which interferes with the learning process, rights of others, disrupts or impairs the normal functioning of the college, damages or destroys property, or impairs health or safety is grounds for suspension or expulsion from the college. For more specific information, refer to the [CCCOOnline Student Handbook](#).

Student Tutoring

Colorado Community Colleges Online partners with TutorMe tutoring service to offer live, one-on-one, online tutoring in over 300 subjects. Students have access to tutors 24/7 (depending on the subject area) free of charge for five hours per month (paid for by CCCOnline). Please note that tutorial services are designed to provide SUPPORT for students, not to supplant the work that instructors should be doing in the classroom. Please also remember that tutoring is for student use only.

Resources for Students

TutorMe

Students have access to TutorMe via the Helpful Links widget in their D2L course. This link allows for a single-sign-on access to TutorMe and enables us to track the number of students who are using the service. For more information, please contact your Department Chair.