

2017 -2018

Distance Learning Faculty Handbook



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The Mission of Distance Learning

Achieving an academic degree can often transform a student's life. Distance learning can offer students flexibility in their educational pursuits. Flexible distance learning programming reflects one way Craven Community College fulfills its mission to improve and enrich "individual lives and society through comprehensive, high quality and accessible learning opportunities".

Distance learning programming also supports the North Carolina Community College System mission that seeks "to open the door to high-quality accessible educational opportunities that minimize barriers to post-secondary education..."

The mission of Distance Learning (DL) at Craven Community College is to support and assess the development and delivery of distance learning courses for the purpose of providing quality DL programming that reflects continuous review and improvement.

DL courses at Craven CC meet all quality standards set forth for traditional on-campus courses and reflect The Nine Hallmarks of Quality established in the *Interregional Guidelines for The Evaluation of Distance Education (Online Learning)*.

The purpose of this Distance Learning Faculty Handbook is to reveal how Craven CC:

- defines DL course types
- credentialing and support for DL faculty
- defines expectations of DL faculty
- supports faculty who teach DL courses
- manages DL processes
- assesses DL courses.

Distance Learning Course Definitions

Online Courses

Online courses are distributed 100% through the Internet and the Moodle Learning Management System (LMS). Distance education students are able to participate academically from geographically remote locations without the need to come to campus. The tuition for these courses includes a DL fee.

Hybrid Courses

Hybrid courses combine regular classroom meetings with online instruction delivered through Moodle, reducing the number of hours a class meets on campus. Check the course schedules in WebAdvisor to determine when your hybrid course will meet on campus. The goal of hybrid courses is to join the best features of a traditional class with the best features of online learning. Tuition for these courses includes a DL fee.

NC SARA

National Council for State Authorization Reciprocity Agreements (NC SARA) was created so states can easily monitor and oversee the delivery of postsecondary distance education. SARA establishes a state-level process that makes state authorization more uniform, easily obtainable, and higher quality. In July 2017, Craven Community College became a member of NC SARA allowing students from other SARA states to take online courses at Craven Community College.

Credentialing and Support for DL Faculty

Teaching DL courses requires an understanding of how to design and teach a course in the Moodle LMS as well as effectively implement online pedagogy. To assure that all DL faculty are prepared and able to deliver quality instruction and facilitate student learning online, all full-time and adjunct DL faculty members are expected to possess basic skills in:

- computer productivity
- email use
- web browser use
- word processing

In addition to possessing basic computer productivity skills, all DL instructors must complete **Moodle Basics and Gradebook** training and the **Faculty Credential for Online Teaching** to be eligible to teach online or hybrid courses. The Moodle Basics and Gradebook training course is delivered face-to-face or virtually and provides participants the opportunity to:

- log in and navigate in Moodle
- create assignments in Moodle
- upload files into a Moodle course
- edit course settings within Moodle
- add and edit the various teaching and learning tools in Moodle
- configure and use the Moodle gradebook

The **Faculty Credential for Online Teaching** course is delivered through Moodle and explores aspects of instructional design and strategies for delivery of instruction. Upon completion of the **Faculty Credential for Online Teaching**, a faculty member will be able to:

- apply basic instructional design principles to online learning
- utilize effective teaching and learning theories, strategies and best practices in online teaching and learning
- facilitate effective student interaction, engagement and participation in an online context
- implement multiple strategies for measuring student learning and success
- identify legal issues related to distance learning
- identify relevant institutional policies, procedures and support services for distance learning

Staff in the Office of Distance Learning provide additional training opportunities throughout the year. Instructors teaching DL courses are encouraged to participate in these ongoing training sessions and further develop their online teaching skills. In addition to the professional

development and training classes, **The Center for Teaching and Learning** course in Moodle provides video tutorials, screenshots, and instructions on how to design and teach a course in Moodle. All online and hybrid faculty are automatically provided access to the **Center for Teaching and Learning** course and will find it in their course list under “My courses” in Moodle.

If an instructor is hired at Craven CC and has been credentialed at another institution, the Online Faculty Credentialing Waiver Form may be used to waive the Craven CC credentialing process. Existing faculty teaching online courses who have already been trained should have a Waiver Form in their records as well, showing they have been credentialed at Craven CC within the last three years. Refer to the end of the Distance Learning Handbook for a copy of the Online Faculty Credentialing Waiver Form.

Use the CravenCC CTL Eventbrite webpage to register for training events.

Send an e-mail to Dr. Jenifer Marquis, Director of Distance Learning and Professional Development at marquisj@cravenc.edu for any of the following requests:

- to schedule new Distance Learning Faculty training
- a training session that is not currently scheduled
- instructions for a process to be added to the CTL site in Moodle
- assistance with online instructional design
- a Distance Learning course review

For assistance with a Moodle issue or to request a Moodle course template or sandbox, fill out the [Distance Learning Help Desk Form](#).

Expectations of DL Faculty

Course Syllabus

DL faculty members create a syllabus for each course they teach. The course syllabus acts as an agreement between the instructor and the student and should reflect actual practices in the classroom environment. Boundaries related to communication, course deadlines, dealing with technology problems, netiquette, and online participation should be clearly outlined in the syllabus.

The approved syllabus is composed of two parts. Syllabus Template Part 1 contains instructor and course specific information that is to be entered by the instructor. Syllabus Template Part 2 contains College and DL policies and procedures and should not be modified by the instructor. Templates for both parts of the syllabus are located on the CCC website under Faculty Forms or in the **Center for Teaching and Learning** course in Moodle. Syllabi may also be obtained directly from the Department Chair. It is the responsibility of the instructor to upload Syllabus Part 1 and Part 2 into their Moodle courses prior to the first day of class.

Instructor Interaction Requirements for Online Classes

- Faculty members should have an active presence in online classes. This can be accomplished through regular announcements, instructor contributions in forums, scheduled chats, feedback on student work, lesson/module summaries, and messages to individual students.
- Instructors should reply to student questions within 48 hours on instructional days.
- Instructors teaching 8 week courses should grade and return all assignments within 5 instructional days of due date.
- Instructors teaching courses longer than 8 weeks should grade and return all assignments within 10 instructional days of the due date.
- Instructors should use the Moodle Grade Book to post grades for students so they can easily view their progress in the course. There is a video tutorial in the Center for Teaching and Learning course in Moodle on how to set up the Moodle Gradebook and enter grades.
- Instructors should use at least one form of assessment other than online quizzes and tests. The alternative assessment, which can be an essay or project, provides an opportunity for the instructor to give feedback to the student.
- Instructors should interact and communicate with students in evident ways. This can be accomplished by a discussion, peer editing, or a chat component that the faculty member participates in and/or leads regularly.

ADA Compliance

Craven Community College has implemented a 5 Phase ADA Accessibility Plan. From January 2017 – June 2021, CCC's staff and faculty members will be gaining knowledge and awareness of accessibility, revising and creating accessible documents, presentations, and multimedia/videos, ensuring 3rd party vendors meet ADA guidelines, and thoroughly reviewing and evaluating all of the College's content to ensure it meets ADA guidelines.

Craven Community College will also be utilizing the Community of Online reDesigners (CORD) to create accessible courses. Faculty members are hand selected to receive training pertaining to Quality Matters, Universal Design for Learning, and web accessibility, which they will then implement in their courses. With the support of the Director of Distance Learning and Professional Development, these courses will meet ADA guidelines and become "Craven Certified".

Documenting Distance Learning Attendance

There is an online process for documenting the first day of attendance for students in online and hybrid courses that is tied to funding based on Full Time Equivalents (FTEs). Therefore it is essential that each online and hybrid course has a syllabus quiz to document attendance and that other course materials are not available to students until after they take the syllabus quiz. Enrollment in an online course is established when a student submits a syllabus quiz in Moodle by the course census date. If a student does not meet the census date deadline to confirm

attendance, the instructor must make the student inactive in the course and the student will be considered a “no show” and withdrawn from the course. For more information on Web Attendance and the Syllabus Quiz requirement, visit the **Center for Teaching and Learning** course in Moodle.

Hybrid instructors have two rosters in Web Attendance, one for the online portion and one for the seated portion. The syllabus quiz submission date is considered the first day of attendance for the online portion of the hybrid class and is documented on the hybrid roster. Instructors should document hybrid attendance by marking an “E” on the Attendance Entry screen on the date the student took the syllabus quiz. The seated portion of the hybrid class should be marked with an “E” on the first day the student attended class in person. Students should complete the syllabus quiz the course as soon as possible so that the hybrid portion of the course’s attendance may be completed. Hybrid students must take the syllabus quiz **or** attend a face-to-face class meeting by 11:59 on the census date to remain in the course.

The census date for each course is listed on the Attendance Entry screen in Web Attendance. Instructions for completing Web Attendance may be found in the **Center for Teaching and Learning** course in Moodle.

Making a Course Unavailable to an Individual Student

An instructor makes an online DL course unavailable to a student if the student fails to submit the syllabus quiz by the census date, or if the student is dropped from the course. This is done by making the student inactive in Moodle. Instructors should NEVER delete a student from a DL course. **Deleting a student will erase the entire record for the student, leaving the instructor with no official record of attendance, grades, or participation should questions arise.**

Instructors should only make hybrid students inactive in Moodle if they did not take the syllabus quiz or attend class in person by the census date. Although hybrid students are required to take a syllabus quiz, they are not made inactive if they either showed up to a class meeting or took the syllabus quiz by the census date. Either one of these activities qualifies a hybrid student to stay in the course.

Visit the **Center for Teaching and Learning** course for more instructions on making a student inactive in Moodle.

Confirming Completion of Student Orientation for DL

First-time DL students are required to complete the **DL Student Orientation** in Moodle prior to the start of classes. Once completed, the student receives an electronic Certificate of Completion which can always be accessed by the student in the DL Orientation site. DL students should upload their Certificate of Completion as a first assignment in each of their online courses, after completion of the syllabus quiz.

Availability of Grades

DL instructors should post and update grades using the Moodle Gradebook so students are informed of their progress. Instructors should not transmit grade information to students via email or phone.

Electronic Communication in DL Courses

Electronic communication is a significant part of the distance learning process. Craven Community College issues a GroupWise email account to all full-time and adjunct faculty as well as to all students for the purpose of communication. This account should always be used when communicating with students. GroupWise accounts can be accessed off-site via <http://mail.cravencc.edu> . **Only the faculty member's GroupWise email address should be referenced in the course syllabus.**

Faculty members are also issued a student Gmail account. This account should only be used to access the various Google tools that are provided to students. **Faculty members should not use their student Gmail accounts to communicate with students.**

Moodle Messages is a two-way text communication tool in Moodle. Using this tool to communicate with students is at the discretion of the faculty member.

Assessing Student Learning Outcomes

Student Learning Outcomes (SLO) have been developed and approved for each course. Courses may vary in delivery, order of content, demonstrations, and learning activities. Activities or test items that have been designated as part of the individual course's assessment of Student Learning Outcomes cannot be changed. Department Chairs collect all course assessment results and submit a report to the Office of Institutional Effectiveness at the end of the semester. Check with your Department Chair if you have a question about the SLOs for your course.

Copyright and Intellectual Property Ownership Policies

Craven Community College has established general copyright and intellectual property policies as part of the Policies and Procedures Manual. For detailed explanation please refer to the Policies and Procedures Manual found at <http://www.cravencc.edu/about/policies.cfm>.

Office 365

All faculty and students are provided with free access to Microsoft Office products. Accessing the products and services are simple and can be completed by viewing the Accessing Office 365 Products webpage.

Holidays, Breaks, and Weekends

DL faculty members have the flexibility of scheduling due dates and deadlines as appropriate. These dates are clearly stated in the syllabus. **Faculty may not assign due dates that fall on recognized holidays when the college is closed (i.e., Martin Luther King, Jr. Day, Independence Day, Labor Day, etc).**

Inclement Weather

In addition to the college's policy on inclement weather, instructors clearly indicate in the course syllabus their policy concerning inclement weather.

With respect to hybrid courses, if bad weather forces the college to close, the course will not meet on campus. Announcements will be made on all major radio and TV stations in our area and posted to the college's website. Faculty should contact students and refer them to the course syllabus which includes a provision for making up missed days. Additional on-line assignments related to the course syllabus may be substituted for missed classroom assignments.

Online courses can pose unique problems with inclement weather because students may not physically be in Craven County. This makes it possible for the student to be experiencing inclement weather when the college is not. Instructors are flexible in serving students who are experiencing inclement weather at their location and provide options and directions to the student. During inclement weather, online courses continue to meet their deadlines unless the course involves travel to campus during the weather incident. Allowances are made in the event of severe weather that results in major power outages. Instructors consider the possible problems that may arise and provide options and directions for students in the course syllabus.

Proctored Exams

DL courses may require proctored exams. A proctored exam is one that is overseen by an impartial individual called a proctor who monitors a student during the exam. The proctor ensures the security and integrity of the exam. All proctored exams and the date they are due should be clearly indicated in the course syllabus at the beginning of the course. **An instructor cannot add a proctored exam as a course requirement once the course has begun.**

Students will need to schedule their exams a minimum of two weeks prior to the scheduled testing date. Students living in Craven County may take a proctored exam in the Academic Skills Center on both the New Bern and Havelock campuses for no charge with a referral from their instructor. Students living outside of Craven County are responsible for arranging for a qualified proctor to supervise the exam. Acceptable proctors (who must be approved by the Instructor) include:

- school principal or administrator
- school counselor
- certified librarian
- military educator
- test administrator at a testing office

A relative, no matter what their position, may not serve as a proctor.

Be advised that proctors may charge a fee to supervise the exam. Charges can range from \$10 and up. Students should be made aware of these charges in the syllabus. **Any charge for proctoring an exam is the responsibility of the student.**

To assure test security, once a qualified proctor has been arranged and approved, the exam is sent to the proctor by the DL instructor and will be returned by proctor to instructor to be graded. To confirm student identity, students will have to present a picture ID to proctor prior to starting exam.

Instructors may also require students to use a program called Respondus LockDown Browser and/or Respondus Monitor. These programs further enhance test security by prohibiting web browsing and other computer activity during an online exam. Furthermore, students may be asked to use a webcam during testing if the instructor elects to use Respondus Monitor. Students will be notified of these requirements at the start of the class in the course syllabus. Tutorials and links with instructions for using Respondus are located in the **Center for Teaching and Learning** course in Moodle.

Creating a Course Backup and Downloading Moodle Grade Book

At the conclusion of the semester, DL instructors should create a backup of each of their DL courses and download it to their computer hard drive. Additionally, the grade book for each DL course should be downloaded as an excel file. Instructions for creating a backup in Moodle and downloading the grade book can be found at the **Center for Teaching and Learning** site in Moodle.

Course backups are also created by the Office of Distance Learning and saved for 2 years.

Moodle Course Shells

Approximately one week prior to the onset of a semester, Moodle course shells are created and faculty and students are enrolled. The course shell is the actual course that goes live to students. All seated and DL courses are provided a “live” course shell.

Course Availability

All distance learning courses become available to students at 12:01 A.M. on the first day of the term. Students who are enrolled in a course will automatically become active and be able to “see” the course at that time.

Faculty teaching seated courses also are provided a Moodle shell to share digital resources with students. Faculty who do not wish to use Moodle may make the course “not visible” to students after 12:01 A.M. on the first day of class so the students will not see the course (administration/Edit settings/Visible-Hide).

Moodle Templates and Sandboxes

Instructors may request a template or sandbox to work on their course before the live course shell is available. Once the contents are developed in the template or sandbox they may be imported into the course shell once it is ready. Instructions for importing are located in the Center for Teaching and Learning course in Moodle.

Course Section Numbers

The college uses letters and numbers to designate course sections. Up to four letters may be used for each class, along with a number. The following should help you identify course information:

First letter: The first letter in a course section designates location of the class:

- N=New Bern Campus
- H=Havelock Campus
- M=MCAS Cherry Point
- X=Off-campus

Second letter: All classes will have a second letter designating what time of day the course is offered:

- D = Day (Before 4 p.m.)
- E = Evening (4 p.m. and later)
- P = Programmed instruction (Self-paced instruction, usually using a computer)
- S = Saturday
- W = Web (Online, no set time, students must use computers and the Internet to access classes)

Third letter (Only if not full-term): The College currently has three options for DL courses other than the 16-week term.

- A = Terms starting on the first day of class for the full term and ending at the mid-point of the term (ex. HEA1)
- B = Terms starting at the mid-point of the semester and ending on the last day of the 16-week terms (ex. HEB1)
- L = Flex term (Currently, our 12-week term, which starts four weeks after the beginning of the full-term. Established to accommodate midyear high school graduates and others)

Fourth letter (if applicable): Classes with unusual characteristics:

- C = Learning community (Part of a cluster of classes taken together to enhance student learning)
- F = Self-Supporting (Courses in which each student shall pay a pro-rata share of the cost of a self-supporting class. The fee may be more or less than the legislatively approved current per credit hour rate)
- K = Basic Skills Plus
- R = Early College (Courses for Craven Early College students)
- U = Independent study
- Y = Hybrid (Hybrid courses are required to use a Moodle component)

Number: A number designates the section of a particular course.

Course Access

Only authorized Craven Community College personnel, the course instructor, and enrolled students have access to a DL course. Students are provided a unique login and password when they enroll in classes.

Course Caps

Enrollment in a DL course is generally capped at a number similar to that of the number of seats in the corresponding traditional course.

Course Cancellation

The College reserves the right to cancel any class due to insufficient enrollment, limitation of funds, lack of qualified staff availability, or lack of facilities. Determination of course cancellation will be made prior to the first class meeting. Instructors and students will be notified by email with a follow-up phone call if phone numbers are available.

Award of Credit

Distance learning courses are equivalent to traditional courses in the amount and level of credit awarded to students. The most significant difference between distance learning courses and traditional courses is the method of delivery.

Managing Requests for DL Courses

Create or Revise a DL Course

The process of DL course development will take approximately one semester to complete. Due to accreditation requirements, this process may take longer if programs are not already designated as “offered at a distance.”

For spring semester implementation, a faculty member should initiate the process by submitting the request to their department chair **by July 15**.

For fall semester implementation, faculty should begin the process **by January 15**.

Novice DL instructors complete Moodle Basics and The Faculty Credential for Online Teaching courses before they create or revise a DL course.

The following steps should be completed to create or revise a DL course:

1. Instructor meets with their department chair and gains approval to create or revise a DL course.
2. In the event CAP approval is needed, the department chair submits the request to CAP. (Curriculum & Academic Policy Committee). If no CAP approval is required, department chair alerts Director of DL of the instructor's intent to create or revise a DL course.
3. The Director of DL schedules training (for novice DL instructors) or meetings with the faculty member to begin the design or revision process.
4. Once course has been created or redesigned, faculty member will email marquisj@cravenc.edu (cc department chair and dean) and a course review will be scheduled using the Quality Matters Rubric.
5. Course review is requested 2 months prior to semester so any necessary revisions can be made prior to the start of semester.
6. Recommendations from review will be provided to faculty member, and identified revisions will be made for course to meet rubric standards.
7. Revisions will be completed during month prior to beginning of semester. Once revised, Director of DL will alert department chair that course has been reviewed, meets Quality Matters Rubric standards, and is ready for upcoming semester.

Review of Existing DL Courses

Each DL course will be reviewed at least once every three years. Deans and department chairs will identify a set of courses each semester that will be reviewed. Course reviews will be completed using the Quality Matters Rubric, which is grounded in best practices of instructional design and online learning. A course review involves:

- a self-review by faculty member of course using the Quality Matters Rubric
- course is reviewed by Office of Distance Learning
- Director of Distance Learning meets with faculty member to discuss results of self-review and course review
- revisions agreed on by both parties will need to be completed within 2 weeks
- Director of Distance Learning sends email to faculty member and department chair affirming the course has met standards of the Quality Matters Rubric.

Additional Request for DL Courses

To convert an existing seated course to a Distance Learning course, the instructor needs to e-mail the request to their Department Chair and the Director of Distance Learning.

Online Faculty Credentialing Waiver Form

**Craven Community College
Office of Distance Learning
Online Faculty Credentialing Waiver Form**

Date:	
Instructor Name:	
Instructor Email:	
Department Chair:	
Department Chair Email:	

I have reviewed the teaching experience and professional development of the above referenced faculty member and can attest they have been credentialed to teach DL courses within the last three years by

Name of Institution

Department Chair

Date