Distance Education Faculty Handbook

Dear Distance Education Faculty,

This handbook specifically addresses many distance education issues encountered by faculty at Central Carolina Community College during the semester. Please take a moment to review the contents, ask questions, and make suggestions for future revisions. Thank you for being a part of distance education at Central Carolina Community College.

Sincerely,

Amanda Carter
Director of Distance Education

The Distance Education Department

Amanda Carter, Director of Distance Education

abcarter@cccc.edu   (919) 718-7515

Rachel Rabb, Coordinator of Distance Education

rrabb@cccc.edu   (919) 718-7322

General Contact, Distance Education

de@cccc.edu   (919) 718-7529

Table of Contents

Distance Education

Central Carolina Community College's (CCCC) comprehensive schedule of distance education courses provides a top-quality, fully-accredited educational alternative for the self-directed, independent learner who values quality, convenience, and flexibility. Distance education courses contain the same basic content, require the same academic rigor, and offer the same semester credits as traditional courses. Credit for all CCCC courses is determined by the North Carolina Community College System. The major difference between face-to-face courses and distance education courses is the instructional modality. Distance education courses are offered using four modalities: online, hybrid, web-assisted, and video conference.

Distance Education Communication

Distance education staff will inform distance education faculty and staff at Central Carolina Community College regarding the latest policies, procedures, and services. This information may be shared electronically via newsletter, face-to-face meeting, and/or through web conferencing.

Distance Education Website

A primary means of sharing information with current and prospective distance education students is the Distance Education website. A primary means of sharing information with current and prospective distance education faculty is the Center for Academic Excellence website. It is recommended stakeholders regularly review these sites and make suggestions for enhancements. Similarly, distance education faculty and students should familiarize themselves with the resources available online.

Email Accounts

Faculty

College email accounts are required for all distance education faculty. Both full-time and adjunct distance education faculty will be issued a CCCC email account. Faculty should contact their supervisor for further information about securing an official email account. Faculty should clearly communicate the expectations for the use of email with distance education students. The Information Technology (IT) Department is the technical support for CCCC email accounts and may be contacted via email at ithelpdesk@cccc.edu or by phone at (919) 718-7397.

Students

CCCC provides all curriculum students with a free email account. Student email is referred to as CougarMail. Students are required to use this account for all distance education courses requiring email correspondence. The IT Department is the technical support for CougarMail email accounts and can be contacted via email at ithelpdesk@cccc.edu or by phone at (919) 718-7397.

Award of Credit

Distance education courses are equivalent to traditional seated courses in the amount and level of credit awarded to students. Credit for all CCCC courses is determined by the North Carolina Community College System (NCCCS).

Distance Education Standing Committee

Incorporating faculty and other stakeholders' perspectives is a cornerstone of the maintenance and enhancement of distance education at CCCC. To this end, a standing committee meets regularly to improve and enhance distance education for the institution by assessing needs and opportunities, setting priorities, studying issues, disseminating information, creating new tools, practices, and policies, and fostering faculty and staff input on topics related to distance education. The make-up of faculty and staff who carry out this mission can vary to ensure appropriate stakeholders from faculty, staff, and administration are represented.

Limits to Blackboard Course Site Access

There are limits to Blackboard course site access. Assigned instructors and enrolled students are to be registered users in Blackboard course sites. Additional users are allowed Blackboard course access when appropriate and approved by the supervising dean and/or the Director of Distance Education. All others are not permitted access to Blackboard course sites to preserve student privacy and academic integrity.

Supervisors

Supervisors are allowed Blackboard instructor level access to courses under their supervision.

Teaching Colleagues

Teaching colleagues and instructional designers are allowed Blackboard instructor level access to a course once written permission has been received from the instructor of the course.

Embedded Librarians

Librarians are allowed Blackboard instructor level access to a course once written permission has been received from the instructor of the course.

Academic Assistance Support

Tutors, supplemental instructors, and peer leaders will be given student level access to courses after a signed confidentiality agreement by the student and written permission from the course instructor are received.

Career and College Promise/TRiO Support

Career and College Promise advisors will be given advisor level access to courses where a high school student from their school is enrolled. The advisor access does not allow any content to be edited. The Grade Center is visible to the advisor with a trackable history of all activity. High school facilitators will be given advisor level access to courses where only students from their high school are enrolled. These facilitators are not college employees and will not be given further access to the system to preserve student privacy and academic integrity.

Instructional Assistance and Support

Administrative assistants may assist instructors with instructor level access to courses. Administrative assistants will be allowed access after written permission from the instructor and department chair are received.

Position	Blackboard Role	Access Privileges
Supervisors	Instructor	Edit content, communication tools, and Full Grade Center
Teaching Colleagues	Instructor	Edit content, communication tools, and Full Grade Center
Embedded Librarians	Instructor	Edit content, communication tools, and Full Grade Center
Academic Assistance Support	Student	Limited access to only available content and communication elements of the course. No access to edit content or the Full Grade Center.
Career and College Promise/TRiO Support	Advisor	Limited access to only available content and communication elements of the course. Access to the Full Grade Center.
Instructional Assistance and Support	Instructor	Edit content, communication tools, and Full Grade Center

Online Courses
Local Distance Education Faculty Pre-requisite: Completion of Blackboard Levels I and II Training or Equivalent Prior to the First Day of Class

College curriculum or continuing education course in which 100% of the instruction is delivered via the internet/online. Courses may have proctored testing, but instruction is delivered online. Courses that use proctored testing should communicate this requirement within the course syllabus at the beginning of the semester. Orientations for online courses are conducted through Blackboard before the course census date and includes a required orientation quiz. All online courses will be available to students by 9:00 a.m. on the first day of distance education classes each semester.

Hybrid Courses
Local Distance Education Faculty Pre-requisite: Completion of Blackboard Levels I and II Training or Equivalent Prior to the First Day of Class

College curriculum or continuing education course in which > 50% but < 100% of instruction is delivered when the student and instructor are separated by distance. Orientations for hybrid courses are

conducted during the first on-campus class meeting. These first on-campus class meetings must occur prior to 11:59 p.m. on the course census date. All hybrid courses will be available to students by 9:00 a.m. on the first day of distance education classes each semester. The orientation quiz should be available in Blackboard on the first day of hybrid classes for any students unable to attend class prior to the census date.

Web-Assisted Courses

Local Distance Education Faculty Pre-requisite: Completion of Blackboard Levels I and II Training or Equivalent Prior to the First Day of Class

College curriculum or continuing education course in which where ≤ 50% of instruction is delivered when the student and the instructor are separated by distance. Orientations for web-assisted courses are conducted during the first on-campus class meeting. These first on-campus class meetings must occur prior to 11:59 p.m. on the course census date. All web-assisted courses will be available to students by 9:00 a.m. on the first day of distance education classes each semester. The orientation quiz should be available in Blackboard on the first day of web-assisted classes for any students unable to attend class prior to the census date.

Video Conference Courses

Local Distance Education Faculty Pre-requisite: Completion of Blackboard Levels I and II Training or Equivalent Prior to the First Day of Class

Video conference courses use face-to-face and on occasion online elements to allow for more flexibility and decreased travel time than traditional seated courses. Video conference courses are designed and facilitated where students and the faculty member meet synchronously using the college's video conferencing technology across campus sites. Orientations for video conference courses are conducted during the first on-campus class meeting. These first on-campus class meetings must occur prior to 11:59 p.m. on the course census date. All video conference courses will be available to students by 9:00 a.m. on the first day of distance education classes each semester. The orientation quiz should be available in Blackboard on the first day of video conference classes for any students unable to attend class prior to the census date if there are contact hours taught online during the semester.

Blackboard Maintenance

Blackboard will undergo routine maintenance each Friday from 3:00 – 5:00 a.m. Eastern Time.

Blackboard Course Removal

Once a course has been taught, its Blackboard site will remain accessible, but not available to students, for at least a calendar year. After this time, the course site will be removed. In the event of an audit, Distance Education staff will assist faculty with restoring an archived course site.

Class Capacities

Distance education class size will be limited to 25 students per section. For enrollment exceeding 25 in one course section, the course will be weighted as follows:

> *26-35 students = 1.5 times course contact hours in calculating teaching load*
> *36-50 students = 2.0 times course contact hours in calculating teaching load*
> *51 + students = case-by-case decision based on total workload*

The class capacity determination will be made after the census date by the department chair/program director and dean/provost with educational soundness and fiscal efficiency considered. Full-time faculty must meet the minimum teaching load range for their department.

Canceling Low Enrollments

Classes with less than 12 students will be evaluated on an individual basis by curriculum administration and may be cancelled.

Distance Education Course Development

A distance education course development is a completed distance education course that meets or exceeds the requirements as reflected in the Distance Education Course Review Tool. The determination of completion (guided by the tool) is made by the Director of Distance Education and the course developer's supervisor, provost and/or dean. For complete guidelines on distance education course development, please consult the Quality Distance Education Course Development Contract. This contract outlines the procedures to receive compensation for distance education course development.

Making Blackboard Courses Available and Unavailable

All Blackboard courses including online, hybrid, web-assisted, and video conference are to be unavailable to students until the first day of the course. All courses offered during earlier semesters will be made unavailable to students. Distance Education will make courses available for students on the first day of class by 9:00 a.m. in Blackboard.

If you have a student with an incomplete, please contact Distance Education to ensure the course will not be turned off prior to the next semester's start. In addition, the faculty member will need to make all students except the student with the incomplete unavailable in the course site.

Distance Education Course Orientations

Each distance course (online, hybrid, web-assisted, and video conference) must have a course-specific orientation.

Online Orientations

Orientations must be completed by 11:59 p.m. on the census date. This means that students should complete and submit the orientation quiz by this deadline. An online orientation template is available from Distance Education. Specific dates and guidelines for orientation completion should be listed in the course, through email correspondence, on the course syllabus, and in the course calendar. For more information about orientations and to ensure yours meets college, state, and federal guidelines, please contact Distance Education.

Hybrid, Web-Assisted, and Video Conference Orientations

Hybrid, web-assisted, and video conference orientations may be conducted during the first on-campus class meeting prior to the census date. The orientation quiz should be available in Blackboard on the first day of classes for students unable to attend class prior to the course census date. The first meeting date must occur before the census date. Please contact Distance Education for more information about orientations and to ensure your orientation meets college, state, and federal guidelines.

Some orientation recommendations to keep in mind:

- Contact enrolled students early to explain the orientation. Hearing from you will improve the number of students who complete the orientation correctly and quickly.
- Be ready with a thorough and clear syllabus.
- Make sure your contact information is complete and correct.
- Make expectations clear for deadlines, response times, and participation.
- Finding the orientation should be easy for the student. Providing directions to the orientation is a good option. Remind students that the orientation should be completed first.
- Encourage students who are new to online courses to review the resources available on the Distance Education website.
- Personalize the learning experience by getting to know students and letting them get to know you.
- Get contact information from each student including phone numbers.
- Reinforce that students are required to use CougarMail for college communication.
- Guide students through your Blackboard site using Blackboard Collaborate to help them learn to navigate your course.

Reporting Student Membership

As per the North Carolina Community College System Office and federal regulations effective in 2011, all distance education students must complete academic work between the first official day of class and 11:59 p.m. on the census date. Every distance education student's attendance must be documented to earn funding for that student. Please follow these guidelines for reporting student membership:

Documentation for Student Membership by Census Date

1. Students must complete the required orientation quiz or academic work equivalent by 11:59 p.m. on the census date.
2. Students who are unable to login to the course site and/or access the required orientation quiz must complete academic work prior to the census date to remain enrolled in the course. In this case, faculty should keep documentation of the date and time of the submission and the work itself. It is recommended faculty work with Distance Education when students' first work in the course is not the required orientation quiz.

Students Who Miss the Academic Work Deadline

Only after department chair/program director and dean/provost approval, may a student continue to be in the course but the student may not be counted in the student membership. The College will not receive FTE funding for any student entering after the census date although he/she continues to be a part of the faculty's workload. Concerns should be addressed to the Director of Distance Education and/or the faculty member's supervising department chair/program director and/or dean/provost.

Attendance Policy & Academic Work Requirement

Instructors should create and communicate a clear and consistent attendance rule for their distance education courses that is a defendable reflection of the College's 80% mandatory attendance policy. An example of appropriate rules includes missing no more than two assignment due dates. While attendance rules are the instructor's discretion, the College policy must be heeded.

Attendance or participation in distance education courses is defined as completing and submitting academic work. At the semester start, students must complete the course-specific orientation including a required orientation quiz by the deadline to remain enrolled in the course. Failure to meet this orientation requirement will result in being withdrawn from the course. The course syllabus and Blackboard site should outline attendance rules and consequences clearly. Please contact Distance Education for assistance.

Simply clicking into a Blackboard site or related application does not constitute attendance. Students should reference distance education materials and their course-specific syllabi for more detailed requirements for active and appropriate participation in distance education courses. When students do not meet attendance standards in distance education courses as set forth in distance education materials and course-specific syllabus, students will be withdrawn from the course with the outcomes as described for traditional students.

Holidays, Breaks, & Weekends

Distance education faculty have the flexibility of scheduling due dates and deadlines as appropriate. These dates must be clearly stated in the course. No deadlines are permissible during holidays when the entire College is closed (ex: Labor Day or the Fourth of July). Faculty should have academic work due at least once a week.

All courses must adhere to the College-published start and ending dates of the semester. Courses may not end early. Courses should be designed and facilitated in such a way that there is substantial and meaningful work that aligns with student learning outcomes throughout the entire semester. To end a course earlier than scheduled would constitute an auditing exception.

Examinations
Online Exams

Online exams are not required to be offered during the same time that on-site, proctored exams are administered. Faculty who plan to have exam times that do not coincide with on-site exam dates should be sure to emphasize the dates to students and clearly state those dates in the course syllabus and calendar to avoid confusion.

Proctored Exams

Faculty proctors are available in the Dennis A. Wicker Civic Center (or other designated location if the Civic Center is unavailable) during the scheduled days for distance education examinations. Proctored testing should remain centralized at the Dennis A. Wicker Civic Center (or other designated location if the Civic Center is unavailable). If a faculty member provides additional testing opportunities at other campuses, the faculty member is required to notify Distance Education. More information about proctored exams for students is available on the Distance Education website.

Student Names on Each Exam

Each exam must include a separate Exam Cover Sheet that includes the name of the student. By providing tests with student names, the potential for misrepresentation at the testing site is reduced.

Assisting with Proctored Exams

Each distance education faculty member who requires an on-site, proctored exam is expected to assist with monitoring students during the exam dates at the Dennis A. Wicker Civic Center (or other designated location if the Civic Center is unavailable). The proctoring schedule is coordinated by Distance Education.

Off-Site Proctored Exams

Students who have extenuating circumstances, are out of the service area, or at a high school without a Career and College Advisor must identify an appropriate proctor. The student must complete a Student/Proctor Agreement Form at least two weeks prior to the exam date. All forms will be sent to Distance Education and shared with the faculty member. The Student/Proctor Agreement Form is available on the Distance Education website. Students participating in Central Carolina Works may be proctored by the Career and College Advisor at their high school.

Inclement Weather and Examinations

In the event that inclement weather changes the College schedule and thus impacts exams at the Dennis A. Wicker Civic Center (or other designated location if the Civic Center is unavailable) an announcement of the schedule change (closing, late opening, early closing, etc.) will be posted on the College's website. Since the decision to alter the schedule can be one without a lot of notice, faculty and students are encouraged to check the website frequently or otherwise contact the College for updates before traveling to the Dennis A. Wicker Civic Center (or other designated location if the Civic Center is unavailable).

Distance Education will select an alternate exam date for make-up exams in the event of inclement weather closing the event and/or College. Ideally this make-up is the next day, but because this make-up date is subject to availability, it is important to check the website and email for updates. Usually the times for make-up exams in the event of inclement weather will be the same as originally scheduled unless further delay or closing alters it or an announcement otherwise is made.

Distance Education Course Observations

Curriculum supervisors may choose to observe a distance course.

Distance Education Course Review Tool

The Distance Education Course Review Tool includes the essential elements that comprise a successful, accessible distance education course. Faculty should consider this an essential tool and use it as a guide for course development.

Best Practices for Distance Education Courses

Be ready when students arrive.

Ensure your course is ready with a complete syllabus, your expectations, and course materials. Use the Distance Education Course Review Tool to evaluate the completeness of your course. Ask a colleague, Distance Education, and/or an instructional designer to review your site and share his/her suggestions. Be sure the site layout is clear and easy to follow.

Tell students your routine.

Share your schedule and routine for the semester with your students. Consider questions students will have. How often will you communicate with your students? How quickly will you respond to their emails and phone messages? Are your weekend hours different from your weekday hours? Have you posted your required virtual office hour(s) and how you will be available?

Go for a tour.

Even if a student has taken multiple distance education courses, no two courses are exactly alike. Explain where course materials will be located and how to get to them. Develop a "How to Get Started" section and lead students through the site. Guide students through your Blackboard site using Blackboard Collaborate to help them learn to navigate your course.

Now or later?

Course materials may be available at various scheduled dates, so ensure students know when you will post them. For example, will you post all discussion questions at the beginning of the semester or release one per week? Will chapter lectures arrive as the course progresses or can students work ahead?

Talk to your students.

Students sometimes feel less connected in an online course. Provide them with regular feedback and information. When assignments are collected, students can be notified with a quick email to indicate receipt. A change in your schedule or location can be handled through email or a phone message indicating how to contact you. Consider holding office hours in Blackboard Collaborate. Always keep students "in-the-know."

Update your course site and announce changes.

Just as in a traditional course, there will likely be changes in your distance education course sites as the semester progresses. When changes occur, make the adjustment and alert students through email and announcements.

Provide prompt responses.

Whether you receive a question or a completed test, respond to your students promptly. If you anticipate a delay, let students know.

Communicate your expectations.

From the beginning, set the standards for the course. Make sure students understand what must be successfully accomplished in order to earn an "A." Be certain that expectations concerning assignment completion and participation are communicated early in the semester. Convey what is acceptable and unacceptable in terms of work and behavior in the course.

Mix it up.

Utilize several methods of assessment and evaluation if possible. In addition to objective tests, consider presentations, projects, or portfolios. Use periodic assessment to guide the progress of the online course and make corrections if needed to further enhance the learning.

Encourage communication.

Students should be encouraged to communicate with you and other students on a regular basis. Regular emails, discussions, Collaborate sessions, and assignments maintain student engagement and should be the "norm" for a distance education course. Students who fail to communicate frequently do not complete the course.

Watch for errors.

Proofread your online materials to avoid grammatical, style, spelling, and accessibility errors. Share your site with a colleague, Distance Education, and/or an instructional designer and ask for feedback. The site represents you and the College, so strive to ensure it is professional, accurate, and accessible.

Make it an online experience.

The content should be comparable to your traditional course; however, consider how you can guide and motivate student discovery of content. Evaluate how you can create an online community and not just post text and information. Use all the tools and rich resources available to ensure students are provided with an experience that can lead to successful completion of the course.

Be human.

Include a photograph, short biography, video, or other information to allow students to know you not only as an instructor but as a person. When posting an announcement, responding to discussions, meeting in Collaborate, or sending emails, show personality and friendliness. Make personalized contact with every student.

Faculty

Training for Distance Education Instructors

Overview

All faculty using Blackboard in online, hybrid, web-assisted, and video conference courses are required to complete Blackboard Levels I and II training. The training is considered an essential credential to ensure quality courses and faculty comfort and confidence in using the technology prior to teaching in distance education at CCCC.

Training

The Blackboard Levels I and II training series for online, hybrid, web-assisted, and video conference faculty is equivalent to ten hours of professional development. The training is offered face-to-face, blended, and online as needed. Individual training sessions may be scheduled with Distance Education.

Faculty may complete the series in his/her modality of choice or a combination of modalities. All faculty must successfully pass Blackboard Levels I and II prior to using Blackboard to teach online, hybrid, web-assisted, or video conference courses with CCCC.

Adjunct instructors will be paid $150 for completing Blackboard Levels I and II. Adjunct faculty should discuss Blackboard Levels I and II training with their department chair/program director, and if approved for training, should complete an Adjunct Faculty Distance Education Training Agreement. Compensation may not be given for training without prior approval. Compensation is only available once for each adjunct faculty member.

Faculty may have to complete a portion of or all of the training again in the future if any of the following occurs:

1. a significant change in Blackboard
2. considerable time lapse since the last use of Blackboard
3. concerns relayed through student evaluations
4. supervisor recommendation

Please note that when upgrades to Blackboard are deemed substantive, faculty will be required to complete a Blackboard re-certification to maintain their credential to teach distance education courses at CCCC. This mandatory requirement for re-certification will be communicated to faculty with sufficient time for completion prior to teaching with the new version of Blackboard.

Course Site Request

Distance education faculty may submit course site requests using the Blackboard Course Request form on the College's Intranet.

Section Numbers

Section number assignment examples for distance education courses are provided below:

HJA   Harnett Campus (H), Hybrid course (J), Evening section (A)
LN3   Lee Campus (L), Online course (N), Third section (3)
LN12   Lee Campus (L), Online course (N), 12-week session (12)
PM2   Pittsboro Campus (P), Web-assisted course (M), Second section (2)
LL1   Distance/Lee Campus (L), Career and College Promise Online course (L), First section (1)
LN181   Distance/Lee Campus (L), Online course (N), First 8-week session (18), First section (1)
LN282   Distance/Lee Campus (L), Online course (N), Second 8-week session (28), Second section (2)
LV1   Distance/Lee Campus (L), Video conference (V), First section (1)

Blackboard Course IDs

The following IDs will be used to denote different types of courses in the online catalog.

Semester abbreviations for curriculum courses:

SP   Spring
SU   Summer
FA   Fall

Curriculum course planned for a specific semester:

Course_Number_Section_Year_Semester

Example: CIS_110_LN1_2018_FA

Accessing Distance Education Blackboard Courses

To access your course(s):

- Visit the CCCC website
- Click *Login* in the top right-hand corner of the screen
- Choose **CCCC Portal**
- Login with your username and password
- Select **Blackboard**

Your username and password for the Portal will be provided by your supervisor. If you encounter technical problems with accessing your distance education course(s), please contact the Distance Education staff via email at de@cccc.edu or by phone at (919) 718-7529. After hours, y ou may also contact Blackboard Student Services for 24-hour technical help at 1-866-834-6894.

Intellectual Property Rights/Ownership

Central Carolina Community College supports and values an educational climate that promotes the development of innovative, creative approaches to teaching, learning and scholarship. The College recognizes that through the pursuit of teaching and learning, employees and students may create work which is potentially copyrightable or patentable. This policy is intended to encourage innovation and to clarify and protect the intellectual property rights of employees, students, and the College.

Intellectual property is defined as any creative work which qualifies for protection under the copyright or patent laws of the United States of America.   Intellectual property includes, but is not limited to, all inventions, improvements, software, instructional aides, strategies, methods, techniques, devices, artifacts, videos, programs, distance education sites and content, musical work, and tangible research materials produced by employees and students of Central Carolina Community College.

Intellectual property that results from the efforts of a full or part-time employee, student, or outside consultant carried out while in the employment of, or under contract or agreement of any kind with, the College and that is produced or brought about in any fashion with the aid of the College's facilities, staff, resources or through funds administered by the College shall be considered to be the property of the College. The College will not collect revenue derived from the creation and production of intellectual property.

Central Carolina Community College may release or share its rights of ownership of Intellectual Property. However, Central Carolina Community College will retain a royalty-free license to use this Intellectual Property for research and education. Central Carolina Community College will be granted a nonexclusive perpetual license to use any part of any category mentioned above without charge to the College. Such developed property includes materials and objects developed for or as the result of an instructional exercise. Employees or students who engage in such development activities will retain their rights to continue to use the intellectual property even when they are no longer associated with Central Carolina Community College.

Prior to the development of Intellectual Property, an employee or student who plans to develop the product may enter into a written agreement with the College. The President or designee, with approval from the Board of Trustees, may enter into a written agreement with an employee or student for an

equitable arrangement for joint ownership or reimbursement to the College for its costs and support. In all such cases, the agreement shall provide that the College will have a perpetual license.

Intellectual property created by an employee or student of the College when the employee or student created the intellectual property outside of the course or scope of his/her employment and without the support or resources of the College is considered independent work. This work is the result of an individual initiative, not a product of the employee's job duties, produced on time outside of the employee's job responsibilities, and without the funds, resources, or facilities of the College.

In the case of students, Intellectual Property produced through individual initiative without the use of significant resources as a part of a student's coursework in a Central Carolina Community College class for which the student has paid tuition and fees ordinarily belongs to the student. This includes papers, artistic and musical works, and other creative works made by students in the instructional process. In situations when student works are made during the course of employment at Central Carolina Community College, or significant use of college resources were used, the ownership of such work is assigned to the College.

Any work which could result in a challenge to intellectual property rights must be reviewed by the College President or designee, if necessary, a written agreement must be filed. Disputes about the ownership of intellectual property requires the parties to first endeavor to negotiate in good faith. Disputes that cannot be resolved are to be addressed by the due process policies of the Central Carolina Community College Board of Trustees.

Syllabus
The syllabus for a distance education course is very similar to those developed for traditional courses. A template is required. Faculty may seek a departmental or discipline-specific model from which to work from his/her department chair/program director. Distance education courses have the same student learning outcomes as their seated counterparts.

Course Rosters and Grades
As WebAdvisor and Web Attendance functionality continues to be improved and implemented, changes to these best practices will occur. Directions are typically circulated from the Registrar's Office via email.

Midterm Grade Distribution
Midterm grades are important for helping students know where they stand in a course and for making adjustments to either improve or maintain academic standing. Midterm grades are also a key element in improving student retention. Distance education faculty may choose to include the midterm grade with an email to each student. Faculty may also create a midterm grade column in the Grade Center to share midterm grade progress with each student enrolled in the course site. The student's confidentiality must be guaranteed. Faculty may not post the grades using the students' names, school identification numbers, or social security numbers.

Making a Blackboard Course Unavailable to an Individual Student
If a student is withdrawn or drops from an online course, the course must be made unavailable to the student. Distance Education does not remove students from Blackboard course sites once the semester begins. This is to ensure there is a complete record of the student in the event of an audit.

To make a course unavailable to a specific student, follow these steps:

1. Access the Blackboard course site
2. If the Control Panel is not expanded, click the words *Control Panel*.
3. Click *Users and Groups*.
4. Click *Users*.
5. Search for the student you would like to make unavailable.
6. Click the arrow next to the student's username.
7. Click *Change User's Availability in Course*.
8. Next to "Available (this course only)," select "No" from the drop down menu.
9. Click *Submit*.

Protecting Distance Student Privacy

The Family Educational Rights and Privacy Act requirements and guidelines equally apply and extend to distance education students.

Verifying and Protecting Distance Student Identity

Central Carolina Community College ensures the integrity of its courses and programs offered via distance education by verifying the identity of students participating in classes and completing course work. Methods for verification include requiring a secure login and pass code to the Blackboard learning management system and related resources, proctored examinations, use of plagiarism detection tools, and employing authentic assessments. The distance education department does not share distance education students' protected and identifying information to third parties.

Feedback for Students

Distance education faculty should respond to email and/or phone messages within 36 hours, Monday – Friday, unless otherwise announced.

Assignments, assessments, and evaluations should be returned to distance education students promptly. This is especially important when feedback is needed for the students to study for future assignments, assessments, and/or evaluations. Sufficient time, no more than 10 college days following due dates, should be allowed between feedback and major assessments, evaluations, and/or examinations.

Discouraging Cheating

Here are some tips for discouraging cheating in your distance education courses.

- Explain to your students that they share the responsibility for maintaining the integrity of scholarship, grades, and professional standards at CCCC.
- Utilize CCCC subscriptions to online plagiarism detection services. Contact Distance Education for assistance.
- Explain any deterrents you use to curtail cheating, and spell out the consequences imposed if a student does cheat. Include this information in your syllabus.
- Provide exams with randomized questions so no two tests are the same.
- For papers and essays, require outlines and rough drafts prior to the final submission.
- Ask students to personalize or relate assignments to their own lives. This decreases the opportunities for students to copy others' work.

- Incorporate mastery-type questions so that students must have learned the material and not memorized it.
- For online tests, limit dates/times and the amount of time available to complete the test.
- Use various means of assessment in addition to testing, such as projects and presentations.

Student Evaluations of Faculty

Faculty members are evaluated based on the guidelines provided in the CCCC Policy Manual.

Withdrawing Students

Faculty should follow their established attendance rules for student withdrawals. The instructor should withdraw a student from the course by completing the Student Withdraw Form available on the College Intranet. Faculty record attendance by the submission of academic work. Distance education faculty should make the course content on Blackboard unavailable to the withdrawn student (see *Making a Blackboard Course Unavailable to an Individual Student*).

Archiving an Online Course

Archiving provides a record that may be useful in the event of an audit or questions concerning student activity in the course site. It also ensures that the course is preserved in the event of a major server failure or corruption of server files. A final archive should always be made at the conclusion of the semester along with a record of student grades. Archived courses should be stored on the faculty member's hard drive or flash drive.

To archive a course, follow the steps below.

1. *Access the Blackboard course site.*
2. *Under the Control Panel, select the Packages and Utilities link.*
3. *Click on the Export/Archive Course link.*
4. *Click on the Archive Course button and submit the request for archive.*
5. *Once you receive an email confirmation that the archive is complete, click on the link to the archive created.*
6. *Choose to save it to your PC's hard drive or an external storage device. Without doing so, you do not have a true archive of your course that is not dependent on the health of the Blackboard system.*

Assistance

Faculty needing assistance should contact Distance Education by email at de@cccc.edu or by phone at (919) 718-7529.

Virtual Teaching and Office Hours (Full-Time Faculty Only)

Full-time faculty who teach distance education courses will be permitted to conduct virtual teaching hours and one total office hour using the formula, specific guidelines, and special notes below.

Formula

Distance education course weekly contact hours = number of virtual teaching hours per week
(i.e. = number of hours the instructor may be off-campus per week)
Examples: 3 contact hour course = 3 virtual teaching hours per week

Specific Guidelines

1. All full-time faculty who hold virtual teaching hours and an office hour must remember that meeting the needs of students always has top priority. You will need to attend any distance education orientation or information sessions, assist with student advising and registrations, and proctor midterm and final exams (exception: online instructors administering online exams).
2. Faculty must communicate with students promptly and be available for appointments when requested during virtual time. Faculty are also required to attend departmental meetings, committee meetings, and other College obligations.
3. There should be no greater than a 36 hour response time Monday-Friday unless otherwise announced.
4. All full-time faculty may take a maximum of one virtual office hour each week in addition to their virtual teaching hours. Regardless of the number of courses and hours taught via distance education, a faculty member is limited to one virtual office hour per week.
5. Virtual teaching hours for courses taught for extra compensation will be in addition to the required 35 hours on campus. (That is, if the instructor is teaching the distance education course as an overload, he/she must still be on campus 35 hours per week but may teach the overload from an off-campus location.)
6. All full-time faculty who hold virtual teaching hours and an office hour must be present on campus some or all of at least four days each working week. The department chair/program director, supervising provost/dean, and the Vice President of Learning and Workforce Development/Chief Academic Officer must approve any exceptions.

Examples:

- Instructor teaches 10 contact hours via distance and 10 contact hours in other formats:
  Instructor may take 10 hours as virtual hours (time teaching off-campus).
  35 hours minus 10 hours = 25 hours on campus. The instructor is allowed one virtual office hour. Therefore, the instructor must be on campus 24 hours per week and at least four days.
- Instructor teaches 20 hours via distance:
  Instructor may take 20 hours as virtual hours (time teaching off-campus).
  35 hours minus 20 hours = 15 hours on campus. The instructor is allowed one virtual office hour. Therefore, the instructor must be on campus 14 hours per week and at least four days.

Special Notes

Please note that virtual teaching and office hours are not time off from the College but time away to allow for work to be completed at an off-campus location. Virtual hours can be taken only when the course is in session, which is from the course start to end date. Virtual hours may not be used as vacation leave. A virtual day may not be taken on a national holiday when the school calendar does not reflect a holiday for all staff.

Office Hours

All distance education instructors must post office hours on all syllabi. Specific hours, contact method(s), and addresses/phone numbers must be provided. Office hours are approved by the supervising dean/provost and department chair/program director. Office hours should be added to the instructor's contact information posted in Blackboard course sites.

Students

Student Workload

All distance education courses should incorporate student learning outcomes, materials, assignments, and assessments that are comparable to a quality face-to-face course. The distance education course workload should be equivalent to traditional course workloads.

Verifying and Protecting Distance Student Identity: Secure Login and Password

All students enrolled in distance education courses and programs at CCCC are assigned a secure login and password for accessing content and services related to their study. The College uses Blackboard as its learning management system. Within the Blackboard platform, students engage with the academic content, faculty, and peers.

Each Blackboard login and password is unique, granting access only to the appropriate courses for which a particular student is registered. The system is closed in nature. The Distance Education department, as noted in the section "Limits to Blackboard Course Access," prohibits students who are not the students of record from being enrolled in or having access to Blackboard course sites. Students are exposed only to the courses in which they are enrolled and the corresponding assignments that are required of them. After initial login to the portal, students can change their personal passwords independently.

Services for Distance Education Students

Each course syllabus should include information about services available for distance education students. These services include but are not limited to library, tutoring, and student accessibility services. Should distance students have questions about support services, faculty may direct students to the Director of Distance Education, who will work to ensure the appropriate contact follows up with the student. The College's responsibility is to work as needed with individual distance education students to ensure they are successfully supported.

Accessibility

Central Carolina Community College continuously works to ensure courses and content are accessible for students. If additional accommodations are needed, please contact the Coordinator of Student Accessibility Services for assistance. The Distance Education department works with Student Accessibility Services to ensure an accessible learning experience for students.

Student Code of Virtual Classroom Conduct

Interaction with the course instructor and other students is essential for success. Faculty are encouraged to share the following guidelines with their students:

1. In all correspondence and postings, use upper and lower case. All upper case indicates shouting.
2. Refrain from personal attacks on anyone in the course. Critique what is being said, not the person saying it. Students attacking others will be warned first. A second attack may warrant removal from the course.
3. Respect others' privacy. Forward emails only if the sender has granted permission. Avoid sending emails that are not pertinent to the course.

Proctored Examination Guidelines

While this is not an exhaustive list of guidelines for proctored exams, those listed below are the most critical for students. Updates or changes to guidelines will be communicated by Distance Education and posted on the Distance Education website.

- Students should check the course syllabus and with their instructor to determine if exams will be proctored or online. The exams for these select courses will be offered at the Dennis A. Wicker Civic Center (or other designated location if the Civic Center is unavailable) in Sanford.
- Students should check the college website prior to travel to proctored exams in Sanford to ensure that inclement weather has not closed or altered the College schedule.
- Students must bring a picture ID (CCCC student ID or driver's license preferred). The ID must be presented at each sign-in. If students are taking more than one exam, they will only be allowed to take one exam from the check-in table at a time.
- Students should arrive with plenty of time to take the exam(s). Check-in times for exams will be communicated on the distance education website and by the instructor. Faculty should share the approximate time to allocate to the exam to ensure students complete them within the allowed window.
- Proctors will not remain in the Civic Center after hours. The Civic Center will close promptly as scheduled with no extensions.
- No electronic devices, including smart phones or watches may be used. Any concerns about this requirement may be addressed with the Distance Education department.
- Students must refrain from talking to other students until the completion of exam(s).
- Students should be prepared to take their exam upon entering the Civic Center. Students will not be allowed to leave the Civic Center until they have returned the exam.
- All books and book bags are to be placed in the designated area.
- Children are not permitted at the Civic Center.
- Food is not permitted at the Civic Center. Bottled water is allowed. Please notify Student Accessibility Services if accommodations are needed.
- Faculty should remind students that in most cases the proctor will not be their instructor and thus cannot answer course-specific questions or make any type of allowances. Instead, proctors will forward any questions or concerns about specific exams to the course instructor.
- Grades should be communicated to students within ten days from receipt of exams.

Student Technical Problems

Due to the nature of distance education, technical issues may cause frustration and delays. Although faculty should build in some flexibility when problems do occur, ongoing technical issues should not be considered a sufficient reason for delays in academic work submission. Students should be prepared with alternatives in the event of equipment failure, power outages, and similar problems. Options may include use of equipment at a relative's or friend's home, a public library, CCCC, or other educational institution. Widespread technical problems, such as a regional power outage, are more difficult for students to plan for and therefore should be addressed on a case-by-case basis.

Student Resources for Technical Assistance

Face-to-face technical assistance for distance education students is available through the Academic Assistance Center and Distance Education.

Students with technical issues beyond the scope of the faculty's access or expertise and who are not or cannot come to campus during business hours may also be directed to the college's website, the Distance Education department, and after hours technical support from Blackboard Student Services. A best practice is to include contact information for these options in a prominent place in Blackboard course sites.

Students may email Distance Education at de@cccc.edu or call (919) 718-7529 Monday - Thursday from 8:00 a.m. to 5:00 p.m. and Friday from 8:00 a.m. to 3:30 p.m. The college is closed on Fridays during the summer. Students can also call Blackboard Student Services toll-free at 1-866-834-6894 for assistance after normal college hours.

Distance Education Student Rights and Grievances

Student rights equally apply and extend to distance education students. Likewise, the requirements, guidelines, and procedures for grievances equally apply and extend to distance education students. Distance education students can refer to the College Catalog or Student Handbook for more complete information. Students may also contact Distance Education for direction.

International Students

If admitted to the College, international students may be enrolled in distance courses. Necessary accommodations are decided and made by each course instructor, such as arrangements for proctored testing. It is the student's responsibility to alert instructors to their international status.