

Online/Hybrid Courses Support Manual

EXCELLENT TEACHING, COMPASSIONATE PROFESSIONALISM

CASC ONLINE

CARL ALBERT STATE COLLEGE

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Online/Hybrid Courses Instructor Support Manual

CASC Online

Carl Albert State College

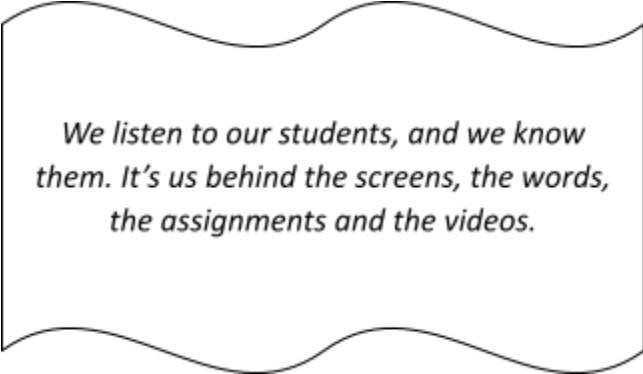
The mission of Carl Albert State College is to provide affordable, accessible, and exceptional education that fosters student success.

Who are We?: Excellent Teaching, Compassionate Professionalism

Welcome to one the best community college online programs in the United States! You're about to learn our great secret on how we arrived at this status. (Hint: It's actually pretty obvious...) We won't make you wait; here it is: We care about our students' success. It's in our mission: provide affordable, accessible and exceptional education that fosters student success. To fulfill this mission, we try to do some pretty foundational, simple things really well: we actually teach our online students, offering them content and practice in ways they can access and that causes them to grow. We listen to our students, and we know them. It's us behind the screens, the words, the assignments and the videos.

We are committed to excellent teaching, and we try to figure out ways to get better at it as the online tech, needs, and possibilities change. We are committed to compassionate professionalism; we have high standards for our students and we are there to help them figure out how to meet those standards.

It's a high calling - and we are uniquely positioned to fulfill it.



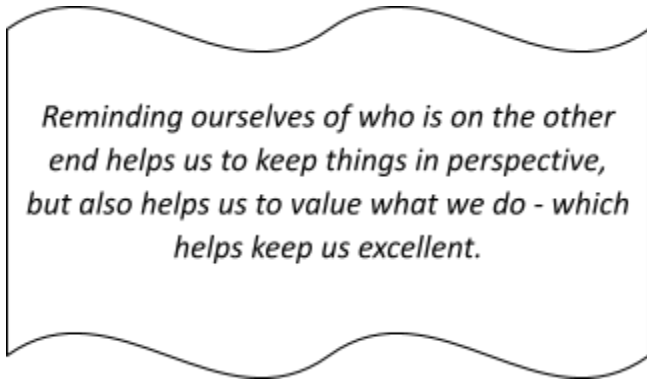
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Why Do We Do It?: CASC Online Background and Support

CASC Online was born in 2014 from a need to unite and organize our online courses and community. We saw the potential not only for institutional growth, but also for the ability we had to address the needs of our students. In a demographic that is geographically rural, first-generation and post-traditional, online courses and programs are often the only choice for

our students. However, CASC Online recognized and affirmed that these students are just as much of the Viking nation as any other student - and thus should be given the same level of education, access, opportunity, and support that our on-campus students enjoy.

CASC Online is supported as a third campus of Carl Albert State College. Our administration, technology, instructional design, student support, and faculty resources have been present from the beginning and are constantly improving as we try to anticipate the needs of our online students.



Reminding ourselves of who is on the other end helps us to keep things in perspective, but also helps us to value what we do - which helps keep us excellent.

Understanding who we are teaching can give us the perspective and the motivation for the creativity and compassion needed to do what we do best - teach! Reminding ourselves of who is on the other end helps us to keep things in perspective, but also helps us to value what we do - which helps keep us excellent. Let's remind ourselves for whom we're fostering success.

Who are Our Students?: Student Profiles

The following can be used to further understand our students, their situations, and their unique needs.

Student Profile #1: Amanda, the busy mom

Amanda is a 38-year-old, non-traditional student embarking on an educational journey to find a new career path. Already balancing a full-time job as a Clinic Assistant and a bustling household with her husband and two young children, Amanda's busy schedule can hardly manage to take on another in-person endeavor such as attending classes. Even with these hurdles, she is determined to make a change and do something about her career, leading her to further her education.

With Amanda's hectic schedule, she turned to online learning instead of in-person classes. The flexible learning experience works with her circumstances to keep the time she would be in class free for commitments to her job and family instead. She also values in-depth understanding and mastery of her coursework. Due to her tight schedule, however, she often needs more time to grasp complex concepts or complete assignments, which is more easily made possible by taking asynchronous online classes rather than traditional in-person classes. With online courses, Amanda can not only seek to address her educational needs but also accommodate her busy lifestyle and need for an adaptable learning experience.

Student Profile #2: Pedro, the independent learner

Pedro is a 19-year-old part-time student committed to his studies and to entering the workforce once he graduates. As a new college freshman living at a distance from campus, Pedro takes advantage of online learning to get past the hurdle of being unable to drive to classes every day. Taking only two classes, he recognizes the value of online courses, finding it much more convenient than traditional in-person classes to be able to do his work from anywhere, including at home.

Pedro thrives in the independence that online classes provide; he appreciates the autonomy to explore materials at his own pace. This self-directed approach aligns with Pedro's learning style and allows deeper exploration and personal connection with course content. He seeks efficiency and is proactive in his education, valuing the ability to work ahead in classes to avoid the pitfalls of procrastination.

Ultimately, Pedro's experience caters to his needs and allows him to be self-motivated in pursuing his education. It gives him the flexibility and opportunity to work on his classes from a distance and to do them in a way that works best for him, such as solo research and being proactive in his studies.

Student Profile #3: Jordan, the hybrid learner

Jordan, a 19-year-old Computer Science major, embodies the adaptability of the modern college student. Living on campus, Jordan has chosen a hybrid approach to education, taking a mix of online and in-person classes. This flexibility allows Jordan to explore a variety of courses while maintaining an active campus life. With a passion for technology, Jordan embraces the world of online classes and the face-to-face engagement of traditional ones. This balanced approach to learning showcases Jordan's commitment to a well-rounded college experience and readiness for the dynamic future of education.

Student Profile #4: Josh, the student-athlete

As a talented baseball player specializing in pitching, Josh consistently demonstrates his competitive spirit and dedication on the field. Balancing these athletic pursuits with his academic ambitions is no small feat, but Josh has found the solution in online classes.

Josh chose to take online courses to gain the flexibility necessary to excel in both his studies and his sport. The rigorous training schedule, traveling for games, and recovery periods can make traditional class attendance challenging. Online classes enable him to structure his coursework around his baseball commitments, ensuring that neither his academic nor athletic performance suffers.

Student Profile #5: Anya, the working professional

Anya's career as a Sales Representative demands frequent travel, client meetings, and trade shows. To manage her work commitments and educational aspirations, she's embraced online

classes. These online courses give her the freedom to access her coursework from anywhere, allowing her to maintain her academic progress while excelling in her professional role. Anya's ability to balance work and education showcases her strong work ethic and determination to achieve her career goals while pursuing higher education.

How are We Different?: Humanize

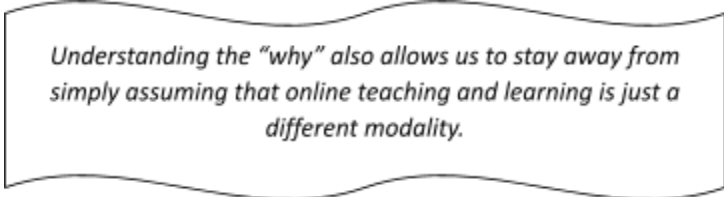
There are tons of online courses and programs out there. There are bigger ones, cheaper ones, and ones that are more famous (we'll fix that ;)). What makes us different and *better* is the communication and relationships that students have with *us* as their instructors.

This is not normal nationwide. But as programs get bigger, they get less personal. Students are noticing, but even before they do, we think that providing students with a high-touch experience is better for them and for their learning. So we do all we can to *humanize* our education.

There are lots of ways to do this, but most of what we do falls into two categories: Instructor Presence, and Universal Design for Learning (UDL). We'll go over them briefly below, because they provide the "why" to the expectations you'll see next. There is more information and resources available to you in the Faculty Support course on Blackboard. Being aware of and understanding this "why" will give a better understanding of the whole task of teaching online, instead of just trying to check all the boxes for the individual (tedious?) tasks.

Understanding the "why" also allows us to stay away from simply assuming that online teaching and learning is just a different modality. Online

education, especially asynchronous online education, is an entirely different thing altogether. It requires a different set of skills, considerations, and support structures.



Understanding the "why" also allows us to stay away from simply assuming that online teaching and learning is just a different modality.

Teaching online is kind of an unwieldy thing sometimes, and it's important to understand all of what we do in the context of trying to foster student success, being excellent teachers, and compassionate professionals.

Online Instructor Presence

You as the online instructor are separated from your students by physical space (you're not in the same location, like a classroom), and time (you're not necessarily online at the same time doing activities or communicating together). Obviously, being present in an online course is really different from being present in a face-to-face course. This is really important to us,

because as we mentioned before, we're really concerned with providing students excellent online education that's human and personal. It's also important because research tells us that the chances of student success is much higher in courses with a high degree of personal communication and attention from the instructor. No-brainer, right?

The most commonly used definition of instructor presence currently comes from Richardson et al (2015): "specific actions and behaviors taken by the instructor that project him/herself as a

Everything you write or record for your students is what they know: about you, about the course, and about the content. The flipside is also true - whatever you don't say about those things, they don't know.

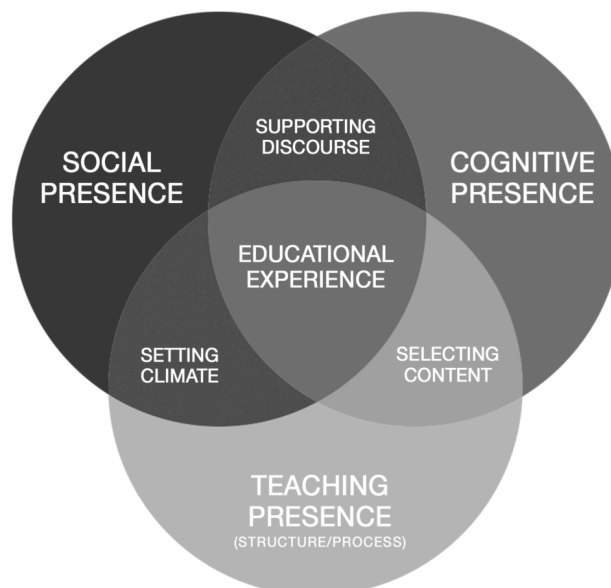
real person. In other words, instructor presence relates to how an instructor positions him/herself socially and pedagogically in an online community." But in the online world, we have to be present in different ways, given our mode of being with our students is different - this is that separation, or gap, between us and our students. This gap can only be closed by intentional actions on our part to be

"present". One of the biggest ways to do this

is to foster a student-forward mindset as you think about your online students. Everything you write or record for your students is what they know: about you, about the course, and about the content. The flipside is also true - *whatever you don't say about those things, they don't know.*

Besides mindset, we use the Community of Inquiry (CoI) model to help us locate and brainstorm ways of showing our presence to our students to help them succeed. There are three types of "presence" an online instructor can have in an online course and with their online students; the first is primarily accomplished by you, and the other two are you and your students together.

Community of Inquiry



Social Presence

Social presence is pretty much what it sounds like - it just has to look different! Think of the ways you might be socially present with a face-to-face class...you might come early to the classroom to hear your students talk about their lives outside of class, or you might hang around afterward to help someone clear up a question about something. During class, you might call out different names and ask them for input. You would try to be warm and welcoming, professional and approachable. So now, we have to translate that into an online context. How might you get to know your students and them get to know you throughout the course? It may look a lot like personal, individual emails, class-wide announcements, and sharing personal details about your life as appropriate. Definitely it involves being in your online course, reading what students have submitted so far, and responding to them in instructional and motivating ways.

Cognitive Presence

Cognitive presence is you actively teaching the class while the students are interacting with the content and progressing through the class. This is harder to see in an online format, because it happens more so in real time, and can be different each time you teach the course. If you are cognitively present in the course, you are creating what's called *triggering events*; questions, scenarios, or opportunities where the next natural step for the student is *exploration* and a final solution to the triggering event through iterative processes. This will change every time you do it, but think of it like an online escape room project for your students, with you in there, helping guide them.

Teaching Presence

This simply corresponds to the teaching you do in your online course. This may involve the following: designing and organizing your content, providing space and opportunity for conversation and discussion, creating opportunities for students to learn actively, and direct instruction about your subject from you to your students (Watson et. al 2023). Usually this is all the stuff you have set up prior to the students engaging with the course.

Universal Design for Learning (UDL)

UDL "is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn (CAST 2023). UDL Guidelines give us suggestions for how to construct our teaching, curate our content, assess student work, and engage our students in order to accomplish the goal of student success. These practices help us to provide places for all students to not just pass our courses, but to become resourceful, knowledgeable, and motivated. Deploying UDL guidelines is a continuous process, so don't let it stress you - just know that the guidelines and processes are here, informing our expectations for our online courses.

Conclusion

An awareness of and appreciation for who we serve, combined with this understanding of Instructor Presence and Universal Design for Learning provides the framework and context for the more “nitty-gritty” expectations in place for teaching and learning at CASC Online. The following guidelines were developed with our students and their access to excellence in mind, and hopefully you’ll quickly see how although there may be many paths a teacher can take to get there, these expectations are a natural outgrowth of a commitment to excellent teaching and compassionate professionalism.

The CASC Online Faculty Support Course provides hands-on training and how-tos for all the expectations listed. For more information and support on any of them, see the applicable information in the Faculty Support Course.

Expectations: *Faculty*

Using the understanding of Instructor Presence and Universal Design for Learning, expectations for faculty of online courses are inspired by our commitment to our students, and guided by the goals of positive professionalism, academic rigor, and student access. While we recognize that there are many aspects of being an online instructor, our expectations center around being an excellent *Teacher* and compassionate *Professional*.

Excellent Teaching

▪ **Online Presence:**

Online faculty are expected to maintain an active social, cognitive, and teaching presence in their online courses. This includes (but is not limited to) the following:

- Communication with the students in your online courses at least once a week through a written or video announcement.
- 70% of the audio/video content in the course should be from you as the instructor of record.
- Regular, substantive interaction with your students in the course via discussion boards: instructors

TL;DR

- Weekly Announcements
- 70% of video content is from instructor
- At least 5 discussion boards (or similar)
- 24 hour response time (48 on weekends)
- 50% curated material
- Prompt feedback
- 3rd party platform as supplemental only
- Use the template
- Organize in Modules/Units
- Regular Due dates

should have at least 5 discussion boards inside the course throughout the term, or another similar tool where you and your students are interacting. You should be active in each of them by either replying in-line to students, or by providing a summary of the discussion along with clarifications in a post or announcement.

- Prompt response to student inquiries and questions via phone, email or within the LMS; you should give responses within 24 hours during the week; 48 hours during the weekend.
- Transfer of knowledge and content from you as the instructor of record to your students in audio/video/written forms, as well as material intentionally curated by you (curated material should not exceed 50% of the content in the course).
- Feedback and assessments of your students' work, assignments and exams will be completed within 1 week of the assignment due date. You should provide personalized feedback for about 75% of the student's total applicable submitted work in the course (may vary by discipline).

- **Currency:**

Things change quickly in the online world, both in content and in practice. As an excellent teacher, you should be constantly checking the validity and currency of the content of course material. This will vary among disciplines, to be sure, but course material should be reviewed at least yearly for the following...

- is this information still accurate?
- do I still like this source? Have I received any feedback from students otherwise?
- is there a more current source of the same material I could use? (Aim for within the last 3-5 years as a standard starting point, as this is widely respected in academic circles)
- recognizing that sometimes triggering is necessary for cognitive growth, does this source explicitly or implicitly communicate

values and perspectives that have since become *unnecessarily* triggering?

- are there any current (or more current) examples I can provide of this content?

- **Textbook and Third-Party Resource Integration:**

Course content should be content and concept driven. Textbooks, ebooks, and third-party platform resources are used to *supplement* instruction, assessment, and transfer of knowledge from you to the student, not as sole providers of content for the course. Streamline your courses to stay within the confines of the LMS. Any third-party resources and the return to the LMS are individually deep-linked clearly.

- **Template Use:**

All online courses use the LMS template, including the structure of the course entry/home page for each course

- **Course Content Organization:**

Course content should be arranged in modular or unit/folder format. All course content, including all assignments, tests, and discussion boards, will be organized in the appropriate units/folders along with the content.

- **Regular Due Dates:**

Your course should have regular due dates for assignments, spread appropriately throughout the semester. To help keep your students engaged and on track, they should have something due at least once a week (no longer than once every two weeks, as the discipline dictates). Each assignment and discussion board should have a due date individually assigned to it. Due dates should be clearly communicated to your students in advance, and in a variety of ways.

- **Course Navigation:**

Ensure the navigation links remain consistent with the template.

- **Enrollment Verification Assignment:**

All online courses will use the common syllabus template, and will include a low-stakes academic act required of students before the first 10 days of class (for a 16-week course)/5 days of class (for an 8-week course).

Compassionate Professionalism

- **Content Readiness Timeline:**

All your content for each online course will be student-ready at least one week before the first day of class.

- **Syllabi:**

All the information in your syllabus should be completed and student-ready before the first day of class, including, at minimum, a high-level course schedule.

- **Student Retention Efforts:**

You should be attentive to student retention and grading expectations, including Early Alert Reports, No-Shows, and Midterm and Final grade submissions.

- **Contact and/or AW for non-attendance:**

If a student is failing to submit coursework, post in discussion boards, or otherwise be academically active in the course for 2 consecutive weeks (logging in does not count) and does not respond to instructor inquiries and/or continues to fall behind, the student is at risk of being dropped from the course for non-attendance. Before the student is dropped, the instructor should follow this procedure:

- Attempt to contact the student by email at least twice over two weeks
- Submit an EAR for the student noting their non-attendance (use the “Has Not Attended Since” date) at least twice over two weeks

TL;DR

- Content ready 1 week out
- Syllabi student ready and submitted
- Submit regular Retention Alerts
- Use Ally to ensure WCAG compliance (80% min.)

- Request a student contact from Enrollment Management by copying Enrollment Management on emails to the student.

If the student fails to respond or become active in the course for a week after these attempts, the instructor may request that the student be Administratively Withdrawn from the course by Academic Affairs.

- **ADA Readiness:**

Equip your courses ahead of time to serve potential students needing additional assistance in accordance with ADA regulations. This includes but is not limited to providing captions or transcripts for audio/video resources, and making sure your documents (especially PDFs) are accessible.

- **Course Re-launch:**

You should do basic housekeeping in your course before publishing and teaching again: copying content over, examining content for currency, accuracy and excellence, and resetting due dates and Adaptive Release criteria for the upcoming term.

- **Training:**

All online faculty will complete the CASC Online Faculty Support course, and remain up to date on best practices, innovations, and changes to expectations or procedures.

- **Professional Development:**

All faculty teaching online courses will be required to attend the appropriate training sessions. As an online faculty member, you'll be required to complete at least 4 hours of online-specific professional development opportunities per academic year. You're encouraged to make suggestions on applicable training to the Director of Online Learning! Professional Development will be offered regularly through the resources at The Bridge.

- **The Bridge**

Located on the 3rd floor of the Ollie Center on the Poteau Campus, The Bridge is CASC Online's Teaching and Learning Lab. This lab is open always for faculty use, and houses technology, computers, and the Lecture Capture Lab.

- **VikeHub:**

Resources for Professional Development, course building, teaching, learning, and quick links to all things important to online teachers can be found at our faculty hub: www.vikehub.com

Adjunct Expectations

- **Training:**

If you're an adjunct instructor, we love you! We have training just for you, and you'll be required to attend the appropriate orientation and inservice for joining our team in instructing online courses.

- **Original Material:**

Although we will provide you with course objectives, syllabi, and other course content, adjunct instructors are expected to contribute all applicable original material before publishing the class.

Appendix A: What to Say When...

If you've made it this far, you are definitely the kind of instructor that wants to be able to truly support your students. You know that excellent teaching and compassionate professionalism extends far beyond constructing, curating, and critiquing. You know you are in the *perfect* place to provide a robust foundation for student success, to know your students as real people, and to meet their needs and questions with your expertise and support. You are "that" instructor.

So we want to support *you* in that! Here's some opportunities you might have to support students, and some suggestions for what to say. Of course, make this your own...edit...mix and match as applicable...because ultimately, what your students need is *you*.

Communication Options and Strategies...

All of these are great; you choose which is best for the situation. Or better yet - use multiple means of communication!

- Email from gradebook
- EAR (Early Alert Report)
- Email from Course
- Note on Grade in Grade Center
- Written/video/audio feedback on assignment
- Announcement
- Post in discussion thread
- General Q/A Discussion Board in your course

What To Do/Say When A Student...

- **Hasn't turned things in for a while (like over a week)**

I've noticed that you haven't been active in the class for the last week or so; just wanted to check in with you to make sure that everything was okay, and that you're aware of the due dates in the course. If you're having trouble managing your time, accessing the course, or anything else I can help you with, please let me know right away so we can work together to get back on track. Hit reply on this email and let me know how I can help.

- **Stops turning things in or being active in the course**

This is your instructor from _____ (course) at Carl Albert State College; I'm contacting you because you haven't been active in the course in a while. You're at risk of failing the course,

and you need to contact me so we can see where to go from here. Reply to this email, or give me a call at _____.

- **Can no longer pass the course even if they start now**

Now is a great time to assess where you're at in the course. Unfortunately, we've come to the point where it's not possible for you to pass this class at this point. That's okay - life happens! So, in order for this to not affect your GPA, you need to drop the class. It's easy - here's how:

- 1. Log in to Self-Service*
- 2. Look at your schedule, at the calendar view.*
- 3. Find this class in the list on the left of the calendar.*
- 4. Click the "drop" button to drop the class.*

Talk to your advisor, or email our Director of Online Learning, Sarah Brown, at sbrown@carlalbert.edu for help with any of the above.

- **Could still pass the class but needs to get with you to make a plan to do so**

I've noticed that your overall grade probably isn't quite what you expected or wanted. I'm just checking to make sure you're aware of this, as we are about halfway through the semester. There's a lot of work left, though, and I think you can successfully pass this class by focusing on it a bit. Here's what you need to do to get your grade up: (provide detailed list of items that need to be completed, and deadlines for completion)

- **Tells you they want to drop the class**

I understand you'd like to drop this class - no worries, life happens! I can definitely help you with that. Dropping a class is simple to do, but please make sure you've considered the potential impact dropping a class could have on your Financial Aid. Contact the Financial Aid Office if you'd like to ask more questions about that.

Dropping a class is easy - here's how:

- 1. Log in to Self-Service*
- 2. Look at your schedule, at the calendar view.*
- 3. Find this class in the list on the left of the calendar.*
- 4. Click the "drop" button to drop the class.*

Talk to your advisor, or email our Director of Online Learning, Sarah Brown, at sbrown@carlalbert.edu for help with any of the above.

- **Could benefit from tutoring**

I appreciate your hard work so far in this course! I think you could really see a lot of improvement if you could connect with a tutor that can dive deep with you! It's easy and free to connect with our tutoring service. Just click on the Tutor.com link in our Blackboard course, and go from there! Tutoring is available online 24/7, and it's totally free for CASC Online students. I can't wait to see how much you learn!

- **Might be cheating or plagiarizing**

I'm writing to discuss some potentially difficult things with you concerning your last submission/test in the course. It seems to me that it's possible that some strategies, resources, or help may have been used that are not allowed within the confines of this course. As you're aware, academic integrity is really important to me and to Carl Albert. It's crucial that you represent yourself in the course with your work and words, so I just need to make sure of a few things. Could you please call or email me so we can get a resolution?

- **Does amazing on a test or assignment**

I'm so excited for you and this evidence of your learning and understanding in our course! You should be proud of what you earned - your hard work and persistence is paying off! Keep it up...you've set the bar high; I know you can continue to be the best version of yourself!

- **Completed the assignment, but really struggled**

I know it's possible you weren't able to finish/complete this assignment to the best of your abilities. I just want you to know that this happens sometimes - the important thing is that you understand what contributed to your performance in this particular case. If you need help understanding the assignment or your grade for this assignment, please don't hesitate to shoot me an email. If you need help with anything else outside of this assignment, let me know - I'm here for you and will do what I can!

When You...

- **Just need to make a weekly announcement but have nothing to say ;)**

Welcome to a new week, everyone! Here are some things to look for, to look forward to, and to distract you! :) (provide here things they will learn in this week's work, things they should keep

in mind as coming up like big assignments, etc., and things that you did this weekend or a picture or recipe...something personal to you)

- **Want to alert students to a big deadline or due date coming up**

News Alert: Big Deadline coming up! The Date is _____, which gives you exactly _____ days to finish! This is where you should be in the process right now. [Describe here] If you're not, focus in on this! If you're overwhelmed or confused or worried, email me and we will figure it out.

- **Are about to turn in midterm grades**

This is just to let you know that within the next couple of days, I'll be turning in MidTerm grades. You'll see these grades in myCar/Albert. Don't worry if they aren't what you want your final grade to be - they are only a checkpoint for you, so you can see where you stand so far. MidTerm grades don't affect your GPA or your Financial Aid. If you have any questions about the grades, let me know!

- **Have updated grades at the end of the semester and would like students to review them before you turn in final grades**

I've finished grading everything in the course, and you can now see your overall percentage in the Total Column in the My Grades section of the course. Please look over your grades and make sure nothing has been missed. If you have any questions, let me know by _____.

- **Are about to turn in final grades**

I will be turning in grades to the school tomorrow, so if you haven't looked them over yet, this is your last chance! Let me know immediately if you find any discrepancies. I'll be posting grades by _____.

- **Have turned in final grades, and the course is closed**

Congratulations, you're done!! I've turned in final grades, and this course is now closed. You'll see your grade reflected on your transcript shortly. Thank you for your work in this class! If you need anything in the future, please don't hesitate to let me know.

- **Have just updated the gradebook or made changes to the course**

I've just made a few changes to the course I want to make sure you're aware of. I've updated your grades and the gradebook, so everything should be displaying accurately for you. If it's not,

please let me know! There is also (a new checklist, content, video, handout, etc) in the _____ folder; check it out! I think it will especially be helpful for _____.

- **Have finished grading a big assignment**

Thank you for your patience while I worked my way through grading _____! I am now finished, and you can see the grade and the feedback I left by going to the assignment in My Grades. Click on the “view rubric” link to see the rubric scores. Click on the text bubble to read/view/listen to my comments. Email me if you have any questions!

- **Have read through this week’s discussion posts, and they did awesome**

I just finished reading through your discussion posts for this week, and I have to say - they are AWESOME. I am so thankful for you taking the time to be thoughtful and thorough - discussion is about discovery, and I learned a lot from you. Here are three things that really stood out to me...

- **Have read through this week’s discussion posts, and they...need help**

Okay, let’s pause for a moment and clear some things up in this week’s discussion board. I noticed a couple of things that might need some revision or clarification. First of all, sometimes confusion or a lack of value in the discussion board comes from participants not thinking carefully about their contributions. This leads to posts that are just aimed at completing the assignment, instead of posts that are focused on trying to discover something. If that’s you, try again. Secondly, sometimes confusion arises from a lack of clarity about the prompt itself. So let me put it in a different way, and see if that helps....

- **Find something “in the wild” that has to do with the course content**

Remember when we were discussing _____/going over _____? Look what I found! This is a perfect example of what I was talking about in the course. Check it out, and in our next discussion board, let us know how you think this helps us understand _____.

Appendix B: Expectations for Students

Expectations for students of online courses range from technical requirements to access and interaction within the course. These expectations are guided by the goals of student success, academic rigor, and a high-touch learning experience. Online students are also enrolled in an online orientation course, where they are given these expectations and other tools for success. We've put them here so you know what you can expect of your students.

Enrollment Expectations

- When students enroll in an online course, they are asked to agree to the following:
 - I have regular (daily) access to reliable internet connection.
 - I have regular (daily) access to a computer or laptop (this does NOT include cellphones or tablets).
 - I have the time available to commit to online learning (at least 3-9 hours a week per 3-credit, 16-week class).
 - I understand that online courses have unique requirements from learners, and that I must be primarily self-motivated to be successful.

Interaction and Collaboration

- Students are expected to interact and to collaborate within each course they participate in. This will happen in at least 2 ways: the student's interaction with other students in the course, and the student's interaction with the instructor.
- Students will abide by the guidelines for Netiquette as established by the institution and/or the instructor.

Technical Requirements

- Students are expected to have the necessary equipment to successfully participate in an online course. This includes but is not limited to: a computer, a reliable internet connection, a webcam, a microphone (if not included with the webcam). Computer software related to the coursework should be current and updated.

- Students are expected to familiarize themselves with the requirements for participating in an online course, including a relevant knowledge of computers, how to access and navigate the internet and the course, how to use word processing programs, and how to keep electronic documents and resources organized.
- The College provides students with resources and support for online coursework, including a 1-credit Information Literacy course and/or an online orientation/tutorial on how to participate in and complete online courses at Carl Albert. All online students are enrolled in a required Online Student Orientation. Students are also informed on how to access IT professionals.

Access of Class and Resources

- Students will be familiar with the requirements for frequency of access for the course. Students should log into class on the first day to confirm their enrollment in the course. Students will need to complete an assignment/assessment/etc. (Academic Act) no later than ten days from the first day of class to confirm their intent to complete the course.
- Students will be notified for attendance purposes if they are two or more weeks behind in the course work. Students who fail to be active in the course and/or do not communicate with the instructor can be Administratively Withdrawn from the course.
- Students who are enrolled in sixteen week courses are expected to be actively engaged for 3-9 (5-13 for courses with a lab component) hours per week for class activities and assignments, preparations, reading, and research.
- Students who are enrolled in eight week courses are expected to be actively engaged for 6-15 (10-26 for courses with a lab component) hours per week for class activities and assignments, preparations, reading, and research.
- The College is committed to providing online students with the same high-quality services that on-campus students access and experience. Student Support Services, Library Services, Bookstore Services and Tutoring Services are all available for the online student. Students may

utilize services in person or electronically via web conferencing and/or electronic access to the digital database.

Appendix C: Procedures

The following procedures are steps for addressing courses within CASC Online, from initial course development to course approval and review. These steps should be consulted by any interested faculty member.

Procedures for Course/Program Approval

- To offer an online course (whether new or existing as on-campus course), the following will need to be notified/approached for obtaining approval (not necessarily in this order):
- Director for Online Education - will examine course content for online accessibility and ensure faculty is trained
- Division Chair - will be notified of a new class/additional section of existing class, and examine course content for rigor and accuracy within the discipline.
- CASC Online Committee - will examine the course from a course design and instructor presence standpoint.
- Curriculum Committee - will examine the course to address SLOs, objective, syllabus, etc.
- VP for Academic Affairs

Procedures for Course Development

- To begin setting up an online course, the instructor should begin with the common template provided by the LMS Administrator. The instructor should first add the required elements indicated.
- The instructor should transition existing course material to module format. These modules should indicate approximate time to complete, and should include varied instructional tools and resources, as well as assessments. Coursework should have regular due dates established by the instructor which is appropriate for the material being covered. As a reference, the amount of content within a module and the due date for the module should be adjusted to be completed within an appropriate timeframe established by the instructor of the course, for example: within 2 weeks (16-week format), 1 week (8-week format). The course content will equal the contact hour requirements regardless of the format

offered. Each module should include a video or presentation introducing the module and giving an overview of the activities, scope of content, and the assessments.

- The instructor should then transition material to content/concept based, using any texts as secondary resources to the transfer of knowledge from the instructor to the student. While readings and similar activities are valuable and necessary resources, they are not to be the main providers of content in the online course.
- Maintaining equivalency with face-to-face courses, the instructor should link assignments and assessments to identical face-to-face course SLOs and objectives.
- The instructor should develop and set up the entire course before publication. The course should assume approximately 120 instructional hours to complete by the student.
 - The Content Hour Calculator is a tool for calculating the equivalence between a credit-bearing course being offered in a face-to-face modality and an online modality. This should be completed for every new online course, and updated as the course is updated.

Procedures for Course Review

- Course reviews/checkpoints of new and existing online courses will take place regularly or by reasonable cause (student issue, new instructor or course, etc.). These checkpoints are primarily intended to assist the instructor in maintaining currency in content and practice, and to provide positive feedback and affirmation for growth and excellence.
- Course checkpoints may be conducted in the following formats: Instructor self-check, CASC Online Committee member checkpoint, or Director of Online Learning checkpoint. The format will be indicated by the checkpoint cycle timing or elements from any previous cycles.
- Course checkpoint processes will be overseen by the Director of Online Learning, and will often involve accessing the instructor's course remotely.

- The Director of Online Learning will work in partnership with the appropriate Division Chair to communicate results of the checkpoint and to address any concerns.

Procedures for Quality Matters

- Access and use of the rubric: The Quality Matters rubric is a copyrighted document and must not be disbursed without permission. The College pays for access to Quality Matters materials and in so doing contracts to use them only within our system and faculty. Any faculty or staff wishing to copy or use any Quality Matters materials must get approval from the Director of Online Learning and/or the Institutional Representative for Quality Matters.
- Course review by QM personnel: this will occur in cooperation with the instructor and the Director of Online Learning. Successful review by a QM personnel will result in the course being QM-certified.

Intellectual Property

- Because we emphasize instructor engagement and personalization of course content as a means of connecting with students, it is expected that students should “see” and “hear” their instructor in their courses. This often requires instructors to create videos using their image and voice, and to respond personally and directly in discussion boards and feedback. The instructor’s voice and likeness remains the sole property of the instructor. However, other course material and content are the property of Carl Albert State College, and can be copied, transferred, and accessed as required by CASC administration. Instructors are paid to teach the course, and the development of content is considered part of the teaching process.

Procedures for Out-of-State Authorization

- Carl Albert State College is a member of NC-SARA and will strive to maintain compliance in approved states, and will continue to investigate opportunities to deliver distance education in non-authorized states. A listing of authorized states is located on the CASC website for CASC Online.

Appendix D: Who To Contact

You can use these contacts for yourself or to direct students to the right resources.

CASC Online:

Sarah Brown, Director
sbrown@carlalbert.edu
918-647-1303

Academic Affairs:

Dr. Marc Willis, VP for Academic Affairs
mwillis@carlalbert.edu
918-647-1231

ADA:

Erika Castillo
ercastillo@carlalbert.edu

Blackboard Tech Stuff:

Jerri Lowrimore
jlowrimore@carlalbert.edu
918-647-1361

Student Free Access to Microsoft Office and other Tech Stuff:

Josh Burris
jdburris@carlalbert.edu
918-647-1363

Self-Service/myCarlAlbert Issues:

Jerry Ellis
jwellis@carlalbert.edu
918-647-1365

Tutoring:

[Tutor.com](https://www.tutor.com) (free 24/7 tutoring accessible in every online course)

ARC (Academic Resource Center)
Ollie Center 1321
918-647-1463

Enrollment (also Advising/Student Course Schedules):

918-647-1266

Financial Aid (also Work Study/FAFSA):

918-647-1343

Business Office (to Pay Bill): 918-647-1323

Admissions (also Transcripts/Dropping a Class/Graduation):

918-647-1300

Main CASC Switchboard:

918-647-1200