



# Handbook for Online and Adjunct Instructors

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## Welcome

Welcome to the CCC faculty. We are excited to have you join our Colby family. This handbook is designed to help you understand the expectations of online instruction at CCC. Online teaching is both rewarding and challenging.

## Setting Up Your Course

### Course Design and Planning

#### *Structure of the course*

1. Using Modules: Modules allow faculty to organize their course by weeks, units, chapters, or topics. This is the best way to organize and make content available to students. All course content (readings, labs, quizzes, assignments, etc.) should be linked in the corresponding module. Ensure both the assignment and its module are published and visible to students. Instructors are encouraged to include a brief “Start Here” or “Getting Started” module.
2. LMS: CCC utilizes Canvas as our LMS for all courses delivered, regardless of modality, through CCC. Canvas works best with Chrome.
3. Aligning Content with Outcomes: Each Module should align with one or more Course Learning Outcomes. Outcomes may also be aligned with specific quizzes, assignments, discussions, etc.

#### *Creating Engaging Content*

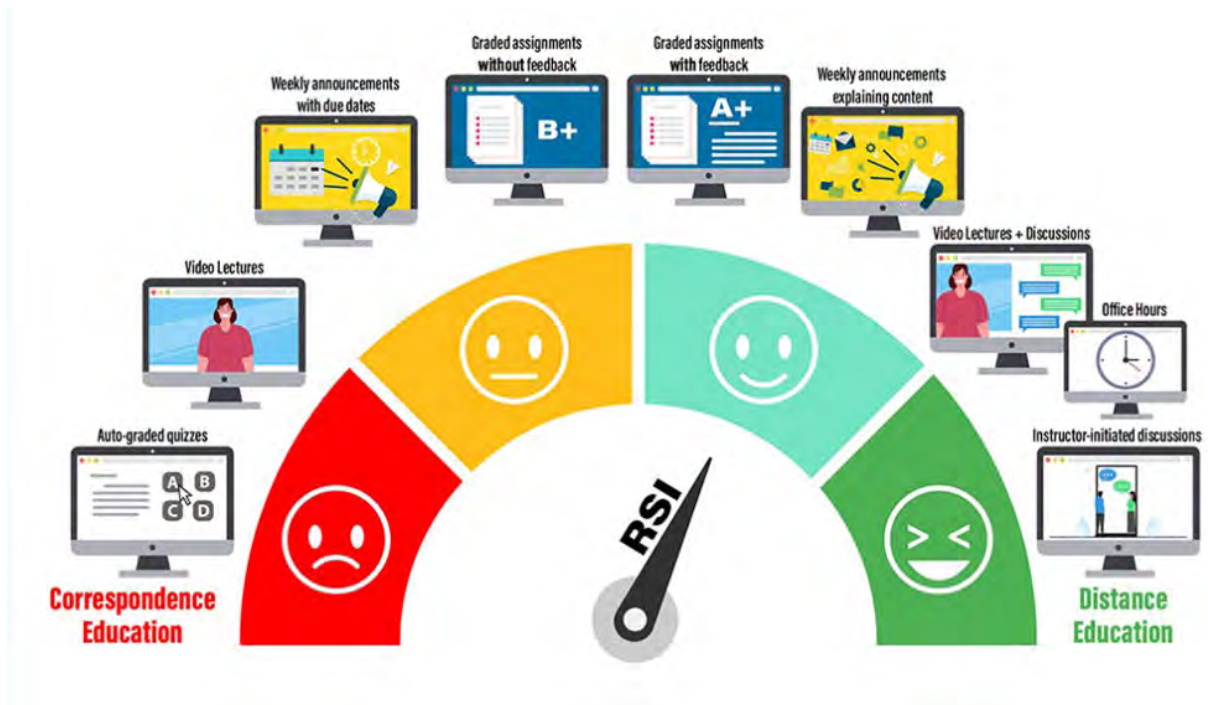
1. Use a variety of instructional tools to engage students.
  - a. If videos or voice-over are used, closed captioning must be included.
2. Ensure instructions for all assignments, discussion boards, quizzes, labs, etc. are clear and all have a due date.
3. Include guidelines and rubrics for all appropriate assignments.

#### *Regular and Substantive Interaction (RSI)*

Regular and substantive interactions are the ongoing, meaningful communications between instructors and students that go beyond simple feedback or one-way communication. It is imperative to create a dynamic and supportive online learning environment where students feel involved and motivated.

Fostering RSI needs to be a priority in any asynchronous learning environment. Ways to do this include, but are not limited to:

- a. **Office Hours:** All instructors are required to post a consistent schedule for virtual office hours in their course. This schedule should reflect times when the instructor is available specifically for online students and should be clearly communicated in both the syllabus and Canvas course shell. Instructors are expected to be available and responsive during these times to support student success.
  - b. **Weekly Check-Ins:** Make it a habit to regularly check in with students through Canvas mail, announcements, or discussion posts. This keeps students engaged and ensures they don't feel isolated.
  - c. **Interactive Lectures:** Use tools like live webinars, synchronous Q&A sessions, or group activities to foster direct communication. For instance, ask open-ended questions during live sessions and encourage students to share their thoughts in real-time.
  - d. **Instructor-led discussion forums:** Instead of simply posting a discussion question and leaving students to respond, actively engage with the forum. Pose follow-up questions, comment on students' posts, and provide additional resources or clarifications to keep the conversation flowing.
  - e. **Collaborative Projects:** Facilitate group work where students can interact with their peers. This interaction builds a sense of community and encourages students to work together in problem-solving and critical thinking.
  - f. **Real-Time Feedback:** Don't just grade assignments—engage with students in meaningful ways. Leave specific, actionable feedback that shows you've read their work and thought carefully about their progress. For example, instead of just writing "good job," say, "I liked how you approached this argument. To strengthen your point, try adding more evidence from sources A and B."
2. **Student Support:**
- a. Regular interaction also extends to providing personal support to students. If a student is falling behind or seems disengaged, reach out proactively with a supportive message. Offer help, resources, or schedule a meeting to discuss how they can succeed in the course.
  - b. Create a balance between professional boundaries and a supportive, approachable demeanor so students feel comfortable reaching out.



## Managing Your Course

### Communicating with Students

#### Email

1. CCC requires all faculty (full-time, part-time, adjunct, and outreach) to utilize the college email system.
  - a. The college utilizes this email to communicate with faculty and staff.
  - b. Students are also directed to use this email to communicate with faculty.
  - c. This email is linked to the Canvas course.
  - d. It is college policy that emails be answered within 24 hours during the week and 48 hours on the weekend and holidays. There must be a timely response to students.
  - e. **Real-Time Feedback:** Don't just grade assignments—engage with students in meaningful ways. Leave specific, actionable feedback that shows you've read their work and thought carefully about their progress. For example, instead of just writing "good job," say, "I liked how you approached this argument. To strengthen your point, try adding more evidence from sources A and B." Consider utilizing voice-recorded feedback available in Canvas.

#### Canvas Messaging or Announcements

- Faculty may also use Canvas messaging to contact students.
- Course Announcements may be used for announcements to all students as well.

#### Syllabi

CCC uses Simple Syllabus for all course syllabi. Please see appendix A for instructions to access this tool.

- a. All syllabi have the same required elements.

- b. Course and instructor policies are editable.
  - i. Course and instructor policies should be clear and easy to follow.
- c. The instructor may not edit college policies.
- d. Office hours and instructor contact information are required on the syllabus.
- e. The syllabus is required to be published 24 hours before the course start date.
- f. Course Timelines should be provided.

### *Tutoring*

Tutoring for all students is available through Tutor.com, located within each Course in Canvas. Please see appendix B for instructions to access this tool.

- a. The link is in the left-hand menu of each course.
- b. Instructors can see how much students are using this resource.
- c. Students also have resources for test preparation on tutor.com.

### *Proctoring*

Proctoring services at CCC are available through Honorlock within Canvas and the H.F. Davis library. Please see appendix C for instructions to access this tool.

- a. The library can proctor in face-to-face and Zoom formats, utilizing screen sharing.
- b. Depending on the instructor and the program, proctoring using approved proctors may be used.

### *Plagiarism Software*

Turnitin.com is utilized as the plagiarism prevention software at CCC. This software checks all assignments turned in for plagiarism against the library and blocks of text and for potential AI text. Please see appendix D for instructions to access this tool.

## *Assignments and Grading*

### *Assignments*

1. Use a combination of assignments (quizzes, discussion boards, essays, peer assignments, etc.)
2. Align appropriate assignments to Outcomes.
3. When appropriate, give formative and constructive feedback on student work.
4. All assignments, labs, essays, discussion boards, etc. are required to have a due date.
  - a. Due dates appear on student calendars in Canvas.
5. Grades should be updated regularly so students can monitor their progress throughout the course.

### *Grading*

- All assignments, labs, quizzes, essays, etc., should be graded within 5 days.
- When appropriate, use rubrics.
- Provide formative feedback on assignments when appropriate.

### *Attendance*

*Online attendance is tracked through the submission of a graded activity within the first seven days.*

1. Finals should be given during finals week.

### *Last Date of Attendance*

CCC follows federal guidelines for determining the last date of attendance, which is especially important for maintaining compliance with Title IV financial aid regulations.

1. When a student drops an online course or fails the course, the last date of attendance should be recorded.
2. This date is the student's most recent course activity submission (discussion, quiz, assignment, essay, etc.).
3. Faculty can use the individual gradebook feature to see the last date and time of submission.

## Course Conduct

### First Week of Classes

#### Required Elements Checklist

- All courses should be published at least 24 hours before the course begins.
- The syllabus should be completed in Simple Syllabus and published in the same timeframe.
- During the first week of classes, instructors should post a welcome announcement or video and an icebreaker activity or discussion.

## Assessment

### Course outcomes

Course outcomes are determined by full-time faculty or KCOG groups. If you are unsure of your course outcomes, please contact your department chair or the Dean of Online Learning and Institutional Effectiveness.

1. Outcomes cannot be changed.
2. Each outcome should be measured each time the course is taught.
  - a. Number of students above the cut score is met.
  - b. Number of students below the cut score is not met.
3. Outcome data is entered into the assessment system at the end of each semester.

## Calculating Seat Time

### Seat Time Equivalencies

Seat time is used for accreditation and federal compliance.

- One credit hour = 750 minutes plus finals time
- Use the following chart to determine seat time for online courses:

Readings	180 words per minute
Videos	Length of the video
Discussion Boards	1 hour for an original post and responses
Quizzes	60 minutes
Exams	90 minutes
Case Studies	75 minutes
PowerPoints with Audio/Recorded Lecture	Length of the lecture

PowerPoints without Audio	50 minutes
External Links	20 minutes per link
Written Assignments	60 minutes
Essays	4 hours per page, including research

## Professional Resources

### Canvas Shell

All instructors have access to the Canvas course *Online Learning-Faculty Resources*. This contains guides on creating any Canvas course.

### Resources

- *The Online Learning Journal*. <https://olj.onlinelearningconsortium.org/index.php/olj/index>
- Online Learning Consortium [www.onlinelearningconsortium.org/professional-learning/](http://www.onlinelearningconsortium.org/professional-learning/)
- [Canvas Support – Available in the Canvas portal from the left menu.](#)

## Frequently Asked Questions (FAQ)

### **Q: When should I publish my course in Canvas?**

A: Courses should be published at least 24 hours before the official course start date. This includes publishing the syllabus in Simple Syllabus and posting a welcome message or video.

### **Q: What counts as attendance in an online course?**

A: For online classes, attendance is defined as completing a graded activity (such as a discussion post, quiz, or assignment) within the first seven calendar days of the course.

### **Q: What is the policy on responding to student emails?**

A: Faculty are expected to respond to student emails within 24 hours on weekdays and 48 hours on weekends and holidays. Prompt communication supports student success and retention.

### **Q: Do I need to hold office hours as an online instructor?**

A: Yes. Online instructors are required to post and maintain a consistent schedule for virtual office hours, which should be clearly communicated in the syllabus and Canvas.

### **Q: How do I know if my course materials meet accessibility standards?**

A: All video or audio content must include closed captions. Additionally, course content should be clear, well-organized, and compatible with screen readers whenever possible.

### **Q: What if I suspect a student has plagiarized an assignment?**

A: CCC uses Turnitin to check for plagiarism and potential AI-generated content. If you suspect academic dishonesty, refer to the college's academic integrity policy and consult your supervisor or department chair.

### **Q: What should I do if a student stops participating in the course?**

A: Reach out to the student proactively. If there is no response or continued inactivity, document the



last date of attendance based on their last graded activity and report it accordingly for financial aid compliance.

**Q: How should I handle finals in an online course?**

A: Final exams must be scheduled and available during the designated finals week. Make sure students are aware of the timeline and any proctoring requirements well in advance.

**Q: Where can I find help designing my Canvas course?**

A: All instructors have access to the “Online Learning–Faculty Resources” Canvas shell, which contains guides and support materials. You may also contact the Dean of Online Learning for assistance.

**Q: Who do I contact for tech support or course access issues?**

A: For technical support, reach out to CCC’s IT Help Desk or Canvas Support. For course access or instructional design concerns, contact the Dean of Online Learning.

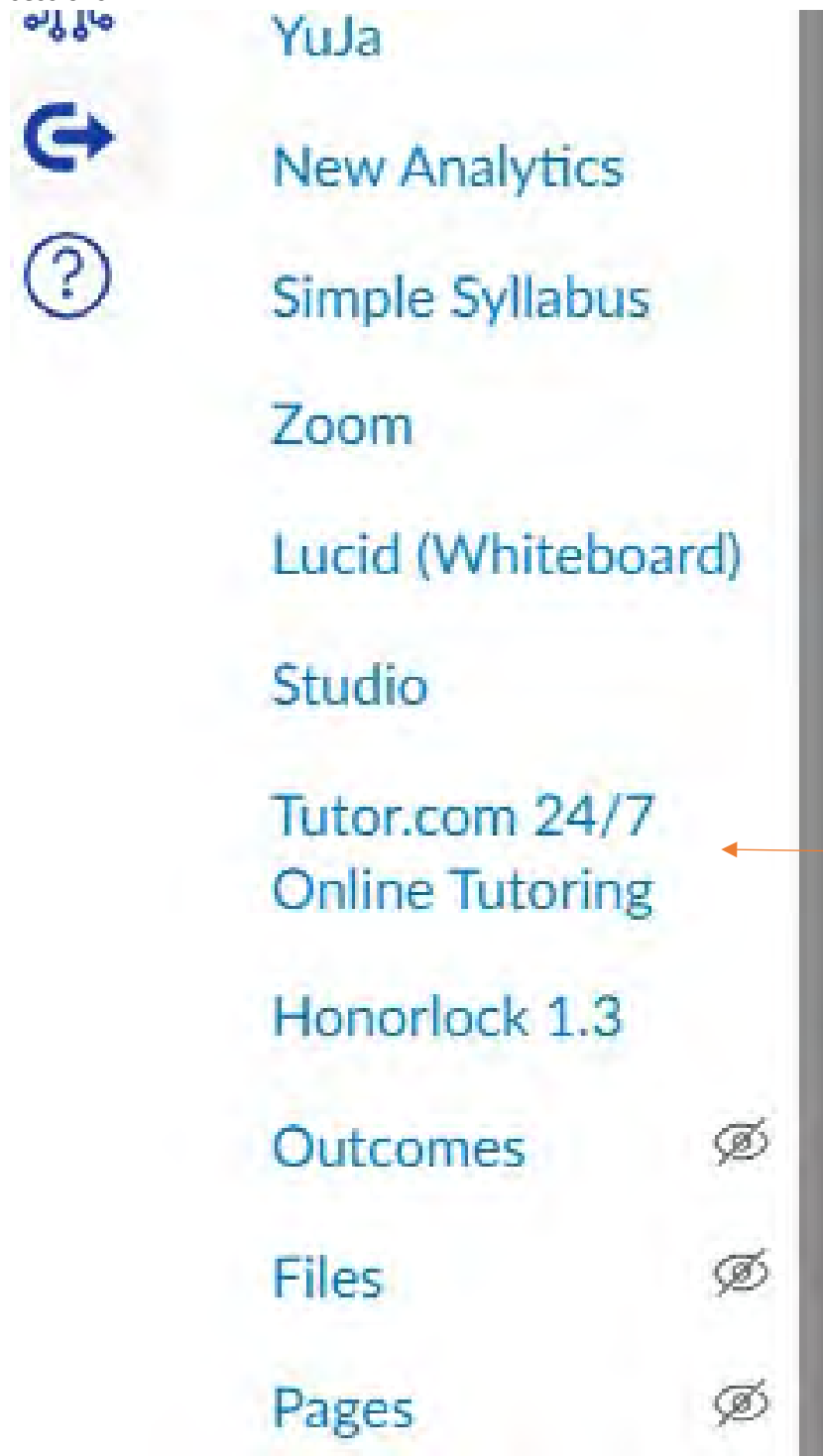
## Appendices

### Appendix A: Simple Syllabus

1. Simple is accessible within all Canvas Course shells.
2. Within the Canvas Shell, Click on the Simple Syllabus Link in the Left Navigation Menu.
3. Instructors must update office hours, textbooks, and course policies.
4. Once the syllabus is updated, click submit at the bottom left of the screen.

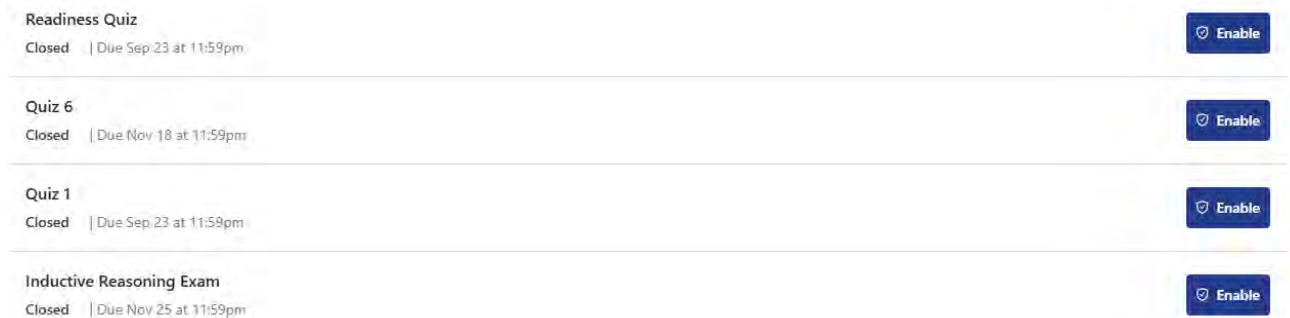
## Appendix B: Tutor.com

1. Access from the left-side toolbar in Canvas
2. Instructors can see student usage, early alerts submitted by tutors, and transcripts of all tutoring sessions

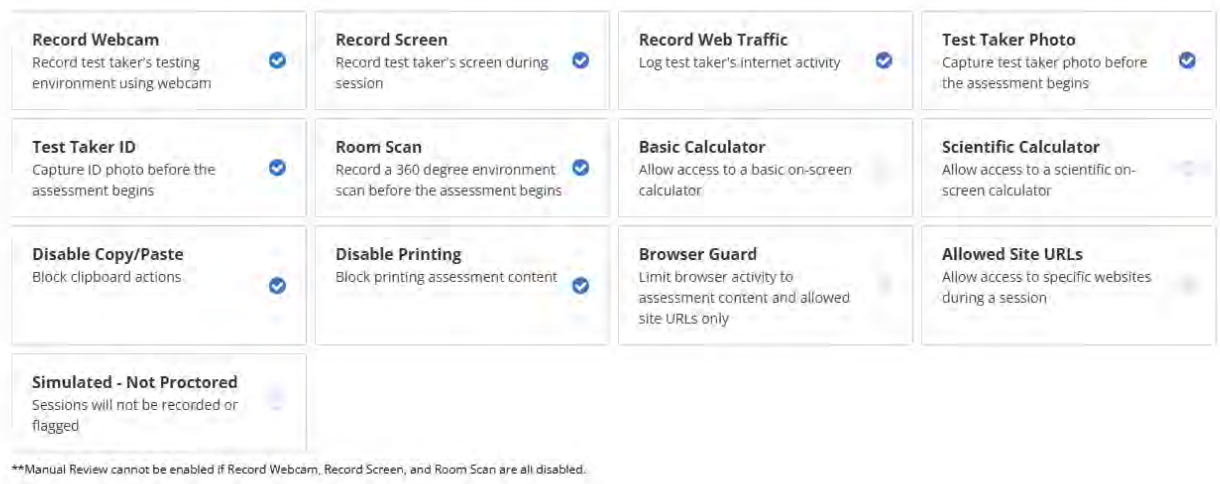


## Appendix C:

1. Honorlock can be accessed through the left-hand navigation menu in Canvas.
2. Choose Enable on the quiz and select the settings.



3.




- 4.
5. Then Enable the entire quiz.
6. This tool works just like a Canvas Quiz and does not need another download.

## Appendix D: Turnitin

1. This tool is accessed within the Assignment Edit page.
2. Once you choose either Text box or file upload, you will be able to choose this:

Plagiarism Review

Turnitin Similarity

 **turnitin**

**Exclude from Similarity Reports**  
☐ Bibliography  
☐ Quotes

**Submission Indexing**  
☒ Index all submissions

**Generate Similarity Reports**  
Immediately and on due date -  
☒ Recommended  
☐ Immediately

[Learn more about Turnitin settings](#)

Show report to students  

Immediately

In the Speed Grader, you will be able to see the score as well and be able to link to the matching text.