**Course Implementation, Management, and Best Practices**

To ensure that standard and consistent services are provided to all CTC students, dual credit faculty are required to follow Institution policies and communications from dual credit POCs, department chairpersons, and CTC administrators. The following checklist outlines minimal faculty responsibilities. This list does not include specific departmental requirements and is not all inclusive.

1. **Prior to Course Start**
   These tasks should be completed prior to student access. Remember that if Blackboard is used, students get access to the courses 72 hours before the posted course start date.
   
   a. CTC policies require that the same materials are used for each course regardless of delivery system. Check with your CTC dual credit POC (listed at [www.ctcd.edu/dcfaculty](http://www.ctcd.edu/dcfaculty)) to ensure that you have the proper and current items for the course and that the course content you receive is for the correct materials.
      
      i. If not, request or order them within four weeks prior to the course start date.
      
      ii. If you have questions about materials, consult your CTC dual credit POC.
   
   b. Properly update courses in Blackboard three weeks prior to the start date after notification that your course is ready for updates.
      
      i. Ensure that your contact information is provided. Include your CTC email account, ISD email account (if appropriate), phone number, and your dual credit POC’s phone number.
      
      ii. Remove old announcements and change the dates of announcements that remain valid.
      
      iii. Enter deadlines into the course schedule. Class lengths are automatically adjusted for the following breaks, and you should not require student participation during these times. Check your school’s calendar (can be found at [www.ctcd.edu/dcfaculty](http://www.ctcd.edu/dcfaculty)) to ensure deadlines do not fall on holidays.
      
      iv. Verify that the grade center reflects the grading policy in your syllabus; e.g., points and totals are correct.
      
      v. To ensure that your course complies with CTC and accrediting agency standards, regulatory requirements, and best practices, refer to the CTC/DEET Course Checklist ([http://www.online.ctcd.edu/faculty_staff.cfm](http://www.online.ctcd.edu/faculty_staff.cfm)) for details on how the master course was created and how your course should be set up.
      
      vi. If your course is subject to a quality assurance check, respond with the recommended corrections or changes or an explanation as to why they were not made within the specified time period (generally three days).
   
   c. Ensure that items you may have edited in or added to your course meet ADA, copyright, and usability regulations.
      
ii. Copyright compliance: the online Copyright Clearance Center at [www.copyright.com](http://www.copyright.com). We suggest that you view the short videos on Copyright Basics and Copyright on Campus at [www.copyright.com/content/cc3/en toolbar/education/resources.html](http://www.copyright.com/content/cc3/en toolbar/education/resources.html).

iii. Web usability: See [www.usability.gov](http://www.usability.gov)

d. Synchronize any publisher products, such as McGraw-Hill's Connect, or create a course, such as for Prentice Hall's MyMathLab. Include any required access codes or course IDs, instructions on how to use the product, and sources for technical support in your course.

e. If you are using SafeAssign, a plagiarism tool for written assignments, be sure to synchronize for your new class. Refer to the instructions at the DEET website.

f. Check proctored exams for

   i. Location
      1. At Proctored Exams in course menu
      2. Non-Proctored Exams should be at a Non-Proctored Exams link in the course menu or within the appropriate lesson

   ii. Test information (administration instructions).
      1. Proctors don’t go back and read the course syllabus; they go by what is on the test. You will need to indicate time restrictions, resources that may or may not be used, etc. In general, proctored exams may not last more than two hours and may not use open books.
      2. Ensure that everything, content covered, number and type of questions, and points agrees with the course syllabus.

   iii. Test availability
      1. Force completion
      2. Set timer (No more than two hours)
      3. Display period (Must provide testing window of 5 days)
      4. Password
         a. Create your own password with Blackboard.
         b. The passwords and other relevant test administration instructions are provided to approved test proctors by the Central Texas College Testing Office.
         c. Contact your dual credit POC if you need a password or test reset.

   iv. Test feedback (choose what you want the students to see)
      1. Score
      2. Submitted answers
      3. Correct answers
      4. Feedback

   v. Test presentation (one question or all)

g. Ensure that your online course is comparable to corresponding face-to-face courses and is engaging. If you have ideas but don’t know how to implement them, contact course.support@ctcd.edu.
h. Ensure that you are complying with any departmental standards regarding number and/or nature of exams, written assignments, etc.

i. Prepare welcome announcement/email.
   1. Send students a brief email that explains how to get into Blackboard. Once they are in Blackboard, you may switch to announcements and messages.
   2. Suggest that students view the two part Student Orientation recording created by Professor Deets. These recordings are available at the DEET website.

2. During the Course
   a. Sign and return employment paperwork from your department, such as PTEAs, as requested. This will depend on what district you teach for.
   b. Send a welcome email to your students on or before the first day of class to optimize their ability to find and log into your class. Remember, some students may not know anything about Blackboard. Suggested content for this email is available upon request from course.support@ctcd.edu.
   c. Make your presence known right away. These are NOT correspondence courses and the students should NOT feel like they are alone.
      1. Offer a course orientation using Blackboard Collaborate.
      2. Advise students of resources
         1. CTC website (http://www.ctcd.edu)
         2. Dual Credit Information (http://www.ctcd.edu/students/current-high-school-students/dual-credit/)
         3. DEET website (http://online.ctcd.edu)
         4. online Student Center in Blackboard
         5. online writing and math tutoring in Blackboard (http://online.ctcd.edu/tutorials.cfm)
         6. 24/7/365 technical support at de.techsupport@ctcd.edu or 1-866-350-4729.
         7. Professor Deets at prof.deets@ctcd.edu
   d. Maintain a presence in your class. Enter courses a minimum of three non-consecutive days per week (or as specified by your department) to monitor student progress, provide timely responses and feedback, and identify and address any student or administrative issues.
      1. Post frequent announcements.
      2. Send weekly messages or emails.
      3. Respond to student emails and other communications within 48 hours. After the welcome email, consider initiating and maintaining contact with students through the Blackboard Message System. Do not delete messages as they are part of the course history and can be useful in resolving student complaints.
      4. Evaluate graded assignments and exams, and provide meaningful feedback to students within seven calendar days following the due date for the
assignment or, in the case of self-paced courses or when extensions have been granted, within seven calendar days after submission by the student. If you require that graded assignments be submitted at less than a two-week interval, evaluation and feedback must occur not later than the mid-point between the two assignments to permit students to learn from the previous assignment and make corrections.

e. Encourage interaction and collaboration.
   i. Discussion board
   ii. Group projects
   iii. Consider using Blackboard Collaborate and other tools for regular interactive sessions (and to address accrediting and regulatory agency contact hour concerns).

f. Monitor student participation in class.
   i. Set up assignments that students submit throughout the course so that you can monitor their activities.
   ii. Keep grade center current.
   iii. Consider using the adaptive release function to make items available only at certain times or under specified conditions. This can help you to provide accommodations, such as extra testing time, for students with documented learning disabilities.
   iv. Use the Blackboard tools
      1. Last Access in grade center
      2. Performance Dashboard and Course Statistics at Bb control panel
      3. Early Warning System
      4. Set up EWS rules the first day of class and on a regular basis thereafter.
      5. Send reminders to students via grade center or EWS.

g. Use your CTC email for all CTC business, to include communication with students. You may provide an alternate email for emergency situations.

h. Return certified rolls within five days from the date they were sent. If you do not receive cert rolls documents (paper or digital) within two weeks after the start date of your course, email dcrolls@ctcd.edu to request a resend of the documents.

i. Maintain a frequently updated replica of the Grade Center records between the start and end dates of all courses in case a backup is required. This may be either a hard copy or digital copy on your computer’s hard drive.

j. Provide correct and complete student success (retention) input as requested.

k. Respond to CTC’s administrative emails within 48 hours (two work days) unless otherwise specified. Saturdays, Sundays, and CTC approved holidays are not included in this time period.

l. Respond to CTC’s administrative telephone calls within 24 hours (one work day) unless otherwise specified.

m. In case of emergency or major curriculum or testing change, post announcements in classes, email students, and contact (email or phone) supervisor immediately, if appropriate.

n. Know withdrawal and other student services policies.
i. The last date of attendance has recently been defined not by being logged onto an online class or course management system, but rather by last participation in an online discussion or contact with a faculty member.

3. **Ending the Course**
   a. Remind students to submit the course evaluation.
      i. A link is provided in the course menu.
      ii. Students may also go to [http://soarapp.ctcd.org/online_forms/course_evaluation/course_eval_for m.cfm](http://soarapp.ctcd.org/online_forms/course_evaluation/course_eval_for m.cfm)
      iii. Students may use their browser print function to print documentation that they submitted an evaluation for your class.
   b. Address any IP requests.
      i. Check against IP requirements on Page 1 of the Course Syllabus.
      ii. Allow only sufficient time to complete the one or two assignments that may be outstanding. (We do not recommend IPs exceeding one to two weeks.)
      iii. Specify IP conditions and monitor student progress.
      iv. Place IP deadline in column in Bb grade center.
      v. Change IP to course grade as soon as requirements are met or IP deadline has expired.
   c. Compute and submit course grades.
      i. List letter grade in Bb grade center. Be sure column is set to text.
      ii. Enter letter grade in WebAdvisor by the five-day deadline.
      iii. Download and submit initial Bb grade book. See the DEET website for instructions.
      iv. Download and submit final Bb grade book when IPs have been resolved.
   d. Reflect on course to identify areas of improvement for next time.
      i. Recall student questions and confusion.
      ii. View course evaluations and analyze data. See the [View My Evaluations](http://soarapp.ctcd.org/online_forms/course_evaluation/course_eval_for m.cfm) link on the [Faculty and Staff](http://soarapp.ctcd.org/online_forms/course_evaluation/course_eval_for m.cfm) tab of the Distance Education website.

4. **Miscellaneous**
   a. Complete all administrative required paperwork according to instructions.
   b. Complete your annual dual credit required training and keep in contact with your department chair.
   c. Maintain records for a minimum of one and one-half (1 ½) years in case of student disputes.
      i. Blackboard Grade Book/Center.
      ii. WebAdvisor Gradebook.
      iii. Certified/Census Rolls.
      iv. Change of Grade Forms submitted.
      v. Correspondence about and copy of contract/plan for satisfying extensions.
   d. Provide your dual credit POC with current contact information, to include a phone number and alternate email address. Update your personal contact information immediately, if changes occur, with the CTC dual credit POC.
   e. Continue to check your CTC email account weekly even when not actively teaching. You are responsible for all information disseminated by the College during any leave of absence. You may forward your CTC email account to your ISD account, if easier.
f. Continuously check Blackboard for training opportunities, active courses, and courses scheduled for future terms.
g. Maintain adequate competency in technical ability and technological advancement to perform job duties and requirements.
   i. Periodic training and updates will be offered. We recommend that you take advantage of these opportunities, some of which may count as professional development.
   ii. After several months of absence from teaching, you may be required to update your skills and knowledge.
      1. The period of the absence and type of skills requiring updating will be determined by your dual credit POC.
      2. If you have not taught for six months, a termination may be done, and access to CTC email and other accounts may be ended.

5. **Disciplinary Action** Habitual or blatant violation of any of the above mentioned guidelines may result in appropriate disciplinary action as prescribed in CTC policies and procedures.