



**CARSON-NEWMAN**  
A CHRISTIAN UNIVERSITY

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**Faculty Guide  
for  
Online, Hybrid, and Blended  
Courses**

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# Welcome

To faculty who teach our online and distance courses or those considering teaching online in one of its several formats, welcome to Carson-Newman University.

The purpose of this Online & Distance Learning (ODL) guide is to support our faculty who design online courses, assist in the design of online courses, teach fully online courses, partially online courses (Hybrid), or supplement their traditional face to face (F2F) courses with online components (Blended).

Many of your questions concerning compliance, instructor or designer role expectations will be answered here. If this booklet does not answer the questions, we hope it will guide you to the proper connection channels to get the answers. Last here you will be given the history, traditions, values, and mission of Online & Distance Learning here at Carson-Newman University.

# Online & Distance Learning Vision

## Carson-Newman's Mission

Our mission as Christian educators is to help our students reach their full potential as educated citizens and worldwide servant-leaders.

## Our Mission

The department of Online and Distance Learning (ODL) supports the C-N mission by maximizing student access to quality courses using online course delivery methods and support.

## Our Vision

Offer engaging and transformative learning in an online format that students uniquely identify as a Carson-Newman experience and other institutions would like to emulate.

## Our Values

**Support** The office of ODL believes success for a student or faculty in an online course comes from a high level of support. We are dedicated to building a support community second to no other.

**Quality** ODL guarantees the online learning experience at Carson-Newman University to be professional and rewarding. We strive to provide you with a high-quality education through quality course design and instructor training.

**Compassion** We believe online and technology can be frustrating at times. We promise to work with our faculty and students to alleviate their anxiety and eliminate barriers for success.

# Core Principles for Online Education at C-N

The following core principles of online teaching and learning are as follows. These principles were used when the Quality in Online Education Committee ratified the Carson-Newman University Minimum Quality in Online Course Design requirements document.

## Community

We believe the online classroom can provide a sense of community for our students. This is accomplished through community building blocks which encourage student-to-student interaction. This may be using online tools such as group discussion boards, video presentation sharing, and small group Skype sessions.

## Engagement

We believe students learn better when the learning is active. This means some reading and video lecture content may be replaced with activities such as: student-produced videos, student-led discussion posts, and activities where the student creates a hypothesis and must run their own tests to verify the validity.

## Presence

We believe in guiding our students through each online course they take. This means the instructor will play a role in guiding the students, including setting clear expectations, using reminders, and automated notices to let the student know we care.

## Student Centered Design

Not all students in a course are going to learn in the same way. We believe in course design which gives students various ways of meeting the course learning objectives of knowing something different, doing something they couldn't do before, or feeling/thinking differently about a topic than when the course began.

We also believe courses should provide students alternative ways for demonstrating what they know.

# Online Course Participation

Online Courses (asynchronous) - Asynchronous online courses do not require students to log-in to the course at specific times during the course offering. However, assignment due dates and instructor involvement may help guide the course throughout the semester. In such cases, the asynchronous online course is paced. An independent asynchronous online course allows the student to complete work at their own leisure (e.g. Competency Based Education).

Online Courses (synchronous) - synchronous online courses requires students to log-in to the course at specific times during the course offering in order to participate in classroom discussion or to watch a live webcasting of the course lecture.

The standard operating policy of Carson-Newman University is to offer asynchronous online courses in order to capitalize on the full advantages of offering online programs. Synchronous online courses should be limited and offered infrequently as directed by the Office of the Provost.

# Contact Information

## Course & Learning Management System (LMS) Support

Office of Online and Distance Learning (ODL) ..... 865-471-3317

Evenings & Weekends Contact by Email ..... [odl@cn.edu](mailto:odl@cn.edu)

Edvance360 Course Designers and Instructors Manual can be downloaded from the Edvance360 Help menu.

## Computer & Log On Issues

Information Technology Services Help Desk ..... 865-471-3506

### Evenings & Weekends

Contact by Email..... [ithelpdesk@cn.edu](mailto:ithelpdesk@cn.edu)

Contact by Ticketing System Page.....[www.cn.edu/it](http://www.cn.edu/it) >Help Me

## Quality in Online Education Committee

The Quality in Online Education Committee shall review all aspects of the university's online courses designed entirely by a faculty member. Within the scope of its authority, the committee shall make recommendations to faculty developing courses for online delivery regarding design quality in order to promote positive student-to-student, student-to-content, and student-to-instructor interactions. As part of its ongoing work, the Quality in Online Education committee will oversee the upkeep of the Carson-Newman Online Course Quality Checklist which outlines minimum requirements for all online courses delivered by the university.

Contact by Email..... [QOE@cn.edu](mailto:QOE@cn.edu)

# Important Policies

## Before You Teach Online

Before teaching online for Carson-Newman all instructors are expected to either attend workshop training or complete the online video training for Edvance360.

All instructors before teaching need to complete the Orientation for New Online Instructors found at [www.cn.edu/online](http://www.cn.edu/online). Complete the “Faculty, Start Here” section starting with the “Welcome New Faculty” video and working your way through the section. The last item in that section you will find a copy of this guide.

## Faculty Evaluation

All faculty are evaluated at regular intervals. All online adjunct faculty will have a lead faculty member for the course observing. They may not be “in the course” every day, but they will have access and will be listed on your Edvance360 roster.

Student evaluations for all courses are automatically sent to students at the end of each mini-term, except for the summer terms. All instructors are encouraged to pole their students part-way through the course to touch base with how they believe the course is progressing and be notified of any major design flaws.

## Attendance and Class Activity

The Carson-Newman University policy requires all online instructors to have instructor-to-student interaction at least once a week. This may be in the form of student feedback for an assignment or discussion. It may be an email of encouragement.

Students must actively be engaged with the course content. **Faculty are required to create two introductory assignments. One, which include students creating their Edvanc360 profile with a recent photo and short bio about their personal interests. The second, online faculty need to require students to complete an academic assignment prior to**

### **the deadline for Attendance Verification declared by the University.**

The type of assignment is important in terms of Department of Education. interpretation; make sure the assignment demands engagement with course content, e.g., Chapter 1 Quiz or brief reflection on reading passage.

Last, run the “Course Logins and Page Views” report on Edvance360 to discover how much students are engaging with the content and with other students through discussions. You are the coach. Encourage them to log in more if you believe it is needed.

### Syllabus Requirements

Faculty should post a schedule of regular office hours that are convenient to students and meet departmental requirements. Faculty are expected to be available at the times indicated. For online classes, faculty may make themselves available to students via phone, email, chat, skype, or other technologies.

Faculty must clearly indicate in their course materials the expectation for response to student requests. Faculty should respond to student emails and questions within 24 to 72 hours.

### Course Content and Lesson Plans

Course content and lesson modules are developed using the Online Course Quality Minimum Requirements checklist. Adjunct professors are not to modify lesson content. All professors are however encouraged to make the course their own by adding faculty-to-student and student-to-student connection opportunities. For example, the professor may offer an optional SKYPE review session for particularly difficult material.

# Professor/Instructor Responsibilities

## Before the Term

**Send information to students BEFORE the beginning of the term**, and preferably open the first lesson one week in advance. Information should include:

- Contact information and the fact you will be using C-N email and/or Edvance360 messaging to contact. ONLY C-N email or Edvance360 messaging may be used to communicate via email. Do not post any personal email on your course syllabus or course home page.
- Any text or required materials. Include a link to the bookstore as well.
- Include a definition of the course week such as Sunday to Saturday or Monday to Sunday.
- Attach the syllabus.
- Advise students of required introductory assignment(s).

## Opening Day of the Term

- Compare your official C-N Connect Roster against the Edvance360 (e360) roster. Select the DROP link in e360 for any student NOT on your official roster.
- Report any student missing from e360's roster that is on your Connect roster to the Office of Online Learning 865-471-3317 or [odl@cn.edu](mailto:odl@cn.edu).
- Make sure a welcome/getting started message is posted on your course home page.

## Day Two of the Term

- Run any a Log in and Page Visit report for the course. See the Edvance360 Course Designers and Instructors manual for instructions on running reports.
- Contact any students who have never logged in or who have not completed their introductory assignment via telephone. Telephone numbers for each student are found by selecting the student on the official CN-Connect roster.

## During the Term

- Log in Daily and **answer any messages within 24 hours during the week and 72 hours on weekends.** The number one complaint of students learning online is the lateness of communication from the faculty.
- Be a good role model by grading and commenting on assignments or tests within 72 hours.
- Early in the term – (about mid-week two for 5-week term, week three for 8-week term), ask for informal feedback on "How is the course going?" and "Do you have any suggestions?" Any of the feedback which would improve the course design or instructions should be saved and shared with the Course Coordinator and Course Designer.
- Keep a good record of any missing or misleading directions and instructions in the online course. This will be sent to the course designer after the end of the course.
- Engage with your students.
- Once a week put an announcement (set to expire at the end of the week), some thoughtful tidbit. It may have to do with the course or even some funny, serious, even spiritual revelation you have had. **Remember, politics and negativity are off limits.**
- Review comments on discussion boards daily but be selective. If you comment on every post the students will start discussion with only you and not each other. Use this to encourage, in a private comment, or even to guide a student back on track.
- Remind students of institutional deadlines and contact information such as:
  - Upcoming course registrations
  - Course Evaluations
  - Live-streaming of commencements or chapels
  - Graduation Degree Plan Submission Deadlines

## End of the Term

- **DO NOT DELETE FILES, STUDENT MAIL MESSAGES, GRADES, OR SYLLABUS FROM THE LMS.**
- Complete all grading and submit final grades on C-N Connect by the Tuesday morning at 8:00 a.m. after the end of classes or the test period. **Any should ever be emailed to the student. This violates security rules.**
- Download a copy of your gradebook and file it with any notes where you might anticipate a challenge to your grades. Adjunct professors should mail a copy of this to the department chair. **DO NOT send via email. This violates security rules.**
- **Adjunct Professors:** If a student has an incomplete, this needs to be reported to the department chair. You will need to set an extension date for your student availability in the LMS course settings.

## After the Term

- If someone other than yourself is the “owner” of the master course template for your course, email them of any suggested changes, errors, or other helpful suggestions to the course coordinator.

# Educational Technology

## Office 365

Office 365 is the latest version of Microsoft's productivity suite including Word, Excel, PowerPoint, Access, OneNote, SKYPE for business, and more.

You may use the cloud versions or download the software to your own device(s). If you are currently a faculty of Carson-Newman, you'll be able to use this software for free. Log on with your complete C-N email for your user name and your C-N password. office365.com. Your students have the same access.

## Hoonuit/Atomic Learning Learning Video Tutorials

You have eLearning resources at your fingertips with Hoonuit—formerly known as Atomic Learning. This online tool provides you with on-demand personalized learning and professional development. Your students also have access to these tutorials.

Get started today by

visiting: <https://www.atomiclearning.com/highed/login/cn>

and logging on with your **Carson-Newman email address as your user name and your C-N password.**

## Smarthinking Online Tutoring

Get help in any subject, at any time, in any increment. For instance, one hour of tutoring can be used to submit an essay to the writing center, receive live tutoring in math, and to submit a question in general chemistry. You will have access to hundreds of study aids. To access, log onto Edvance360 and select Smarthinking Online Tutoring from the Links menu on the left navigation panel of the home page.

## EvaluationKit

At the end of each term (accept summer terms), students are asked to evaluate the course using the EvaluationKit link provided them in an email or the course or homepage on Edvance360. **DO NOT** send them any of the emails you receive. These are meant for you only.

# Quality in Online Education

## Minimum Requirements

### Course Organization

- Upon first entering the course, students can easily find the course syllabus and introductory materials.
- Weekly lesson modules are used to present course content and guide students through course activities.
- Student Resources contain organized materials and links guiding students to technical support, writing guides, tutorials and institutional policies and/or procedures.

### Course Introduction and Syllabus

- Course has an instructor introduction, preferably video, which orients students to the course environment, explains course learning outcomes, and required course materials.
- Instructor and Student participation, response times, and engagement are clearly stated.
- Syllabus addresses course-appropriate policies, including academic honesty, harassment, withdrawal and grading policy.
- Evaluation methods and assessment activities are clearly outlined.
- Students have an opportunity to introduce themselves.
- Syllabus clearly states appropriate use of course specific citations for research, writings and postings.
- If the course has been cloned from a previous semester, all documents have up-to-date information.

### Learning Objectives

- Objectives are clearly stated and measurable.
- Objectives are aligned with course material, assessments, and assignments.

## Assessment and Activities

- Assessments and activities are aligned with course objectives and resources.
- Appropriate pacing mechanisms (due dates, reminders, follow-ups) are used to ensure timely student completion and regular engagement.
- Specific descriptive criteria are provided for the evaluation of student's work and participation.
- Activities provide student with opportunities to receive feedback early and frequently.
- Students are encouraged to integrate new concepts into regular practice and understanding.
- Activities, and supporting resources and instructor interactions activate students' prior learning and experiences while introducing new concepts.

## Community & Learner Interaction

- Course design fosters interaction between students and instructor(s).
- Course design fosters interaction with other students.
- Opportunity for synchronous or asynchronous communication is made available (Chat, Web Meetings, etc.) between students to students or students to instructor.
- Course announcements are used for communicating encouragement, publicizing current events which relate to course material, or declare just-in-time information regarding the course or institution happenings, such as a weather event.

## Course Technology

- Tools and media are appropriately chosen compatible with multiple operating environments where possible (i.e. PC, Mac, iOS, Android, etc.).
- Required technology clearly stated.
- Course has no broken links.

## Accessibility Standards

- Course design includes captioned or transcription where appropriate.
- Course has a statement directing students with ADA-documented disability to the Coordinator for Students with Disabilities and Case Manager.

## Learner Support

- Course provides additional tutorials/resources as needed to accomplish objectives.
- Course provides instructions for students use of tools and media.
- Course provides academic support services link/description.
- Course provides technical support services link/description.