FAQ

Academic Affairs

Licensure and Accreditation Spreadsheet and Link for new submissions

How do I find information on the impact of remote and online instruction on the licensure and accreditation of my program?

- You can find the latest information on licensure and accreditation on this spreadsheet.
- Please fill out this webform if you would like to suggest edits to the Licensure and Accreditation Spreadsheet.

Clinic and Work-based Instruction

Can we use distance education for nursing courses/instruction?

- (1) If a disruption in class and/or clinical schedules occurs “flexibility” could be the temporary use of distance education to maintain instructional and teaching activities. For example, if a face-to-face course’s/program’s instruction and learning activities are temporarily disrupted due to campus closures, distance education may be implemented as a method to maintain instruction and learning activities. In this situation, ACEN approval to use distance education temporarily will not be necessary.

(1) Full COVID-19 Correspondence to ACEN-Accredited Nursing Programs: https://www.acenursing.org/about/news/covid-19-correspondence/

What should we be doing with clinical placements and patient interactions?

- In anticipation of future restrictions on student attendance at clinical, public health, and community placements, Schools of Nursing are encouraged to develop contingency plans. These plans may include the expanded use of simulation and virtual reality, the use of online resources for teaching clinical care, and online group chat features, which facilitate the attainment of program outcomes.
- See American Association of Colleges of Nursing

Colorado Board of Nursing requires that no more than 50% of clinical experience can be done through simulation, is there any way to receive a waiver for this rule?

- Yes, the Board of Nursing has a process for granting a waiver to this rule (1). The waiver must be submitted before March 27, 2020, to be considered for the April 22, 2020 board meeting. Please see the attached Waiver Submissions for Nursing Education Programs (2).

(1) Rules and Regulations for the Licensure of Practical and Professional Nurses https://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=8403&fileName=3%20CCR%20716-1

(2) Nursing Board Policy | Waiver Submissions for Nursing Education Programs

We have healthcare apprenticeships, how will they be affected?

- Though each healthcare provider may be different, current guidance from Centura Health is that apprentices are considered employees and in such will continue working/learning within the current scope of their role.

We have healthcare internships and pre-apprenticeships, how will they be affected?

- Though each healthcare provider may be different, current guidance from Centura Health is that interns depend on employment status. If they are employees they will continue working/learning. If they are considered non-essential volunteers or shadow programs they will most likely be restricted access.

Colorado Peace Officer Standards and Training (POST)

The System has spoken with the Attorney General’s office and POST will be following up with each of the training programs to notify them that POST will present options.

At this time the options being discussed are:

- Continue training as normal if no concerns have arisen.
- Transition classroom training to on-line training with in-person skills testing continuing depending on level of concern or reschedule as necessary.
- Suspend training and have each training academy submit a plan to POST identifying a set date when training will resume.
The Director of POST will be sending out formal notification.

HLC (Higher Learning Commission)

Do I need to notify HLC of our change to remote/online instruction and/or changes to our semester calendar?

- Institutions may find that they need to adjust normal operations to protect the health and safety of their campus communities, while providing alternative methods of instructional activity. HLC will be as flexible as possible within the U.S. Department of Education’s expectations. If an institution needs to adjust its business operations in substantial ways (for example, reducing or suspending face-to-face class sessions), an institution should notify HLC of the adjustment, including the steps it takes to ensure quality and continuity in its instructional activity. Please contact the institution’s HLC staff liaison with any questions.

- Here are examples of notifications to HLC:

  - What is the initial expected time frame of the operations adjustment? (HLC does not expect an adjustment to last beyond September 1, 2020. Any time frame can be extended if a situation changes.)
    - March 23, 2020 to May 8, 2020

  - Describe the scope of the operations adjustment (e.g., is the entire campus shutting down or will essential staff be on ground while classes operate online?):
    - CNCC remains open although able staff and faculty are encouraged to work remotely if possible. CNCC feels it prudent to complete the spring term’s regular full term face to face courses remotely. Most Career and Technical Education (CTE) courses will not become entirely remote but will involve a combination of face to face and remote delivery.

  - Outline the institution’s plan for overall business continuity during the suspension:
    - CNCC remains open. Leadership has identified critical and essential employees who will remain working from campus. Other employees are encouraged to work remotely when possible.

  - Outline the institution’s communication plan to constituents related to the suspension:
    - CNCC emailed all students notifying them of the change to some courses delivery on March 18th. Staff and faculty also received an email update on 3/18 informing them leadership plans to have more concrete work plans in place by March 23rd.

What is the initial expected time frame of the operations adjustment? (HLC does not expect an adjustment to last beyond September 1, 2020. Any time frame can be extended if a situation changes.)

- Otero Junior College is requesting a temporary reduction in length of its 2019-2020 academic year. Due to the impact of COVID-19, our institution extended spring break by one week, resulting in a reduction in length from a 15-week spring term to a 14-week term and our 30-week academic year to 29 weeks. Otero is transitioning the majority of our course work to distance education instructional delivery beginning March 30, 2020. This change is an effort to keep our students, staff, faculty, and communities safe during these trying times. No other previously established dates have been affected for the spring term at this time.


  Describe the scope of the operations adjustment (e.g., is the entire campus shutting down or will essential staff be on ground while classes operate online?):
    - Essential and critical staff will be on campus at least 3 days per week beginning March 30, 2020. During the other days, essential and critical staff will be working remotely from home. This process will continue through August 7 unless state and federal government regulations mandate a complete campus shut-down.

  Outline the institution’s plan for overall business continuity during the suspension:
    - Otero Junior College has the need and capacity to offer most of our educational offerings in distance education format according to the scope of our current distance education stipulation. Otero Junior College’s current HLC distance education stipulation is: Approval for distance education is limited to courses. The institution has not been approved for correspondence education. Otero Junior College is not requesting approval for correspondence education at this time.

    Beginning March 30, 2020, all courses for our Associates of Arts, Associates of Science, and

Using D2L, faculty will be delivering instruction asynchronously and synchronously using WebEx and other educational technology support platforms. Faculty are using the Quality Matters standards for the delivery of distance education instruction. Two of our Associates of Applied Science programs (Nursing and Law Enforcement Academy) and three of our Career and Technical Education Certificate programs (Cosmetology, Law Enforcement Academy, and Welding) will be delivered through a combination of distance education and clinicals, labs, simulations, or skills-based learning.

Our Nursing program is accredited by the Accreditation Commission for Education and Nursing and follows International Nursing Association for Clinical Simulation and Learning guidelines. Therefore, the Nursing program will complete clinicals through simulations and employment-related clinical placements. The coursework will be completed through distance education instructional delivery. The Law Enforcement Academy has been put on hold by the Colorado Peace Officers Standards and Training regulations (Colorado POST) for all face-to-face skills-based learning courses. These requirements will be postponed until Colorado POST allows the program to resume regular operations. The program will be allowed to complete all other coursework through distance education instructional delivery. From March 30 to May 1, the Cosmetology and Welding programs will complete lecture coursework through distance education. Between June 1 and August 7, the Cosmetology and Welding programs will complete all required labs and skills-based learning courses.

All academic assessments including student evaluations and faculty evaluations will continue as planned. Commencement and all other award ceremonies will be conducted remotely. Orientation and registration will also occur remotely.

All Student Affairs (Advising, Financial Aid, Enrollment Management, TRiO, International Students Office, Athletics, Resident Hall, Auxiliary), Academic Affairs (Academic Support, Registrar, Learning Commons, Disability Services, Library), Information Technology/Technical Support, Foundation Office, Business Office, Security, and Facilities/Grounds staff as well all Executive Leadership will be on campus at least 3 days per week beginning March 30, 2020. During the other days, essential and critical staff will be working remotely from home. This process will continue through August 7 unless state and federal government regulations mandate a complete campus shut-down.

Outline the institution’s plan for overall business continuity during the suspension:

- All full-time and part-time faculty will continue to teach courses via distance education and/or clinicals, labs, simulations, or skills-based learning depending on the programs. Using D2L, faculty will be delivering instruction asynchronously and synchronously using WebEx and other educational technology support platforms. Two of our Associates of Applied Science programs (Nursing and Law Enforcement Academy) and two of our Certificate programs (Cosmetology and Law Enforcement Academy) will be delivered through a combination of distance education and clinicals, labs, simulations, or skills-based learning.

- All staff in Student Affairs (Advising, Financial Aid, Enrollment Management, TRiO, International Students Office, Athletics, Auxiliary), Academic Affairs (Academic Support, Registrar, Learning Commons, Disability Services, Library), Information Technology/Technical Support, Foundation Office, Business Office, Security, and Facilities/Grounds as well all Executive Leadership will be on campus at least 3 days per week beginning March 30, 2020. During the other days, essential and critical staff will be working remotely from home. While working remotely the abovementioned staff will be using Navigate, Banner, D2L, WebEx, and all other professional technology tools. Our Residence Hall staff will continue to serve students who are remaining on campus during this time period.

Outline the institution’s communication plan to constituents related to the suspension:

- All constituents will be directed to our website and a specific link to our website detailing all campus communication. This website will be managed by the Enrollment Management staff and Registrar/Advising staff. All calls will be managed by Enrollment Management, Registrar, Advising staff.

Does this adjustment go beyond the institution’s current HLC stipulation for distance education?

- No

What are the Higher Learning Commission’s (HLC) requirements for remote instruction?

- There has been new guidance that offers some flexibility to College when moving one’s class to a remote modality. Work with your College for guidance that is specific to your College.
• Criteria 3 states “The institution provides high-quality education, wherever and however its offerings are delivered.” “wherever and however delivered is intended to encompass all modes of delivery and all locations, modalities, and venues, including but not limited to the main campus, additional locations, distance delivery, dual credit, contractual or consortial arrangements.”

(Is excerpted on 3-12-20 from https://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html)

• Students who take a class at a distance may expect more substantive feedback than when they study in the classroom.

• Higher Learning Commission (HLC): HLC has shared a brief statement to its home page affirming that it is “following the Centers for Disease Control (CDC) recommendations” and will “continue to track this issue and inform stakeholders as needed.

Is there a minimum amount of contact hours necessary for course completion? If so, what happens when we miss a week of class or move online?

• Normally, HLC expects courses to go forward in the modality they’re listed under and, as much as possible, to the amount of time scheduled. However, under these circumstances HLC is working with the department of education and states to address these concerns. For now, any substantial change (such as moving courses online) must be communicated by your institution’s Accreditation Liaison Officer (ALO) and leadership to its HLC Liaison Officer. HLC will then work with the institution to identify changes to its current distance education stipulation. Per an email sent to institutions on March 11: “HLC will temporarily waive its distance education review requirements for institutions that indicate they are accommodating students whose enrollment is interrupted as a result of the coronavirus outbreak.”

What about clinicals and CTE labs? Some of those can’t move online.

• For updates on clinicals and healthcare, please see the FAQ section on this. As for CTE, each institution needs to make plans on how to get this time covered. Thankfully, groups such as the State Board for Nursing are beginning to relax non-simulation requirements via a waiver to help accommodate regional programs. Programs should work with their leadership to address how to best take care of these requirements.

What if our institution doesn’t offer many distance education courses, such as rurals that largely use CCCOnline? Will we have to change our distance education stipulation? Can we still get this waiver quickly?

• Per HLC email dated 3/11: “If an institution determines that it has the need and capacity to offer some or all of its educational offerings in a distance education format that is beyond the scope of your current distance education stipulation... HLC has created an expedited, no-fee process so that institutions can request a temporary waiver of normal HLC requirements for approving distance education.

Grading

• Incompletes. Up to this point, a student must have completed at least 75% of the required course learning outcomes with a C average to be eligible to receive an incomplete. We are temporarily lowering the requirement to 60% completion of required course learning outcomes with a C average. Going lower than 60% would cause issues for Return of Title IV.

• Pass/Fail grading. Most classes use an A-F grading scheme. While you would not change the grading scheme mid-semester, it is possible to change the grading scheme to pass/fail (satisfactory/unsatisfactory) mid-semester during this time. If you change a grading scheme to pass/fail, keep in mind that a pass grade does not calculate into a student’s GPA, whereas a fail grade would.

• % completion threshold for awarding a grade. Under normal circumstances, students would need to complete all required course learning outcomes to be issued a grade for a course. During these unprecedented times, colleges may consider allowing instructors to issue a grade after completing at least 80% of the required course learning outcomes. 80% is considered the minimum % needed in order to issue a grade, but college discipline groups or instructors may use a higher % depending on the discipline requirements and programmatic accrediting/licensing standards.

Remote Instruction

Technical Questions

What is the browser compatibility for Desire2Learn?

• Microsoft Edge: Latest
• Microsoft Internet Explorer: Not Supported
• Mozilla Firebox: Latest
• Google Chrome: Latest
• Apple Safari: Latest

• Check your system compatibility.

What are the technical requirements for Desire2Learn?

• Ensure that your browser has JavaScript and Cookies enabled. For desktop systems, you must have Adobe Flash Player 10.1 or greater.
• Device Operating System(s) Browser Supported Browser Version(s):

  • Android™ Android 5.0 Chrome Latest
  • Apple iOS 6, 7, 8, and 9 Safari Latest
  • Windows Windows 10 Edge,
  • Chrome and Firefox Latest
When will I have access to my course?

- Each course section, regardless of modality, has a D2L shell. D2L classes are available to students on the first day of each term. Student classes will not be viewable prior to the first day of the term.

How do I access my D2L classroom?

- All of the courses are assigned a separate space online. Access to the class is available on the College portal. There should be a link on the College page where you can link to each class that you are currently teaching. While the course may or may not have course content, you will see that the students who are currently in your class are listed under the “Class List” tab.
- Desire2Learn (D2L) is a user-friendly, online learning management system. With D2L you can access online course materials and activities, and collaborate with your instructor and other students from your home, office, or anywhere with an Internet connection.
  - Log in to D2L
  - Go to your home college portal
  - Enter your Username (your student ID): SXXXXXXXX (case sensitive)
  - Enter your Password (used at registration)
  - On the Dashboard, select the “Course Access” icon
  - If you have difficulty accessing your course, contact the 24x7 Technical Support Center at 1-888-800-9198 right away and they will help you fix your problem.

What is required for remote classes?

- Faculty will need to have access to a computer, the Internet, and Desire2Learn (D2L). Run a system check to make sure your computer is properly configured to use D2L. Generally, remote classes require more reading and writing than on-campus classes and require students to have strong time management skills and be self-disciplined. Access to a video camera or webcam, speakers, and microphones are needed for video and audio conferencing.

What do I do if I am having problems with D2L shell or online courses?

- If you are having trouble in your online class or with D2L, please use the 24x7 Help Desk
- Note that hardware limitations, such as age or memory size, may affect how computers run programs. If you find that WebEx or any other web conferencing tool is not running effectively, try calling in with your phone instead of using your computer for audio, and turning off your webcam.
- If you are experiencing problems with slowness, lagging, choppy audio, etc. we recommend you turn off your camera.
- Technical Assistance Contact Information:
  - 24x7 Help Desk: http://help.cccs.edu/
  - (888) 800-9198 (toll-free)

How-To Tutorials

Are tutorials available to help me teach online?

- Yes, there is a YouTube channel dedicated to the online classroom that is used by the system. The system uses D2L for its online classes. D2L Brightspace Tutorials include videos for instructors and student learners.

Is there a place where I can find “how to's” for teaching remote with D2L?

Yes, at kb.cccconline.org there are numerous resources available. The left-hand navigation has a button for instructors.

1. Click on “Instructors” -> “Support” -> “D2L” -> “D2L Tools”
2. There, Instructors will find information (FAQs, Documents, and Videos) about teaching with D2L including assignments, grades, navigation, tests/quizzes, rubrics, self-assessments, Turn-it-In.

What are ways to convert my paper tests to an online format? Do I need to set up the assessments in D2L?

- You may choose to set up your exams in D2L using the Quizzes tool if you are comfortable doing so. The Quiz Knowledgebase provides some information on how to do this. Another option (particularly useful for essay exams or lab reports) would be to have students submit tests as Assignments using the online classroom’s Assignments tool.
- For essay exams or lab reports, students can submit tests as assignments using the online classroom’s assignment tool.
- If a paper test is closed-book, the Faculty member could either proctor the test by using WebEx or considering using a product called Examity. Examity is a monitoring company that CCCS uses in some of CCCOnline’s courses to monitor students’ work.

Instructional Tips

What are some tips to help me be a successful online instructor?

1. Be flexible and have fun.
2. Check your email frequently.
3. Log-on to your course every day or a minimum of 2-3 days a week.
4. Keep in contact with your students.
5. Advise the instructor promptly of any changes in your email address and/or telephone number.
6. Allow a reasonable amount of time for student responses.
What are some remote teaching grading tips?

- D2L - provides grading to manage and grade assignments; please see relevant articles in the Knowledgebase.
- Microsoft Word – if you have access to Microsoft Word, you may use the Review tab to edit the paper on your computer. This feature is called “Track Changes” and instructors can use this to correct grammar, make comments, or provide feedback to students. This option can assist with grading assignments on the computer. Click here for information about the “track changes” feature.
- Speech-to-test: A free speech-to-text website, Speaknotes, allows students without access to a keyboard or other similar device to speak their written compositions into their cellphone for text transcription.
- Plagiarism Software: A tool called Turnitin, can be used to detect student plagiarism and provides instructors with convenient feedback and grading tools. If your college subscribes to Turnitin, you may find these Turnitin Knowledgebase Articles useful. Turnitin also has Feedback Studio tutorial material available on their website.
- Submitting Assignments with Paper: If students prefer to write assignments by hand, consider asking the student to take a picture of the assignment with a cellphone and send it to you via email. You can then grade it digitally by using MS Paint or similar software, or print it out, make your comments, then scan it and send it back to the student.

Is there attendance taken online?

- In a synchronous (live) classroom, a student is in attendance when they physically showing up for a class. In an asynchronous classroom, attendance is based on a student’s interaction with the course material. Students who are in attendance have interacted with assignments and discussions that are academic in nature. Typically an academic assignment is a graded assignment or activities that discuss the nature of the class itself.

Is grading the same when working remote/online as it is in the classroom?

- Yes, grading should be the same whether working remote or in person. Consult with your Department’s Chair or Lead Instructor for advice on to what extent, if any, you should modify assessments for the remote environment. The online classroom does have tools for grading various assignments, and you may find it worthwhile to create and grade assignments there.

Is there an advantage to having students submit work through the online classroom’s Assignment tab?

- Yes. The Assignments tab is an excellent way to track your students’ submissions, see their progress, and view all of the students’ grades in one location. The tool makes returning assignment feedback convenient as well.

Discussion Boards

What is a discussion summary?

- A discussion summary (or closing remarks) is an instructor’s post intended to close a discussion. The type of summary will vary depending on the course and subject matter. You might simply summarize what students have posted in the topic, you might fill in gaps students did not address, or you might explain how the discussion relates to future or past lessons. In any case, the summary can serve as a nice sense of closure to a unit, and offer one way to move on to the next.

How do I deal with different levels of student discussion participation within a class or from semester to semester?

- Managing discussions online is an art, and it takes practice to master. Overall, it is important to establish a presence within your discussions and engage your students regularly; for advice on specific courses or on how to manage particular student situations, consult your Department Chair.

Do instructors need to respond to every student’s every post for best practice?

- In an instructor-led discussion (excluding the introductory discussion), it is a best practice for the instructor to respond to every student, but the student to instructor post ratio need not be 1:1. If teaching a large class, In fact, a 1:1 student-post to instructor-post ratio may not always be appropriate. For instance, several students might repeat the same or similar questions, comments, or information. In this case, it is efficient and effective to address all those posts in one “group” response addressed to all of them. This, in effect, acknowledges several posts at once. Students often respond to other students with encouragement such as “Great idea! I didn’t think of that, but I’m going to use it” (and the student replies “You’re welcome”) and the like. These kinds of conversational remarks, if appropriate and on-topic, are good to see (they strengthen the community, and this impacts online learning), but they need not be answered by instructors.

What are the options for having a class discussion online?

- Consider if you wish to have synchronous or asynchronous discussions. Synchronous means teaching at set times when the students meet together with the instructor. Tools such as WebEx can effectively be leveraged for synchronous recorded materials. With online asynchronous Instruction, there are set schedules, deadlines, and classroom engagement requirements; however, students are not required to log in at a certain time and date. Attendance is determined through regular and substantial interactions between faculty and students with graded academic activities aligned to learning outcomes.

What are some tips for online discussions?

- Design questions to stimulate thinking and move students toward higher-level thinking.
- Use small groups for discussions where posts of each group are available to the entire class (Fischer, Reiss, & Young, 2005).
Common Questions
What are the Higher Learning Commission's (HLC) requirements for remote instruction?

- There has been new guidance that offers some flexibility to College when moving one's class to a remote modality. Work with your College for guidance that is specific to your College.
- Criteria 3 states "The institution provides high-quality education, wherever and however its offerings are delivered." "wherever and however delivered is intended to encompass all modes of delivery and all locations, modalities, and venues, including but not limited to the main campus, additional locations, distance delivery, dual credit, contractual or consortial arrangements." (Excerpted on 3-12-20 from https://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html)

Who has access to watch my class online? (Will my Department Chairs/Deans drop in at will or at a scheduled time?)

- Your direct supervisor will be able to give you the answer. Typically, Academic Technology staff and Instructional Designers, as well as Department Chairs and Deans, would have access to a given instructor's online class for various reasons.

Student Support
What do I tell students that they need to be successful in a remote class?

- Like instructors, students need access to an up-to-date computer and reliable internet connection to take an online course. Basic computer skills will help in any class. Students should be able to send an email, attach a file to an email, be able to use the web for research and use software such as Microsoft Word or Open Office Writer.

What should we do when students have accommodations forms?

- How do I honor accommodation requests for longer time-periods when taking tests online?
  - Your direct supervisor and/or your college's Disability Services staff will be able to assist you. Typically, there are a number of resources that can assist students with accommodation needs.
  - How do I honor requests when students have longer time-periods for taking tests?
• There is a Quiz tool in D2L that allows Faculty to adjust time limits or extend due dates for certain students in your class. There is a “how-to” document in the Knowledgebase to assist you with using this tool.

What do I do if a student refuses to (or claims inability to) finish my class online?
• Just like all classes, some students may not be able or willing to finish their classes. Follow your College’s standard attendance policy for Incompletes. Please contact the Student Affairs department for further guidance.

What happens when a student is disruptive or inappropriate on a discussion board or video conference?
• The same code of conduct applies to all teaching modalities. You may wish to reinforce this when teaching at a distance. If a student makes an inappropriate comment in the D2L classroom, Faculty can decide to hide the inappropriate discussion board comment from the student view so that it does less harm. If you choose to do this, be sure to save that comment for your own (instructor) access.

Is there an assistance program for students without access to the internet?
• Comcast has made some changes to its Internet Essentials program to support low-income students.

1. Students still must qualify for the program:
   a. Receive any type of public assistance.
   b. Live in a location where Comcast Internet Service is available.
   c. Have not been a Comcast customer in the past 90 days.
   d. Have no outstanding debt with Comcast that is less than one year old.

2. Comcast is increasing internet essentials speed for all customers to support increased needs during this time.
3. Comcast is offering new customers 60 days of complimentary Internet Essentials service, which is normally available to all qualified low-income households for $9.95/month.

   a. There is no contract or long-term commitment required.
4. Through this program, individuals are also eligible to purchase a refurbished computer for $150.
5. More information about this program can be found at [https://www.internetessentials.com/](https://www.internetessentials.com/).

Do I have an obligation to report a student who tells me they may have been in contact with the virus?
• If a student informs you that they have been, or believe they may have been, in contact with someone with the coronavirus (COVID-19), you should report that to your college student affairs office. They can then follow-up with the student in accordance with their college procedures.

Attendance
Is there attendance taken online?
• In a synchronous (live) classroom, a student is in attendance when they physically showing up for a class. In an asynchronous classroom, attendance is based on a student’s interaction with the course material. Students who are in attendance have interacted with assignments and discussions that are academic in nature. Typically an academic assignment is a graded assignment or activities that discuss the nature of the class itself.

What do I do if a student refuses to (or claims inability to) finish my class online?
• Just like all classes, some students may not be able or willing to finish their classes. Follow your College’s standard attendance policy for Incompletes. Please contact the Student Affairs department for further guidance.

Concurrent Enrollment
Please reach out to your Local Education Providers (secondary partners) to determine the best course of action

How can high school students enrolled in courses on the college campus (for concurrent enrollment or self-pay) complete their classes?
• Most courses will transition to an online format over the spring break. Concurrent Enrollment students enrolled in an on-campus class have access to D2L and will be able to complete their course work online. Some courses with labs or hands-on components will be reviewed to determine if alternative instructional formats may be appropriate or whether course may be postponed.

How can students taking a college class in their home high school complete their class?
• Not all students at their high schools or charter schools have access to the colleges’ D2L. If they have access, students will be able to complete their courses online using D2L, unless that course is postponed due to lab or hands-on requirements.

What if students who were taking courses in their high schools do not have access to the college’s D2L platform?
• Most high schools and charters use their own LMS (Learning Management System), such as Blackboard, Schoology, etc). LEPs may be able to work with their college partners to transition concurrent enrollment courses to those platforms in order for students to complete their courses.

What if the LEP does not have access to D2L and does not have their own LMS?

• Colleges may choose to work with the high school instructor and staff to transition the course on to D2L over spring break and provide training so students can complete their college course work. Other options might be the use of WebEx or video conferencing depending on the secondary partner.

What about courses that are dependent on a lab or other experiential/hands-on learning?

• Colleges will need to assess requirements for continuation and establish modes of assignment submission as alternatives to in-class presentation/delivery. Delivery of some classes may not be feasible and other options may need to be identified.

Are there any other alternative plans being considered?

• Some colleges and school district partners are considering suspending classes for an extended length of time, which may necessitate the extension of the semester into summer. Options for course completion will be dependent on the length of instructional interruptions and whether the course learning outcomes could be met.

What else can colleges do to address the shutdowns?

• Several colleges are creating videos to help train high school concurrent enrollment instructors on how to use D2L more effectively (such as sharing videos and assignments).
• Some colleges are exploring the idea of adjusting late drop/withdrawal (or change to audit) from courses. Other colleges will be determining options for course completion prior to tuition reimbursement in order to avoid adjusting drop/withdraw deadlines.
• Establish communication plans and protocols with up-to-date contact persons at each of their secondary locations.

Financial Aid

When is the Financial Aid Director required to notify the Department of Education and how do I do that?

Further Guidance: The Financial Aid College Director is required to notify the Department of Education (ED) FSA Case Team for Chicago /Denver if changes result in a change from the current 30-week aid to year. Shortening the length of the term or extending spring break are both examples of conditions where ED must be notified.

ED will respond when they have received and updated the college’s notification.

Below is a template example an approved notification:

To: FSA Case Teams <CaseTeams@ed.gov>

Subject: XXXX Community College (OPEID: XXXXXXXX) & COVID-19

To Whom it May Concern:

XXXX Community College (OPEID: XXXXXXXX00) has taken actions to reduce the risk of COVID-19 for our students, staff and community. This has been communicated to students and staff, with continual updates as warranted.

Please see below for the steps we have taken.

(LISTED BELOW ARE SAMPLE WORDINGS)

• We are reducing our spring term by one week.
• We are transitioning the majority of our coursework via remote delivery beginning March 30th.
• Campuses will remain open for support services and allow students access for critical functions to complete their coursework.

Please let me know if you have any questions.

Thank you,

Director of Financial Aid |XXXX Community College

What is an ‘I’ grade notation?

• The ‘Incomplete’ or ‘I’ grade is designed to assist students who have completed over 60% of the coursework in the term with an earned grade of ‘C’ or better.
  • The student does not ‘Withdraw’ or take an ‘F’ notation for the course. Instead, they are given the option of completing the course with no additional tuition costs within 3 consecutive terms.

Does the ‘I’ grade permanently remain on the student’s transcript?

• No, the ‘I’ grade will be updated by the student’s earned grade once the course is completed.
The course must be completed within 3 consecutive terms or the grade will turn into a failing or ‘F’ grade.

What is the benefit of a student receiving a grade of ‘I’?

- If a student is earning a grade of ‘C’ at the time of the requested ‘I’ grade, they are given the opportunity to earn a higher grade by completing their coursework.
- Some students prefer this option to assist them in attaining a higher cumulative GPA.
- The student does not have to pay tuition for the course if they complete the course within the three consecutive terms.

Does a student have to repay the federal financial aid based if they take an ‘I’ grade?

- If a student completes their entire enrollment period with ‘I’ grades, they will not be required to repay Title IV aid because they have completed over 60% of the coursework with a passing grade.

If a student withdraws or receives an ‘F’ grade because they have not completed at least 60% of their coursework with a passing grade, what additional costs could they encounter?

- The student will have a permanent W or F on their official transcript.
- The student may have to return the unearned portion of the Title IV aid they originally received.
- The student will also have to pay out-of-pocket for the unearned portion of tuition and fees that were returned to the Title IV program.

Return of Title IV (R2T4) 101:

The federal Return of Title IV calculation is statutory and without flexibility. If a student does not successfully complete coursework spanning their entire enrollment period, a calculation review must be done.

- If it is determined that the student completed 60% or more of their enrollment period, they are not required to return Title IV aid.
  * A grade notation of ‘I’ indicates the student did complete at least 60% of the coursework successfully so it could as a completion.
  * In a pass/fail grading system, a pass grade is an acceptable substitution for earning a grade of ‘C’ or better.
- If it is determined that the student did NOT complete 60% of their enrollment period, they are required to return unearned Title IV aid.
  (This includes grant funds (Pell and FSEOG) and Direct Loan funds.
  * A grade notation of ‘F’, ‘S/F’, ‘S/D’, or ‘W’ is not considered completion.

The R2T4 includes two parts which both result in a billing on the student’s account balance:

1. The unearned portion of the tuition and fees that the institution did not earn because the student did not complete over 60% of the term.
2. The unearned portion of the Title IV aid that was received by the student but not earned.

Will students who are employed as hourly students (not associated with a work-study financial aid award) be paid during the impact period?

- No, hourly student employees are not covered under the Department of Education or CDHE flexibility guidance.

ADDITIONAL INFORMATION FROM HR:

- While the Title IV flexibility does not apply to hourly students, check with your College HR Office as this may vary from college to college.
- Student Hourlies:
  * Your student hourly and temporary employees would fall under this rulemaking. This is not 4, 8 hours of time but 4 days’ worth of paid time (pay is provided based on their average daily pay for the preceding month). This rulemaking does not cover paid time if the temporary employee tests positive for COVID-19.
  * College Presidents may make a determination to pay student hourly employees. This could include consideration for a temporary payment of these employees. Colleges could also consider remote work options for students.

If a campus switches to online instruction and campus offices remain open, are colleges permitted to apply flexibility and estimate earnings?

- Yes, flexibility can be applied to these students, as the decision to switch to online instruction was to provide students a method to complete their coursework in a safe environment. No additional verification from HR is necessary.

Can colleges require work-study student earners to report to their campus employers as scheduled?

- Students can make the decision to NOT report to their campus employers as scheduled but should notify their employer. The flexibility for work-study earners applies to students who are impacted by COVID-19. Check with your College HR Office for final guidance.

Can a student’s cost of attendance be increased if a student needs additional resources to purchase a laptop or internet connection?
• The cost of attendance may be increased to include the one-time cost of a computer or documented costs associated with switching coursework to a remote site.

Things to remember:
• The purchase of a computer is allowed one time in the student’s college career.
• The range for computer allowances is from $500-$1800.
• Information about purchases at other colleges is not available but you must verify that a prior increase has not been made at your college.
• Additional funds are not available and if a student has already taken the maximum eligibility for their DL loans, there may not be funds available to them.

How will estimated hours be put into Banner for Payroll processing?
• This is a College decision and should be based on the current processing of work-study payrolls.
• Coordination of duties between offices such as Human Resources/Financial Aid/Controllers should be defined in the business process submitted to CCCS.
• Principles of separation of duties must be applied along with a quality assurance process. Financial Aid administrators cannot be assigned the duties of awarding funds, approval of hours earned, and reconcile funding.
• Please work with your College HR office on how to best process for payroll. HR and the Financial Aid Offices can work together to create and determine their best practice.
• Check with your College HR Office for final guidance.

Are there any options available for cheaper internet access?
• Internet Essentials from Comcast may have options available:
  - https://www.internetessentials.com/get-help#mostasked&all_Documentsneeded document list and FAQ.

What are the criteria for a student to receive a grade notation of Incomplete ("I")?
• Students are required to complete a percentage of the coursework with a current grade of C or better to be eligible for an ‘I’ grade. An ‘I’ grade gives the student the opportunity to complete the course within 3 terms to receive a C or better grade. The ‘I’ grade cannot be posted for a student who is NOT currently successfully completing the course with a ‘C’ grade. The ‘I’ grade cannot be posted for a student who has not attended or completed at least the stated percentage of course assignments.
  - Under this Temporary Change of CCCS policy, the required percentage of the coursework required for completion is OVER 60%. This is a change from the previously required 75%. While this change is temporary, colleges are permitted to implement this definition of an ‘I’ grade immediately. NOTE: This is not over 60% of the days of attendance but over 60% of the required coursework. The completed coursework must reflect an average grade of a ‘C’ or higher.

Who is considered an impacted work-study student and eligible for flexibility with disbursements of work-study funding?
• Work-study student earners’ who are unable to continue working due to COVID-19. Examples that prevent students from continuing include but are not limited to:
  - Closed campuses,
  - Off-campus employer sites that close or request students discontinue working,
  - Coursework switched from brick-and-mortar to online coursework
• Individual student situations may be reviewed on a case-by-case basis. Flexibility is permitted for both federal and state work-study programs.

Who is considered a 'work-study student earner'?
• Students who have a financial aid award for Colorado Work-study Need Based (or Without Regard to Need) or Federal Work-study funding for the 202030 (Spring 2020) term, and Have worked during the 202030 term in a position funded by their work-study award, and Are enrolled in at least 6 credit hours at the time they were impacted by COVID-19.

When can a college begin estimating earnings for impacted work-study earners?
• As soon as the student is unable to continue working due to COVID-19. This applies to off-campus employment sites such as those sites that have already closed or have requested students not be present.

What methods could be used to estimate hours for work-study earners while they are unable to work?
• The estimation method must be fair, equitable, and transparent. Examples include but are not limited to:
  - A maximum of 20 hours per week.
  - Calculated average number of hours worked per week during the spring 2020 payroll periods.
  - Calculated based on the student’s actual scheduled hours as established with their supervisor.
  - Calculation based on an estimation of the number of weeks the student may be unable to work times the average number of hours worked in the spring term LIMITED to the maximum amount awarded to the student minus spring earnings to date.
• Important: Students are NOT permitted to earn more than their accepted work-study amount. Over-earnings could result in the student having to repay financial aid funding from Direct Loans, Pell grants, FSEOG, Colorado Student Grants and/or scholarships.
• NOTE: Allocations or funding levels issued by Title IV Campus-Based Allocations and CDHE Allocations are limited.
• Additional funding is unlikely, so colleges must estimate the total earnings of the students through the spring term AND for the summer term.
How should colleges document the process and reports they are using to make the decisions on estimating hours worked?

- Colleges must submit a copy of their written business processes to CCCS.
  - These processes should also include the following information:
    - Details of how they will estimate hours worked,
    - Detailed plan of how these estimates will be made,
    - Source of data for these calculations,
    - Process for input and sign-off on earnings,
    - Accepted documentation for timesheet entry.
  - This business process must be consistent among students awarded work-study funding and meet the transparency requirements of the Department of Education, Colorado Department of Higher Education, Colorado Community College System, and third-party auditors.

How will colleges notify the Department of Education (ED) when the length of the academic year has changed including shortening the number of weeks in the term by extending spring break?

- Further guidance will be updated.

Should HLC be notified at the same time with the same message as the notification to ED?

- Further guidance will be sent

Is there any flexibility for students who are unable to complete their coursework due to COVID-19?

- No, Return of Title IV is a statutory requirement and if a student does not complete their scheduled academic period, colleges are required to perform an R2T4 calculation. A summary of changes that will need to be made to the R2T4 Business Process will be provided to Financial Aid staff for additional detailed guidance.

GI Bill Students

What is the impact, if any, to GI Bill® recipients when their schools either are closed or students have been directed to take classes online as a result of precautions taken due to COVID-19?

- VA has worked with Congress to preserve GI Bill benefits for impacted students during this difficult time. The President signed S.3503, which will give the Department of Veterans Affairs (VA) the authority to continue GI Bill payments uninterrupted in the event of national emergencies. The new law allows for VA to continue to pay benefits regardless of the fact that the program has changed from resident training to online training. Also, students will continue to receive the same monthly housing allowance payments that they received for resident training until 12/21/20, or until the school resumes normal operations. VA is working to immediately implement the new changes to ensure students continue to receive their education benefits. What should GI Bill Students know? There is no action required from a student. VA has scheduled training sessions for next week with all VA approved schools to provide further guidance. We will work closely with schools to ensure enrollments are accurately certified and processed timely. We are committed to providing regular updates to our students and schools through the GI Bill website, email campaigns and VBA’s official social media accounts.

Perkins Grant Management and CTSO Conference During COVID-19

What is the policy for Perkins travel that is canceled due to the coronavirus? Can you please provide guidance on how we should manage associated fees, non-refundable costs for travel booked, but which now must be canceled due to concerns about the virus and resulting canceled conferences, as well as canceled travel due to a change in district or college policy?

- Federal regulations in EDGAR at 34 CFR Part 76.707 indicate when obligations of grant funds are made. Specifically, it states in §76.707(f) that travel is obligated “when the travel is taken.” For example, travel costs such as plane tickets can be charged to the grant when the boarding pass is scanned when the person gets on the plane or hotel rooms can be charged as of the point that the traveler checks in.
- Registration for a conference is not necessarily considered a travel cost and would be considered obligated at the point at which it is nonrefundable because the benefit of the registration is that it held the attendee’s seat at the event. If the event is canceled and a refund cannot be given, registration is less of a risk to charge to the grant than travel that was not taken.
- We have contacted the U.S. Department of Education to better understand where there might be flexibility in the federal grant regulations given various levels of governments’ recommendations and requirements around closures and travel concerning COVID-19 and while additional information may become available in the future, there is currently no exception granted to the federal requirements noted above.
- Our recommendation is that grant recipients act according to their internal protocols, document their decisions, and maintain that documentation. It is also recommended that Perkins plans are revised before April 15, or in consultation with the Perkins Plan Manager.
Satisfactory / Unsatisfactory Grading

What is the deadline for students to request an S/U grade?

What will a student request an S/U grade?

How long will S/U grading be available?

What is Satisfactory / Unsatisfactory Grading?

Satisfactory / Unsatisfactory grading is an alternate grading scheme where an ‘S’ counts as a ‘C’ or better, and a ‘U’ counts as a grade below a ‘C’, rather than a letter traditional grade. This is similar to what other institutions call Pass / Fail. For CCCS, neither the ‘S’ nor the ‘U’ grade count in the GPA.

Why use Satisfactory / Unsatisfactory Grading?

As part of our emergency response efforts to COVID-19, colleges may temporarily allow the option for students in all undergraduate college-level courses to choose to receive Satisfactory or Unsatisfactory grades in lieu of letter grades. While ‘S’atisfactory and ‘U’nsatisfactory grades have always been available as an option, it was rarely used, and only on a case by case basis, outside of developmental education and PE classes.

Many colleges in the nation are implementing flexible grading options right now as an emergency response to COVID-19. A grade of ‘S’atisfactory can help a student earning a C in a class where they might typically expect to earn a B or better. Furthermore, a grade of ‘U’nsatisfactory can be helpful for a student who is earning a D or failing and doesn’t want the grade to affect their GPA.

How long will S/U grading be available?

At this time, the S/U grading option is available for the spring 2020 semester only. We will continue monitoring the COVID-19 pandemic and discuss other academic terms if needed.

How will a student request an S/U grade?

Instructors should issue an A-F grade for each student as they normally would.

Each student will have different life circumstances and different needs for each class they are taking. Therefore, students will have the option to request an S or U grade for each of their classes. We strongly recommend students meet with an advisor before requesting an S or U grade. Each college will develop an easy process for students to request an S or U grade and will communicate that process to all students, instructors, and college staff.

What is the deadline for students to request an S/U grade?

Students will have up to 10 business days after the end of the semester to request an S/U grade.
Will universities in the state accept courses with S grades?

- Dr. Angie Paccione, Executive Director of CDHE, sent a memo to all higher education institutions in Colorado on March 27, 2020. That memo (attached) provides guidance around P/F and S/U grading across the state. Related to transfer, the memo states, “institutions shall not deny transfer of any course with a P (or S) grade for the spring 2020 semester that would otherwise transfer with a C- or higher as part of the GT Pathways or a Statewide Transfer Articulation Agreement.” Therefore, our students should not be harmed in transfer to a Colorado institution with S grades from the spring 2020 semester.

Can the S/U grading options be used in concurrent enrollment?

1. Because the S and U grades are being added to the A-F grading scheme, concurrent enrollment instructors would be able to use the S and U grades. However, we encourage districts to follow the same process our college instructors will follow. Concurrent enrollment instructors should issue an A-F grade for each student as they normally would.

2. Colleges should work closely with their district partners and allow S/U grades for students on an individual basis.

Will S grades satisfy prerequisites?

- Grades of S will satisfy prerequisites for courses that require a C or better. Michael Schulman will work with college registrars and system IT to modify prerequisites.

Will S/U affect financial aid?

- Federal and state regulations do not specify a grading method that colleges must follow. The S/U methods are acceptable and do not change financial aid eligibility rules. The enrollment status for students is not based on the grading method of the colleges providing the coursework satisfies degree or certificate requirements.
- The S/U grade notations do not change the student’s term or cumulative GPA, but they are used in the course completion rate calculation and to determine whether a student completed their financial aid academic period.
- The ‘S’ satisfactory grade indicates the course has been successfully complete. These grade notations do not change the term or cumulative GPA, but these grades indicate completion of the course.
- The ‘U’ unsatisfactory grade indicates the course was not successfully completed. The instructor will need to document the Last Date of an Academic Event (LDA) for the individual student. The ‘U’ is treated in the same manner as a non-passing grade of ‘F’.

How does the completion rate calculation impact financial aid?

- The completion rate calculation is used in the Satisfactory Academic Progress (SAP) and in the Return of Title IV programs which are mandated by the Department of Education.
  - The term completion is calculated by dividing the number of credits successfully completed for the term by the number of credits attempted for the term.
  - The cumulative completion rate is calculated using the total number of credits completed in the student’s academic history at your college by the total number of credits attempted at your college. The cumulative completion rate includes transfer credits.

What about Satisfactory Academic Progress (SAP)?

- The SAP policy requires a student to have a 67% cumulative completion rate to remain eligible for financial aid. There is one probationary term given to students who drop below the 67% completion rate. If the student does not have the required 67% cumulative completion rate at the end of the probationary term, they are ineligible for aid. Students may submit an appeal with extenuating circumstances, which includes being impacted by COVID – 19.
- Students who have a zero term completion rate for a single term are not eligible for a probationary term and are encouraged to appeal so resources to assist them can be identified.
- All students who are placed in an ineligible status are notified and special notification will be sent for the spring term to encourage all students to submit an appeal for their aid to be reinstated.

What about Return of Title IV (R2T4)?

- If the student successfully completes coursework for all courses within the student’s scheduled academic period with a grade notation that indicates the student has successfully completed 60% or more, the student will not need a R2T4 calculation. The student and the institution will be eligible for the entire Title IV award in the term.
- The ‘S’ satisfactory grade indicates the course has been successfully completed. This grade notation does not change the term or cumulative GPA, but these grades indicate completion of the course.
- A grade notation of ‘I’ (incomplete) indicates the student has completed 60% or more of the course.
- The ‘U’ unsatisfactory grade indicates the course was not successfully completed. Instructors will need to document the last date of attendance or academic event for the individual student. The ‘U’ is treated in the same manner as a non-passing grade of ‘F’.
  - For completion purposes but will not be counted in the GPA.
- Note: While the S/U does not impact the student’s GPA, some students may be impacted.
  - For example: A student was awarded financial aid for the spring term based on the condition that the student successfully complete their coursework during the term with a 2.5 or greater. If that student requested all ‘S’ grades, the term GPA would be a 0.0 and the student would not meet the conditional appeal approval. The student would be placed back in an ineligible status and would be required to submit a SAP appeal to their Financial Aid Office.
- Appeals related to COVID-19 will be given the special consideration allowed under CARES Act guidance.

Can colleges automatically approve SAP ineligibility without an appeal?

(Can colleges assume all students are impacted by COVID-19 and automatically approve those on SAP ineligibility, or does a student need to submit an appeal to the Financial Aid offices?)

- The CARES Act allows colleges to exclude courses that were not successfully completed due to COVID-19 from the SAP review process without an appeal.

Grades of S and U will be considered for the financial aid and academic progress review and will not count against the student’s cumulative GPA. However, these grades do not change the term or cumulative GPA, but they are used to determine completion of the course. Instructors should issue an A-F grade for each student as they normally would.
If the student is still ineligible after the courses have been excluded from the calculation, the student must submit a Satisfactory Academic Progress (SAP) appeal. Appeals are reviewed on a case by case basis using statutory professional judgment authority. Approving appeals on a ‘blanket’ basis is prohibited. All decisions must be made based on the student’s submitted appeal and supporting documentation.

Colleges are urged to be flexible in the documentation requirements for appeals submitted based on COVID-19. For example, under normal circumstances, if a student indicated they experienced a medical condition, medical documentation would be required. But based on current conditions, students were encouraged to not visit their doctors for some conditions and this should be considered when reviewing appeals.

How will this affect grade distribution reports?

- As many colleges currently use S/U grading, it may already appear on your grade distribution report. As it is likely to be used more, it will show up like any other grade. When aggregating data, an S could be an A, B, or C; and a U could be a D or an F.

Why do my students have a zero term GPA?

- As S/U grades do not count in GPA, it is possible for a student to receive a zero GPA for the term. This could affect several situations:
  - When reporting back to a donor or foundation, they may question why there is a zero GPA. You can explain that a different grading mode was offered during the COVID-19 pandemic.
  - When reviewing students for academic suspension, please note that students who choose a ‘Satisfactory in lieu of a letter grade will not see an increase in their GPA and could become or remain ineligible as a result. Please consider this an extraordinary circumstance and consider whether or not the student should be allowed to continue or return to good standing rather than suspending them when they did make academic progress.

Does HLC have issues about changing grade schemes without prior approval?

- HLC has now posted several additions to their Coronavirus updates, including supportive, temporary policies on offering a P/F (or S/U) option, ending a term early, and less completion for incompletes. All of its information can be found here. Note specifically under “answers to frequently asked questions” the section on “assignment of grades.” This specifies that HLC will not be making decisions on grade scheme so long as academic rigor and integrity are met. Institutions who seem to contradict their own policies on grading should submit a document stating how this change will not impact integrity or rigor. Keep checking back with the HLC Coronavirus Update for more.

What happens for students taking a CCCOnline class?

- Students in CCCOnline classes with questions on the grading scheme will follow the College’s process and work with an adviser on deciding if the option is right for them. Then, after students complete their CCCOnline courses and earn grades, they can request a grade change to S/U after the fact.

Where can I find more information about CCCS's Satisfactory / Unsatisfactory Grading policy and communication plan?


Student Affairs

What if an employee doesn’t have a computer at home, and does not have a work laptop?

- Work with your IT department to see if loaner laptops are available. See your college for resources.

What if a student or employee is having anxiety or depression?

If you have counseling services on campus, please refer students there. If not, students and employees may use Colorado Crisis Services:

- **Colorado Crisis Services Line (1-844-493-TALK):** If you or someone you know is in crisis or needs help dealing with one, call this toll-free number 1-844-493-TALK (8255) or text TALK to 38255 to speak to a trained professional. Chat services are also available from 4 p.m. to 12 a.m. daily at coloradocrisisservices.org.
- CCCS employees have access to free and confidential resources through the Colorado State Employee Assistance Program (CSEAP). Here is the link to their website: [https://www.colorado.gov/c-seap](https://www.colorado.gov/c-seap). The phone number is 303.866.4314.

How do we work with students who do not have technology, internet, etc.

See below:

- If colleges are able, they can lend laptops to students for home use.
- Colleges should and publish a list of local libraries with internet access in their services areas.
- Some colleges are keeping labs open specifically for student use, as long as possible.
- Apply for a budget increase for a computer (If there is remaining eligibility).
- If a college has surplus laptops, they can be given to students in lieu of being written off.

How will work phones be handled when employees work from home?

- See your college department for more information.
How do we scan documents into BDM?
  • See your college department for more information.

How do we mail letters?
  • See your college department for more information.

How do we print and process records?
  • See your college department for more information.

How do we fax forms?
  • See your college department for more information.

How do we receive mail?
  • Colleges will have an essential position that checks for mail.

How do we receive faxes?
  • See your college department for more information.

What can employees do who have children in schools that close, and no alternate child care?
  • Please check with your college HR department.

Are staff required to come to campus?
  • Please check with your college HR department, each college will have a specific response.

What if an employee has to work from home and does not have an internet connection?
  • Please check with your college HR department.

What if an employee has to work from home and does not have a home phone? How will employees be compensated if they use personal cell phone minutes for work calls?
  • Please check with your college HR department.

Accessibility

How do I provide real-time interpretation for live lectures via WebEx? - Updated 3/25/2020
  • There are CART services available. Alternately, an interpreter can log into the WebEx with a camera and a student can pin the video of the interpreter using these instructions.

Are we still required to provide accommodations during a pandemic when classes move on-line? - Updated 3/23/2020
  • Yes, the law still requires accommodations. Given the circumstances, please look for creative solutions. If we cannot provide a testing accommodation, offer alternative ways to extend the course. Here are some possible solutions for distance learning:
    • Provide text alternatives to non-text content
    • Provide alternatives to time-based media
    • Make it easy to see/hear content (e.g., separate foreground and background)
    • Make functionality available from a keyboard
    • Make text readable to navigation tools and compatible with assistive technology
    • Videos should have close captions or text transcripts
    • Use sans serif fonts and high contrasting colors
    • Give students email or phone contact to Access Services personnel
    • Provide students with the necessary equipment (microphones, screens, magnifiers, speakers)

What if it is not possible to meet the need of the student given the change to on-line? - Content Added 3/16/2020
Each college will work with its fiscal department to determine refund policies and/or extenuating circumstances, keeping in mind R2T4 and COF implications.

Advising

What if WebEx is overwhelmed and stops working? - Content Added 3/20/20

- Zoom has offered to extend the time limit on their free version.

What if I have other questions? - Content Added 3/20/20

- Please go to your college website, check your college e-mail, etc.

How do we handle Advising Appointments? - Updated 3/17/2020

- CCCS Employees can use WebEx and on-demand meetings. EAB steps to move appointments on-line can be found in the EAB /Navigate section of the FAQ. In addition, plans can be built in DegreeWorks, or plans can be pushed out to students in the Navigate shared workspace. Phone and e-mail can also be utilized. As long as offices remain open, some can be handled in person in low volume. Phone and e-mail can also be utilized. As long as offices remain open, some can be handled in person in low volume. (updated 3/18/2020)

How do we hold Orientation Sessions? - Updated 3/16/2020

- Unless otherwise indicated, if an orientation session is low-risk under the CCCS Event Cancelation matrix, it can be held. If not, technology such as WebEx can be used for group meetings. Some colleges also use on-line orientation either via in-house programs, or programs like Advantage Design, Comevo, or innovative educators.

How do we help students who are not used to on-line classes navigate online learning? - Updated 3/16/2020

- If available, please share resources for on-line learning and/or on-line orientation material with your students. D2L has on-line tutorials that can be turned on.

Career Services

Can we have our group phone/call center answered remotely? - Content Added 3/16/2020

- Some call center software can transfer calls from call centers to laptops with USB Headsets. Other call forwarding options may be available, check with your college.

How do we handle Career Services Appointments?

- CCCS Employees can use WebEx and on-demand meetings. Meetings can also be held by phone and e-mail can be used for sharing documents. Employees can also turn on an EAB Care Unit, but this will take some setup with your SL.

EAB/Navigate:

Can I move to on-line appointments? - Updated 3/17/2020

Yes, please see below:

- You can still access the Navigate staff and student sites from your home and remote locations. As long as you can access your email, it should be the same security-type setup for logging into Navigate. Students will still follow your own processes for finding out their ID# + resetting their password unless you’ve changed them.
  - If you are doing a hard pivot to only Online appointments, I would recommend making your other locations inactive for now so they do not show to students/staff who are scheduling.
  - If you predominantly use drop-in appointments, the shift to remote appointments will obviously be more difficult. Currently, my recommendation is to schedule in the best modality you all see fit (email, phone, Google hangout, etc.) and then file said appointment as an advising summary report with the correct meeting time in Navigate. This will then save as an appointment into the system.
  - Kiosking and other check-in type functions will also not be applicable in a remote setting.
  - To that end, please work with your advising team and other care unit users of Navigate to update their availability on their profiles, especially if you are transitioning to all online appointments. Again, Locations, times, and services should be updated at the advisor level for availability. And in the Special Instructions section at the bottom of availability, advisors/staff users should be adding specific instructions about how to connect with them, if you are moving to a virtual setup (i.e. “Please follow the link on our school website to login to Zoom and start our appointment.”).
  - Team leads should run the Availability report to ensure availability has been updated and Special Instructions have been input by staff. You can also run the Appointments report to ensure appointments are being tracked and filed correctly as you move to online.
We will be releasing multiple enhancements into the site in the coming weeks to better support this change in workflow. To read more about these enhancements, as well as greater detail about site setup and recommendations, please see Rich Staley’s note (attached) which was sent out to many of you all late last week. Please also log in to the Help Center via your Navigate staff site for more resources, postings, and video trainings.

Housing/Residence Life

What do we do if we have a case on campus? - Updated 3/19/2020

- Follow CDPHE protocols. In the event of a significant outbreak, we will work with county public health and they will give direction and guidance based on what we have. Focus on self-containment.

If a student wants to return home, or we close residence halls, how to we handle refunds? - Updated 3/19/2020

- Finance Officers and Presidents are determining protocol regarding refunds. We are moving in the direction of pro-rated refunds, this is not yet final. We will have a unified process once this is decided. We will need a check-out process.

Does the restaurant closure rule affect dining halls? - Content Added 3/19/2020

- Campus Dining is not included in the restaurant closure. Continue to operate while practicing social distancing.

Can we re-assign rooms to assist with social distancing? - Content Added 3/19/2020

- Yes, try to re-assign students after break. Strongly encourage 6’ separation.

How do we communicate with concerned students, parents, community members? - Content Added 3/19/2020

- Current state/governors guidance: Have as many staff as possible work from home, but keep campus and residence halls open. We can’t stop people from coming to work or back to residence halls just because they were in a state affected by COVID-19. We can ask people to voluntarily self-isolate and self-monitor. Recommended Messaging:
  - We are practicing social distancing.
  - We are practicing CDC cleaning guidance.
  - We are following best practices.
  - We are advising people to work from home, self-isolate, etc.
  - We are making an effort to support social distancing in the residence halls.
  - While we are being flexible with schedules, etc. please note the code of conduct still applies.
  - Continue to state we are working with public health.

Can a student bring visitors to their residence? - Content Added 3/19/2020

- We recommend establishing a no visitor policy including family members and friends visiting. Visitors must make arrangements if family comes to help move out.

When students return from break, how do we check them in? - Content Added 3/19/2020

- CCCS has shared recommended check-in and screening steps with colleges.

What do we do for students who cannot leave the residents’ halls? - Content Added 3/19/2020

Consider the following items:

- Systems to provide meals and snacks (fast food requests are also a possibility)
- A phone number for 24/7 assistance
- Mental health support for students and parents via telehealth (telephone or online)
- Personal hygiene supplies (toothpaste, shampoo, feminine products, etc.)
- Room/residence cleaning (how often and by who)
- Clothes laundering
- Entertainment
- Tutoring for those students after isolation or quarantine termination
- Student privacy and safety issues
- Stigma and rumor control
- Potential issues with parents or family members showing up on campus to see their loved ones

International Students

Do I need to notify SEVIS of our change to remote/online instruction and/or changes to our semester calendar?
• If a school closes temporarily but offers online instruction or another alternative learning procedure, nonimmigrant students should participate in online or other alternate learning procedures and remain in active status in SEVIS. Schools must notify SEVP of COVID-19 procedural changes within 10 business days. Given the extraordinary nature of the COVID-19 emergency, SEVP will allow F-1 and/or M-1 students to temporarily count online classes towards a full course of study in excess of the limits stated in 8 CFR 214.2(h)(6)(i)(G) and 8 CFR 214.2(m)(9)(v). This temporary provision is only in effect for the duration of the emergency and in accordance with the procedural change documents filed in a timely manner to SEVP.

• Will all your courses be provided online? If NO, what are the names of the programs of study that will be taught online?
  • Two of our Associates of Applied Science programs (Nursing and Law Enforcement Academy) and three of our Career and Technical Education Certificate programs (Cosmetology, Law Enforcement Academy, and Welding) will be delivered through a combination of distance education and clinicals, labs, simulations, or skills-based learning.
  • Our Nursing program is accredited by the Accreditation Commission for Education and Nursing and follows International Nursing Association for Clinical Simulation and Learning guidelines. Therefore, the Nursing program will complete clinicals through simulations and employment-related clinical placements. The coursework will be completed through distance education instructional delivery.
  • The Law Enforcement Academy has been put on hold by the Colorado Peace Officers Standards and Training regulations (Colorado POST) for all face-to-face skills-based learning courses. These requirements will be postponed until Colorado POST allows the program to resume regular operations. The program will be allowed to complete all other coursework through distance education instructional delivery.
  • From March 30 to May 1, the Cosmetology and Welding programs will complete lecture coursework through distance education. Between June 1 and August 7, the Cosmetology and Welding programs will complete all required labs and skills-based learning courses. After April 15, the Cosmetology program will complete all coursework through distance education.

What is the nature and type of the online instruction you will be using (e.g., live videoconferencing courses, pre-recorded videos, audio-only, etc.)?
  • Using D2L, faculty will be delivering instruction asynchronously and synchronously using WebEx and other educational technology support platforms. Faculty are using the Quality Matters standards for the delivery of distance education instruction.

What will be your school’s new current session end date?
• May 1, 2020

Prior to this change, what was your school’s current session end date?
• May 1, 2020. Otero Junior College (OPEID: 00136200) is requesting a temporary reduction in length of its 2019-2020 academic year. Due to the impact of COVID-19, our institution extended spring break by one week, resulting in a reduction in length from a 15-week spring term to a 14-week term and our 30-week academic year to 29 weeks. Otero is transitioning the majority of our course work to distance education instructional delivery (remote learning) beginning March 30, 2020. This change is an effort to keep our students, staff, faculty, and communities safe during these trying times. No other previously established dates have been affected for the spring term at this time.

What official grade notation will students that enrolled in courses receive upon completion of the reduced session (i.e., a letter grade, did not complete notation, withdrawal notation, etc.)?
• Students will receive a letter grade

For purposes of your school’s academic calendar, will the session following your current session be considered a vacation period?
• No. Summer Session is part of our academic calendar year and course offerings. But, enrollment is not required for international students to maintain status as active students at Otero Junior College.

What will be your school’s next session start date?
• June 1, 2020

How does your school plan on maintaining F-1 and/or M-1 student oversight for the duration of the procedural changes?
• Our primary source of oversight will be through the D2L system. The International Relations Office maintains a D2L “course” specific to international students to maintain with students, provide services and exchange information. This may also be used to review academic performance in courses.
• The Navigate platform will be a secondary oversight as it functions to allow communication on advising, registration and academic performance.
• In an effort to meet students where they are, we maintain a WhatsApp with a specific international student group, and a Facebook Messenger and international student group as it helps to provide alerts and information on a platform that they have ready access to and already utilize.

What will be your school’s next session start date?
How does your school plan on adequately offering DSO services to F-1 and/or M-1 students?

- The International Relations Office will maintain close contact with students to ensure that information is disseminated both to and from students on an Otero Junior College I-20 to ensure compliance with SEVIS immigration standards and regulations and provide adequate advice and guidance on procedural matters related to their immigration status.

How does your school plan on ensuring F-1 and/or M-1 students maintain a full course of study?

- There are options for indirect oversight of performance, including participation and online class attendance built into the D2L course platform. We can also utilize particular tools in Navigate to communicate with both students, staff, and professors.

How do we address students who want to return to their home country/ or their parents want them to return to their home country?

This is the hardest thing that our students are wrestling with right now. Some advice to give to students in this situation:

- Traveling right now is a huge risk. You are risking that your flight will get canceled and you will be stranded in an airport in a place that you are unfamiliar with. You might be flying to DR Congo, but you will have to route through other airports and can you afford financially, mentally, and physically to be potentially trapped in that airport, city, or country? You are risking getting home but not being able to return. Borders are closing. You are also risking your health. Traveling inevitably means that you will be in close contact with people who potentially have this virus. You are also risking your families and communities by possibly bringing the virus home. All of this has to be weighed against the very real need for the comfort and security of home.

- Our international students, like everyone, are scared and lonely. I have been trying to reach out every couple of days with just a little bit of news or contact to let them know that they are not forgotten. I think everyone will feel a bit better when they are kept busy engaging in their classes, but it will still be a very lonely time. If the student requests it, I will even write to parents/families to let them know that their child/family member is fine, what the conditions are here, and discuss what is best for everyone. Presenting facts with caring and with no judgment on whatever decision is finally made often makes a huge difference to our students.

What can we project to be the economic impacts for our students?

- A bigger issue might be looming. Economic downturns will not only affect the US. It will affect most countries. Our students might begin to experience financial difficulty as families and sponsors start to feel the economic fallout of the virus. Students will certainly be eligible to apply for severe economic hardship work permission if they have already attended for one academic year; however, there may not be jobs available if the projected unemployment figures become a reality. Students may not have the option of returning home due to travel restrictions, so they can potentially end up stranded with few resources, and ineligible for public assistance.

New Protocol

- All P/DSOs must make sure they have emergency contact information for all International Students both inside and outside of the US.
- All colleges must inform international students that they must contact their P/DSO immediately should they fall ill to arrange for a medical reduced course load.
- Additional guidance is available here: https://www.ice.gov/sevis/whats-new

New students are required to officially report to campus and meet with their P/DSO. As part of federal regulations, P/DSOs are required to verify the F1/M1/J1 arrived in the community and reported to campus to begin their studies.

See Below:

- For students who haven’t arrived in the US and begun classes, we can change their program start dates to delay arrival and attendance.
- Students may report to campus by e-mail. They will need to scan and send their I-94 and Port of Entry stamp in their passports to their P/DSO and will need to be registered for classes before we can activate their SEVIS record.

International students are required to take most of their classes in person.

SEVP/ICE guidance was recently issued that detailed how to handle on-line versus alternate instruction for our students. The information must be sent to SEVP@ice.dhs.gov, the subject line must state: “COVID-19 School Operations [School Code].”

- In the event that we stop in-person classes, mode of instruction, and oversight plan, campuses involved, program/course list, as well as the projected length of online instruction must be filed with SEVP. This will not affect status, must notify SEVP within 10 days using this template: https://www.ice.gov/doclib/sevis/pdf/coronavirusSEVP_ReportingTemplate.pdf
- For alternate physical locations, we must provide space during regular business hours with computer access and faculty/staff access to provide oversight and adequately offer DSO services to students. We must also ensure students have a full course of study, and provide a physical address and projected length of time for an alternate location to SEVIS.

What is my international student wants to leave the county?
We should advise against this as they may not be able to return. If they choose to leave, they can return under a new I-20, but need to be aware that if they “can” return in under five months, we may be able to reauthorize them, if not, they will need to restart the clock for their work authorization. If they are leaving for a planned vacation, we should recommend they re-evaluate their travel plans. If they do travel to a Level-2 or Level-3 area, they will be subject to quarantine.

**How can an international student get tested for COVID-19?**
- The student should work with a health care provider to get authorization for a test and report to a state testing facility. COVID-19 testing will not affect the public-charge rule.

**If an international student is sick, how do they get medical assistance?**
- Each institution must have its own plan for medical service depending on whether or not they have a student clinic. International students should check with their insurance provider for specific coverage. Students who fall ill must contact their P/DSO via phone or e-mail at the time of illness to file for a medical reduced course load as determined by a licensed medical provider.

**Who does a student contact in the event a campus is closed?**
- Each college must provide an emergency contact for international students, typically a P/DSO.

**What do I do if my international student is in CDC required or self-quarantine?**
- The college needs to designate an official P/DSO or Advisor to keep in touch with the student periodically throughout the quarantine period.

**What is my international student needs counseling services?**
- If you have counseling services on campus, please refer students there. If not, please use Colorado Crisis Services:
  
  **Colorado Crisis Services Line (1-844-493-TALK):** If you or someone you know is in crisis or needs help dealing with one, call this toll-free number 1-844-493-TALK (8255) or text TALK to 38255 to speak to a trained professional. Chat services are also available from 4 p.m. to 12 a.m. daily at coloradocrisisservices.org.

**Records**

**How should we plan for Graduation Ceremonies? - Content Added 3/20/2020**
- If your ceremony will contain more than 10 people, reschedule, cancel, or virtual/live-stream graduation. This number may be reduced. Depending on size, could have a separate ceremony for each college/department. Make sure you have contact information and cancelation policies for your various vendors and a message ready to go out should plans change.

**How do you handle Parchment transcript requests that require an attachment? - Content Added 3/20/2020**
- While offices are staffed, please continue to send transcripts with attachments. In the event of a closure, work with the requestor and/or recipient to determine alternatives (i.e. NursingCAS). Work with your individual college to determine a schedule for mailing if possible.

**How do we handle changes to the term schedule? Content Added 3/19/2020**
- Please update SSAEXCL and SOATBRK to add the additional break days for the F15 POT. Remember that weekends, where classes are not held, are also included when you count the total of break days.

**How do we handle requests for secure data, i.e. military recruiting lists? - Content Added 3/17/2020**
- Colleges should comply with requests in the same manner they typically would. If requests cannot be completed using the same means typically used to share data, and do not contain protected information, they can be handled via e-mail. If requests contain protected information, and cannot be shared in the same manner they are typically shared due to remote work, colleges can ask for flexibility in the timeline. If flexibility is not granted, colleges should work to provide information in the same way they typically do, and if not possible, provide information via U.S. Mail.

**How do we get records from DOC? - Content Added 3/16/2020**
- College by college decision will be retrieved when able.

**How do students call us for help with admissions, re-admission, and/removing holds? - Content Added 3/16/2020**
- Each college will put specific contact information on their website. Colleges should designate additional staff to help make decisions if the usual person cannot be located.
How can we print schedules for students, or help them access their schedules? - Content Added 3/16/2020

- Students can access schedules on-line, instructions can be made available on-line.

What is the criteria for a student to receive a grade of ‘I’ incomplete? - Content Added 3/16/2020

- CCCS is temporarily changing policy to allow an incomplete grade if the student has completed at least 60% of their coursework, with a ‘C’ or better. The course must be completed within 3 terms or grade will change to ‘F’.

How should we handle confidential records that are processed in-office? - Updated 3/16/2020

- This is a college by college decision depending on whether or not employees will be in the office. Colleges can setup secure shared drives to share documents while working remotely.

How do we print/mail official transcripts? How do we mail expedited transcripts?

- Refer all students to Parchment for official transcripts, if it is required to be done in house, college by college decision depending on whether or not employees are in office.

How do we print/mail diplomas?

- Those that outsource are okay. For in house diplomas, this college by college decision depending on whether or not employees are in office.

How do we conduct meetings with students?

- All meetings should be held virtually or by phone rather than in person in the event the college is closed.

How do we issue student IDs?

- If the campus is closed, student ID issuance is not a high priority.

Are there any changes to enrollment reporting?

- Enrollment reporting will continue using the current process and timeline.

Testing Centers

With SATs suspended, can we use PSAT scores for placement? - Content Added 3/20/20

- Yes, but cut scores are not yet determined. PSATs are predictive of what a student’s actual SAT score will be should they remain on their current trajectory, but they may not be at the same level they will be when taking the SAT. Please use careful judgment when placing, if/and when cut scores are developed they will be shared. Given the model, true cut scores may not be possible.

How should we plan for proctoring tests if campuses are closed? - Updated 3/16/2020

There are several options:

- The institution can contract with virtual proctoring service to provide proctoring if necessary such as ProctorU. College Finance department should be consulted regarding fees.
- Instructors can re-evaluate their assessment processes/policies.
- Colleges can use Respondus in D2L.
- Many exams can be built out in D2L.
- Colleges may decide to keep limited staff and testing on-campus if possible.

How can we handle tests that require specific technologies, i.e. CLEP/DSST, Pearson, AccuPlacer, TEAS, etc.?

- Work with your testing vendor to see if there are suitable alternatives.

How do we place students without AccuPlacer?

- Use multiple measures, and work to identify additional measures, that can be used to determine college readiness.

Tutoring
How can tutoring be conducted on-line if we do not already have an on-line service? - Updated 3/23/2020

Multiple Ways:

- Navigate Care Unit can be used for scheduling in conjunction with WebEx.
- Free online platform: https://goboard.com/
- Brainfuse will be offering their 'Tutor Match' for 6 months free to folks not already a partner with them.
- Tutor.com is an alternative and may be offering free services for your own tutors.
- Nettutor is an on-line alternative.
- TutorMe offers 24/7 online tutoring. - CCCOnline is looking at system wide contract for TutorMe.
- Twitch gaming platform can be utilized.

Does tutoring have to move on-line if classes are moved on-line?

- No, some service can be handed in person, and not all on-campus services have closed yet. Please be cautious about meeting space, waiting rooms, and allow for social distancing. Allowing in-person services may change at any time.

How do we handle students who prefer in-person tutoring?

- This is a college by college decision as to whether or not employees stay on campus and/or students are allowed to visit campus.