Winter Session Faculty Handbook

2022 - 2023

Winter Session
DIVISION OF CONTINUING EDUCATION

Table of Contents

Winter Session provides an opportunity for CU students to earn credit toward their degree during Winter Break with a three-week, ***online*** intensive learning experience. The Division of Continuing Education (CE) works in partnership with faculty and departments to deliver a mix of course offerings to meet the needs of a variety of students and community members. We are particularly interested in offering students a unique online experience that offers elements of peer engagement and experiential learning.

Winter Session is treated as an accelerated term within the Spring semester. Courses are scheduled to run from December 19, 2022, to January 11, 2023.

Course Proposal Procedure

CE invites CU faculty to submit a course proposal for Winter Session 2022-2023. Faculty interested in submitting a proposal should draw from their department's existing inventory of 1-, 2 -, or 3-credit courses that may lend themselves to an accelerated 3-week schedule, delivered online. We are particularly interested in courses that are typically oversubscribed, upper division core and elective courses, and "topics" courses. In addition, courses that incorporate significant elements of student-to-student engagement and experiential learning activities are afforded high priority.

Completed course proposals include these basic components:
- Instructor information
- Course information (title, number, description, etc.)
- Three to seven clear, measurable course-level objectives
- A clear statement of how students will be assessed
- A copy of the course syllabus
- Description of any activities that may promote experiential learning or peer-engagement

Before submitting a proposal, faculty should reach out to their department chair to discuss this opportunity.

To submit a course proposal, please use the online Winter Session Course Proposal form. For questions about Winter Session and course proposals, contact Alex Parsons (wintersession@colorado.edu).

After the proposal deadline has passed, department chairs will be notified of any proposals submitted by faculty within their department as a way to keep them informed of what courses are being considered. By early August, once all of the proposals have been reviewed, the Winter Session team at CE will share with each chair a list of department courses that it is recommending for Winter Session based on several factors:
- number of proposals received,
- degree requirements that the courses meet,

- how well the courses lend themselves to an accelerated online schedule (e.g., incorporation of project-based, experiential learning),
- feedback from academic advising.

This will provide department chairs the opportunity to compare the recommendations against the full list of proposals submitted by department faculty and to provide feedback to the Winter Session team. To ensure that we have the capacity to provide adequate support to instructors and students, typically only 30 or so courses in total are offered from across campus during this special session. With these parameters in mind, we are typically able to support only one or two courses from the same department.

Course proposals that have been identified as a good fit for Winter Session will then go through the formal departmental approval request process in order to officially offer the course. Departmental approval forms are sent via DocuSign for the faculty member, department chair, and school administrator signatures.

Proposal & Development Timeline*
- Deadline for proposal submission – July 13
- Faculty connect with Instructional Designers – week of September 12
- Essential documents completed – October 3
- Initial course development completed – November 21
- QM reviews begin – November 22
- Final revisions completed – December 15
- Winter Session classes begin – December 19

*These dates may be subject to change.

Course Design and Quality Matters Process

Continuing Ed's Approach to Quality

We strive to ensure a positive and meaningful learning experience for online learners while affording faculty flexibility in the design of their online course. The approach to quality adopted by CE is aimed at creating a partnership among CE, departments, faculty, and students.

CE utilizes a widely-adopted quality assurance framework known as Quality Matters (QM). QM establishes a set of evidence-based guidelines to assist faculty with designing the *structure* of their online courses. The QM guidelines help ensure that basic navigation and course introductory elements are in place, that there are measurable learning objectives for students, and that course activities and assignments are substantively aligned with those objectives. The guidelines do not prescribe what *content* faculty should use.
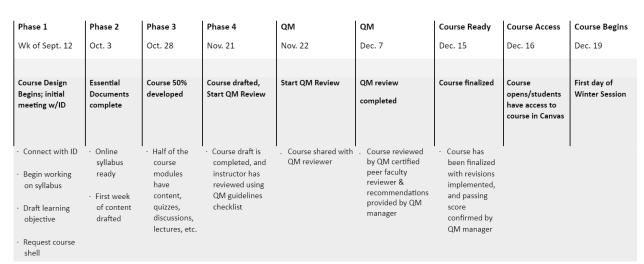
Designing online courses with the QM rubric as a guide helps preserve academic freedom for faculty while ensuring a consistent, high-quality learning experience for students. The QM review occurs at the end of the course development process.

Getting Started

The Learning Design Group at CE is staffed with Instructional Designers (IDs) who are multi-skilled in instructional design, online pedagogy, educational technology, and project management. Instructional designers will assist Winter Session instructors with aligning course learning activities and content with the course- and module-level learning outcomes identified for the course. They will also provide recommendations on what learning technologies will help support the instructional strategies.

Developing an online course takes careful, deliberate development and implementation. Content for online courses is developed before students have access to the course so the faculty can focus on facilitating and teaching when the course is live. Online courses differ from remote courses in that they typically do not require a synchronous component.

At the beginning of the course design process, faculty will be paired with an ID who will be their primary support contact as faculty design and develop their course.

Overview of Course Development Cycle and QM Review

Phase 1	Phase 2	Phase 3	Phase 4	QM	QM	Course Ready	Course Access	Course Begins
Wk of Sept. 12	Oct. 3	Oct. 28	Nov. 21	Nov. 22	Dec. 7	Dec. 15	Dec. 16	Dec. 19
Course Design Begins; initial meeting w/ID	Essential Documents complete	Course 50% developed	Course drafted, Start QM Review	Start QM Review	QM review completed	Course finalized	Course opens/students have access to course in Canvas	First day of Winter Session
· Connect with ID · Begin working on syllabus · Draft learning objective · Request course shell	· Online syllabus ready · First week of content drafted	· Half of the course modules have content, quizzes, discussions, lectures, etc.	· Course draft is completed, and instructor has reviewed using QM guidelines checklist	. Course shared with QM reviewer	· Course reviewed by QM certified peer faculty reviewer & recommendations provided by QM manager	· Course has been finalized with revisions implemented, and passing score confirmed by QM manager		

Essential Documents

The Essential Documents phase of course design is the most important milestone of the process. It's during this initial phase that faculty draft a syllabus, write measurable learning outcomes, begin designing course activities, and start to assemble course content. This will serve as the "blueprint" for the course building in Canvas.

Additional Course Development Resources

For resources, ideas, and guidance related to online course design and development, visit the following CU support pages: Learning Design Group resources and CTL Remote and Online Teaching.

ID and Other Tech Support

Instructional Designers are available to support Winter Session faculty during normal business hours, which excludes weekends and university holidays.

In the event that instructors experience technical issues while their course is running during the session, it's best to-send an email to the main email address for the LDG team and an ID will follow-up with you: ldg@colorado.edu. For IT Service Center support, please check the support hours during Winter Session as they tend to be more limited during Winter break. As a back-up, instructors can also utilize the Help menu within Canvas to submit a ticket or chat with Canvas Support.

QM Review Process

New courses being offered in Winter Session will go through a Quality Matters review once the course has been drafted and built in Canvas. Our reviewers are current faculty members who teach online and have completed additional training from Quality Matters (QM) on how to apply the QM rubric. They will use the QM rubric to assess the course design and assign it a score out of 100. As part of the scoring process they will complete a worksheet and comment on each standard, with particular feedback on how best to meet unmet standards.

Once the review is complete, the worksheet is shared with the instructor along with recommendations (if needed) on how to prioritize the feedback and score at least an 85. *If* revisions need to be made to the course, based on the review recommendations, we ask that revisions be completed prior to the first day of class.

Course Information

Course Materials

In light of the accelerated schedule for Winter Session, it can be challenging for students who register late to obtain required course materials and not fall behind. Therefore, we highly encourage instructors to use course materials that are quickly and easily accessible (i.e., online text/readings, downloadable eBooks, OER, etc.).

CU requires faculty to inform the CU Book Store of all their course materials requirements including OER and "no requirement" by the following approximate due date:

- Spring Term (which includes Winter Session) - Due by October 1st

Enrollment Eligibility

All current CU students, faculty, and staff are welcome to enroll in Winter Session courses.

Students currently enrolled at other colleges/universities may enroll in a Winter Session course by submitting the Enrollment Application for Continuing Education.

Newly admitted undergraduate students for the Spring 2023 semester, whether transfer or first-year, are not eligible to enroll in a Winter Session course as their first course at CU.

Given the condensed nature of these courses, students may enroll in no more than four credits and it's recommended they be in good academic standing. For questions about credit overload petitions, students are directed to contact their college.

Course Restrictions

CE provides access to CU classes serving a broad audience, including community members/non-degree students and visiting students from other institutions. To provide an easy online registration experience for these groups, CE typically removes the listed course restrictions (i.e., *class level, major, prerequisites*) unless the department or faculty requests that those restrictions stay in place for the CE term.

If it's requested that CE enforce the registration restrictions, we ask that the department provide written approval for our enrollment team to override the restriction for any visiting/non-degree student.

Course Cancellations

Courses with fewer than eight (8) enrollments may be cancelled.

Course Enrollment Capacity

CE sets online class capacity for Winter Session courses at 25. Faculty who would like to make minor adjustments to the enrollment cap can work with the program coordinator.

Course Waitlists

Waitlists for Winter Session courses are typically not capped, allowing as many students who are interested in the course to add themselves to the waitlist.

CE Enrollment Services does not override students into a full class with an existing waitlist. For students requesting special approval from instructors to be added to a full class, it is best to direct those students to remain on the waitlist for the next available seat. Enrollment for Winter Session courses tend to fluctuate a lot at the start of term, resulting in open seats for waitlisted students. Instructors may also consult with the program coordinator about the possibility of increasing the class enrollment cap.

CE waitlists are purged a day after the "drop without penalty" deadline. In between the add/waitlist deadline and the "drop without penalty" deadline, students no longer move into a class automatically. If faculty approve of adding specific students who have been actively participating in the course while waitlisted, then the approval needs to be forwarded to CE Enrollment Services to process the enrollment before the waitlist purge date.

The day after the "drop without penalty" date, CE Records will run the waitlist purge process. This process drops the remaining students from the waitlist and they lose access to the class in Canvas. If the student has been participating in the class, all they need to do is have instructor permission to be enrolled.

Administrative Drops

Students who fail to participate or show no activity in Canvas within the first three days of the session and have not notified the instructor in advance of the upcoming absence may be administratively dropped at the discretion of CE. Instructors who wish to drop a student for inactivity during the first three days of class should consult with the program coordinator.

Course Work During the Holidays

In light of the accelerated nature of Winter Session, we expect and understand that work and class assignments will carry over into the weekends. However, we ask that instructors try to avoid scheduling assignment/exam/quiz **due dates** on Christmas Eve, Christmas Day and New Year's Day.

Grade Submissions

Grades for Winter Session are due 90 hours after the class ends.

Breadth, Depth and Rigor

Faculty often ask how much time students should engage with course content and learning activities in an accelerated, online course. We recommend that faculty maintain the depth, breadth, and rigor of a full-term course.

When faculty team up with an Instructional Designer (ID), one of the first steps they will take is to identify the course-level and module-level learning objectives for their course. Once the outcomes are clear, specific, and measurable, they can work with their ID to align the course content and learning activities with those outcomes. During this process, faculty may find opportunities that allow them to streamline content and activities while at the same time supporting the cognitive and behavioral development that's expected of their full-term, in-person course.

That's not to say it isn't important to still be mindful of how much time students are spending in their online course. Accreditors still rely on the Carnegie Unit when evaluating academic courses and programs.

Additional Information

To help faculty visualize how the credit unit approximation might translate to Winter Session's three-week time frame, please refer to the table below:

Winter Session (3-week schedule)			
	Instructional Contact Hours	Homework/Outside Work Hours	**Total** Work hours *per Course*
1-credit class	12.5 (4.5 hrs/week)	25 (8.5 hrs/week)	37.5
2-credit class	25 (8.5 hrs/week)	50 (16.5 hrs/week)	75
3-credit class	37.5 (12.5 hrs/week)	75 (25 hrs/week)	112.5

The following activities are examples of instructional contact hours in the online environment:
- Watching recorded lectures – by instructor or streaming services (YouTube), etc.
- Discussing topics – conversations on discussion boards or on visual discussion forum in VoiceThread, etc.
- Presenting content/weekly lectures – oral reports or narrated slides, VoiceThread, Zoom, etc.
- Collaborating with peers – work together to solve problems or create material in online groups via Canvas Groups, Google Docs or Drive, etc.
- Reviewing peers' work – evaluation of other students' work based upon a rubric or guidelines in VoiceThread, Assignments, etc.
- Communicating with instructor – one-on-one conversations through online office hours, email, chats; reading instructor feedback on assignments

The following activities are examples of homework in the online environment:
- Reading materials – physical, electronic, or interactive textbooks, PDF articles, etc.
- Writing assignments – essays, written reports in Assignments or on external sites (Blogs, Wikis, etc.)
- Assessing learning – demonstration of knowledge through quizzes, exams, projects, reports, etc.
- Participating in virtual labs or simulations – accessing commercial or in-house produced material
- Experiential activities – going to museums, interviewing people, etc.

Compensation

Compensation levels for instruction are referenced in the table below:

Winter Session Teaching Compensation			
	1-credit	2-credit	3-credit
Level A	$1,755	$3,510	$5,150
Level B	$2,320	$4,120	$5,460
Level C	$2,575	$4,635	$6,545

Level A - AAH, ALC, ANTH, CLAS, EDUC, ENGL, ETHN, FILM, FRIT, GSLL, HIST, PHIL, PWR, RLST, SOCY, SPAN, THDN, WGST & CMCI
Level B - ENVS (SS courses), GEOG, IAFS, LING, PSCI, SLHS
Level C - APPM, APS, ATOC, CHEM, EBIO, ECON, ENVS (NS courses), GEOL, IPHY, MATH, MCDB, PHYS, PSYC
For departments/schools not listed above, please inquire regarding stipend level.

Compensation will be disbursed in monthly payments beginning December 31, 2022 and ending January 31, 2023. This is a non-renewable, non-tenure track appointment subject to approval by the Dean of the Division of Continuing Education and Professional Studies.

Course Development Stipends

Course development stipends are available for faculty members the _first time_ they create their course as a 3-week, online offering for winter. Please see development stipend levels below:

    1-credit course, $750
    2-credit course, $1,200
    3-credit course, $1,500

The course development stipend will be disbursed in a single installment using an Additional Pay Form (APF) once the QM review is complete and the course is finalized. Course development contracts are all processed through CE.

Graders/TAs

Under normal circumstances, Graders are not used or supported during Winter Session.

Note for Returning Winter Session Faculty

Development stipends are not available for *returning* Winter Session faculty who are teaching the same course. Instructional design support will be available to returning faculty. Repeat Winter Session courses that passed a QM review previously will not undergo a subsequent review for 2022-2023.

Faculty Overload Policies

The faculty member must certify that this additional teaching appointment does not exceed the limit on overload teaching, which allows no more than one additional course per semester over and above the equivalent of a full-time appointment. The overload limit includes all courses taught at the University of Colorado, including Continuing Education and other CU campuses.

For more information pertaining to this campus policy, please visit the Office of Faculty Affairs website.

Department Revenue Share

Winter Session classes return a revenue share of $50 per credit, per student, to the host department offering the class. Revenue shares are processed after the Spring semester bill payments are due.

Continuous Program Improvement

In addition to FCQs, CE may administer a customized Student Satisfaction Survey that evaluates the following online course metrics: learner-content interactions, faculty-learner interactions, and learner-learner interactions. Data gathered from this survey and the traditional FCQ survey are used by CE to guide enhancements to the Winter Session program. Results from the survey are available to faculty upon request and can provide valuable insights for planning course revisions.

We also may ask faculty to share their experience and recommendations on how the Winter Session program can be improved. Faculty are invited to provide feedback through a Faculty Survey once their winter session class commences.

Participation in the Student and Faculty Surveys are completely voluntary.

Mandatory Reporting Policy

CE staff working with student survey data follow the same Mandatory Reporting guidelines as outlined by the Office of Data Analytics. Comments deemed reportable are forwarded to the Office of Institutional Equity and Compliance.

Appendix A: Copy of Course Proposal Form

Instructor Information

1.) Faculty name (first, last), email address, department
2.) Instructor type (Tenured/Tenure-Track, Instructor, Lecturer, GPTI, Other)

Course Information

3.) Course number, title and credits
4.) Course description
5.) Have you taught a Winter Session Course before?
6.) Have you taught in an intensive format before? (i.e. 3-, 5- or 8-week courses)
7.) Have you taught asynchronous online before?
8.) Have you taught *this particular course* online before?
9.) Is this course typically cross-listed with another department?
10.) Please select the attributes this course fulfills: (select all that apply)
   - Core/Gen Ed
   - Required for Major
   - Elective Course
   - Prerequisite
11.) Who is the target audience for this course?
12.) Are all of the course materials required for your class available electronically (with immediate access) -- eBook, online articles, publishers' tools?
13.) Please describe any external features that would need to be incorporated into your Canvas course. (i.e. special technology, software, third party/publishers' tools)

Course Structure

14.) Please list three to seven clear, measurable course- level objectives.
15.) Please describe how students will be assessed.
16.) Please upload a copy of the course syllabus. If you have not taught this particular course before, you may upload a course overview/draft syllabus instead.

Learning Design and Quality Assurance

Our team of Instructional Designers (ID's) at CE works with faculty to maximize student learning by providing instructional design support which integrates current ed-tech practices and

leading-edge applications. At the beginning of the course design process, Winter Session faculty will team up with an ID who will support them in creating a quality course experience for both students and the instructor.

The online course design process uses the evidence-based quality assurance framework called *Quality Matters* (QM) to assist faculty with designing the structure of their online course. The QM standards help to ensure that basic navigation and course introductory elements are in place, that there are measurable learning objectives for students, and that course activities and assignments are substantively aligned with those objectives. Designing an online courses with the QM standards in mind helps preserve faculty academic freedom while ensuring a consistent and high-quality learning experience for students.

Once the Winter Session course has been developed, it will go through a QM review by current faculty members who teach online and have completed specialized QM training. The reviews provide helpful feedback to faculty on components of a course that may need to be revised before the course runs. Once revisions have been implemented, the course is ready to launch.

17.) Please check that you have read the section above about CE's approach to quality assurance and instructional design and are willing to participate in this process.

☐ Yes, I have read CE's approach to learning design and quality assurance and I'm willing to participate in this process.

Experiential and Interactive Activities

Instructors are encouraged to integrate experiential activities into their courses as a way of engaging students more fully in the online learning environment. For example, courses can integrate project-based, experiential learning activities where students interview experts, engage in community activities, and/or work on multimedia projects. Instructors of Winter Session courses might also leverage the fact that many students are home for the holidays, so students might be asked to collect family & friends' oral histories around a particular theme or to research local places of interest relevant to the course topic (architecture, museums, historical points of interest, etc.). Instructors might even consider integrating interactions that combine both social and educational elements, like "social hour" group projects, small group, student-led discussions, group course-related scavenger hunts, etc.

18.) Please highlight any project-based or experiential learning activities that are (or could be) integrated into your course:

19.) In light of the condensed nature of Winter Session, the enrollment capacity for classes is typically set at a maximum of 25 students. Please indicate the preferred capacity for your course.

Additional Jobs and Departmental Approvals

A teaching assignment in Winter Session is considered an additional job as defined by the Office of Faculty Affairs. Faculty should work with their departments and schools to understand if or how teaching a Winter Session course might impact their Spring schedule.

After the CE program team reviews all proposals, solicits feedback from chairs and courses have been identified, Departmental Approval Forms will be routed for signatures in order to officially offer the class in Winter. To that end, please provide the following information.

20.) Department chair's name and email address:
21.) Associate dean/dean's name and email address:

Thank you

We sincerely thank you for taking the time to complete a course proposal for Winter Session. We look forward to reviewing it. The deadline for submitting proposals is **July 13th**. Faculty should hear back on the status of their proposal by mid-August.

Best,
Winter Session Program Team