Distance Education
2019 Faculty Handbook

Introduction

What is an Online Class?

There are two types of online courses at Gavilan College:

- **Fully Online Courses** are taught only through the web using the iLearn system. Online courses provide students with an opportunity to complete coursework without attending classes on campus. Although online courses do not meet on campus, the curriculum for online courses is similar to the curriculum provided in a traditional face-to-face course. If your course is designated as fully online, you cannot require that students come to a Gavilan College site for any reason. For proctored tests, see proctoring guidelines in this document.

- **Hybrid Courses** are taught partially online but have regular on-campus meetings. The hours spent on campus vary from course to course, and students should check the schedule carefully to know when the course meets on campus. The required on-campus meeting dates and times should be clearly stated in the schedule and once published should be strictly adhered to.

A Note about Classroom Activities

The online portion of any class (hybrid or fully online) shall consist of lectures, interactive activities, and other opportunities for engagement with the instructor and other students. Consider this time similar to the lecture in a face to face class. It is not meant to be used for what could be considered "homework" or assigned reading.

*Example: A 3.0 unit class is 50% hybrid. This means that it has scheduled weekly meetings of 1.5 hours, and the online portion consists of 1.5 hours weekly. The online portion of a hybrid class **is** classroom time.*

Outside of the scheduled hours, the standard rule of thumb is that students should expect to spend two times the number of units per week doing homework and reading. So for this 3 unit class, a student will spend 3 hours in class, and 6 hours doing homework and reading. Per week.

A Note about State Reporting

The state of California has a different set of definitions and labels for online classes. This is only relevant if you are reading their reports, or working with the Curriculum Committee. The state classifies a course as "Distance Ed" if it is scheduled 51% or more online. This is for state reporting ONLY. Gavilan definitions above apply for our local purposes, and in communications with students.

Technical Support

Support for instructors teaching online and hybrid classes is available through the Teaching and Learning center. Faculty are encouraged to reach out early to get prepared for the upcoming semester.

iLearn & Instructional Support

- Website: gavilan.edu/staff/tlc
- Email: tlc@gavilan.edu
- Telephone: (408) 848 - 4885
- In Person: 2nd floor of Library

IT, Email, and Computer Support

- Email: help@gavilan.edu
- Telephone: 408-846-4949

There is no technical support for faculty on the weekends, holidays, in between active semesters, or days in which the Gavilan College campus is closed. There is no formal student technical support.

For major tests, or assignment submissions, consider setting deadlines that fall within the business day, when there will be technical support available.

Online Teacher Training/Certification

The Academic Senate has adopted the following faculty readiness criteria prior to teaching online and/or hybrid courses.

Do both of the following:

1. Complete [Boot Camp: Intro to Teaching Online at Gavilan](#)[1]

2. Participate in one online professional development activity per academic year (GOTT Academy, or [@One Course Development](#)[2]).

AND do at least ONE of the following:

1. Complete three [GOTT](#)[3] courses.

2. Receive a certificate of completion in online teaching from a reliable institution such as [@One Teaching Certification Program](#)[4]

3. Demonstrate prior successful experience in teaching distance education courses at Gavilan College or similar institution.

Gavilan Online Teacher Training (GOTT) Academy

The GOTT Academy is offered year round. Online instructors can acquire technology related skills needed to develop an online course and assist with teaching in a virtual classroom environment.

More information regarding GOTT Academy is located at [gavilan.edu/staff/tlc](#). Several professional development resources are listed as well.

@ONE Certification Program

The [@ONE Online Teaching Certification](#) is designed based on iNACOL's National Standards for Quality Online Teaching. The certification program is flexible, affordable, and designed to specifically meet the needs of California community college faculty.

Student Orientation to Online Learning

The DE program provides online student orientations to both fully online and face-to-face courses.

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[1] https://ilearn.gavilan.edu/enroll/X94BL7

[2] https://onlinenetworkofeducators.org

[3] http://gavilan.edu/staff/tlc

[4] https://onlinenetworkofeducators.org/certificate-in-online-teaching-design/

We encourage you to refer students to this orientation during the first week of class, and to give any other tips, advice or help that you think would benefit your students.

- [iLearn Student Introduction / Orientation](#)[5]
- [In-person Orientation to Online Learning](#)[6]
- [Online Tour of iLearn](#)[7]
- [Distance Education website](#)[8]

Designing a Course

Prior to beginning the design of your course, please take a moment to look over the [Distance Education Best Practices](#)[9] document.

Effective Practices

Being an effective online teacher is as challenging -- and rewarding -- as teaching face to face in the classroom. Many skills between the two overlap, but many do not. Your path to becoming a master online teacher will be a life-long one. If you are just starting out, we recommend the following:

- Chronicle of Higher Education: [How to be a Better Online Teacher](#)[10]

- Book: The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips ([Amazon](#)[11]) (Full text at [Gavilan Library](#))

Peer Evaluation Guidelines

Peer evaluation of the instructor will be accomplished via approved methods as agreed to by the Academic Senate, Faculty Association, and District.

Accessibility

All online course materials must be designed to be accessible to students who are vision or hearing impaired. Unlike just-in-time accommodation in the face-to-face classroom, **online course materials must be accessible at the time they are posted for student use**.

Workshops are held routinely at the Gavilan College Academy to help faculty in this regard and it is recommended for the online teaching faculty to attend on a regular basis.

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[5] https://ilearn.gavilan.edu/courses/9768

[6] http://www.gavilan.edu/student/online/orientation.php

[7] http://gavilan.edu/student/online/tour

[8] http://www.gavilan.edu/student/online

[9] http://gavilan.edu/staff/tlc/docs/DEBestPractices2019.pdf

[10] https://www.chronicle.com/interactives/advice-online-teaching

[11] https://www.amazon.com/gp/product/1119147689

The [Accessible Education Center](#)[12] (AEC) provides faculty with support concerning video captioning and uploading. In order to obtain additional information contact Jane Maringer (jmaringer@gavilan.edu).

Accessibility and accommodation requirements apply to both face-to-face and online classes. Many accomodations can be provided through iLearn. Please see the [TLC website](#) for details.

Copyright

Understand what copyright is, why it exists, and be able to effectively apply "fair use" guidelines for copyrighted materials used in a course are essential tools for any educator.

Teaching online adds more questions to the mix. To ensure faculty are provided with a clear and comprehensive overview of the topic, faculty are requested to read the shared Copyright 101 module created by BYU. [Copyright 101](#)[13] is designed to increase faculty knowledge and understanding of copyright and licensing issues; and know what it means to say that someone owns the copyright to a creative work.

Creative Commons

Creative Commons (CC) provides flexible copyright licenses that copyright owners may choose to apply to their work. The CC licenses grant more flexibility than traditional copyright but not as much as "public domain." A work in the public domain may be used freely. A Creative Commons licensed work still requires the user to adhere to specific guidelines but may be as simple as "crediting the author." The popularity of CC has resulted in the fostering of a culture of sharing, and there are now thousands of works online that faculty may use without violating copyright.

Instructors seeking images or audio for a class may search for CC licensed work. The following links might be helpful:

- [What is Creative Commons?](#)[14]

- [Search for free content in the public domain and under Creative Commons licenses](#)[15]

Open Educational Resources

OER - Open Educational Resources are course materials -- often textbooks -- that are free of charge, or at-cost, to students. The schedule of classes denotes which sections use OER textbooks / materials. The Gavilan Library maintains an [index of OER starting points](#)[16] for teachers looking to adopt them.

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[12] https://www.gavilan.edu/student/aec
[13] https://copyright.byu.edu/copyright-tutorial
[14] http://creativecommons.org/about
[15] https://ccsearch.creativecommons.org/
[16] http://gavilan.libguides.com/oer

Library and Tutoring Center

The [Gavilan Library](https://gavilan.edu/library)[17] maintains online services (catalog, e-books, electronic databases, librarian support, orientations, and specific library research documents).

Librarians are available to instructors to create custom resource lists that can be embedded into your courses.

The Learning Commons, Tutoring Center and Math Lab offer tutoring both in-person and online. NetTutor is a 24/7 tutoring service, and is available in every course shell's navigation.

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[17] https://gavilan.edu/library

Syllabus Requirements

All faculty members must provide students with a course syllabus specific to the course. The [Faculty Handbook](#)[18] describes what is required of all syllabi.

For online courses, it is especially helpful to tell your students that you expect them to remain active participants throughout the entire course, completing and submitting assignments. Make it clear:

- What kind of time commitment the course will require (See the [Classroom Activities](#) section of this document)

- Typical deadlines (for example, quizzes on Mondays, or reading response on Fridays).

- How frequently they should log in.

- The best method(s) to contact you.

Remember to include instructor contact information, course description, course objectives, course learning outcomes, assigned texts and materials, grading policy, expectations for classroom behavior, plagiarism policy and penalties, disability statement, and a schedule of topics, reading, activities, and assignments.

The syllabus is a contract with the students in the class. A clear and detailed syllabus will lead to fewer misunderstandings.

An [online professional development course](#)[19] is available to Gavilan instructors to create an effective syllabus, with an emphasis on equity. We also recommend these tips on using the [Syllabus tool in iLearn](#)[20].

Faculty must submit a copy of their course syllabi to the Office of Instruction no later than the 2nd week of the semester. Syllabi can be submitted by email.

Requesting, Copying, Cross-listing Course Shells

Setting up online class shells frequently includes:

- Creating new trial shells
- Merging sections
- Copying from one semester to another

The fastest way to have these taken care of is to [open a ticket](#)[21] with the Distance Education program. Be sure to include all the relevant information, such as section numbers and semesters.

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[18] http://www.gavilan.edu/staff/info/syllabus-slos-assessment.php
[19] https://ilearn.gavilan.edu/enroll/CTCG4Y
[20] https://onlinenetworkofeducators.org/2019/10/03/how-to-use-the-canvas-syllabus-the-right-way/
[21] http://www.gavilan.edu/staff/tlc/ticket.php

During The Semester

Course shells for online classes will be made available to students on the first day of the semester at 8am (except late start and other off-schedule courses).

- It is the instructor's responsibility to have the shell "Published" before the start date of the course.

- If the course is scheduled differently from the standard semester begin/end dates, it is the instructor's responsibility to confirm that the custom dates are set correctly. (Under the course's "Settings" link).

Course Check-in / Availability (Online & Hybrid)

Online instructors must be prepared to work with students on the first day of classes. This means that the course is published and available to students, and there are lectures and activities ready for the first week.

Faculty may choose to send a message to students during the week before the beginning of the semester. This is optional, and most teachers find it useful to get in touch with students and prepare them. In this message, you may want to:

- Introduce them to yourself and the course. Set expectations early.

- Introduce the textbook (or other resources) and share any tips for purchasing it.

- Point out any first steps, such as reading the syllabus, or participating in a check-in activity.

If you choose to contact students before the official start date of the semester, do keep the following in mind:

- To send an all-class message, you need to "Publish" the course.

- You can give early access to the course by changing the Course Start Date under the "Settings" link of your class. Below the dates is a checkbox labeled "Students can only participate in the course between these dates". Be sure to check it.

- You may help students get an early start, but you may not *require* work to be done before the official start date.

- Although it's possible to contact students via Self Service Banner, it might be preferable to use the iLearn messaging feature to keep all your communication in one location.

Please note in your announcement when the course officially starts. If the course starts online, identify the date and information students need to get started. If the course begins with a face-to-face meeting, please clearly state the day, time and room that the meeting will take place. Give your students complete instructions for starting the course!

Example "Get to know you" or Check-In Assignments

TIP: It is a good idea to use a discussion forum at the beginning of the semester to explore the topics of cheating, plagiarism, and financial aid fraud. Students may not completely understand their responsibilities in these matters.

Dropping Students & Census Rosters

This process is identical for online or lecture/lab courses. Census Rosters are a mandatory requirement. All faculty members are required to submit census rosters prior to census due date. See the Faculty Handbook[22] for more information.

What constitutes attendance in an online course?

Checking attendance in a face-to-face class is straightforward. For online-only classes, it is a little trickier. The law stipulates that for online classes:

- You *may not use the login record* in iLearn to determine whether a student is "attending" an online class.

- You may use their *participation in activities* of the course (i.e. discussion forums, assignment submission, etc.)

- You'll need to document the "last day of attendance" in the drop or Census Roster. For this date, use the *date the student last submitted work or posted in a forum*. Their last date of attendance should be the last time they actually participated, not just a login or passively viewing materials.

Ways to Communicate the Drop Policy

Use your syllabus and/or your course introduction to let students know what's expected of them during the first week of class. Sample below:

> *If students have not participated in discussions or other forms of communication and/or have not submitted assignments for two consecutive weeks, the instructor will attempt to contact them and notify them that they have 5 days to complete the missing work or be dropped from the course. If the work requested has not been completed within the 5-day time frame, those students will be dropped from the course.*

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[22] https://www.gavilan.edu/staff/info/opening_day_instructions.php#census

You can set the time that they must complete their work, or decide that they cannot successfully complete. That is up to you. However, you will have to document the student's work until the point of dropping the student and save whatever work has been submitted up to that point.

Gavilan College Drop Policy

Most policy and procedures are identical for online classes and face to face. For a full description of the drop policy, please see the [Faculty Handbook](#)[23].

Dealing With Enrollment Issues

The learning management system (iLearn) automatically handles enrollment, including all drops and adds. The Banner system and iLearn sync every 2 hours. Normally, faculty should not need to add or drop students in their course shells. Let the automated process do it.

Instructors can add students up until the adding deadline listed on the semester calendar. Access "add codes" by logging into MyGav and clicking on Self Service Banner. From the SSB main menu, you will next select "Add Authorization Codes". You will be prompted to select your course CRN for which you wish to view/print add codes. Continue to monitor your roster and ensure students participating are registered and completed adding the course by the deadline.

Troubleshooting Enrollment Problems

If it appears that the wrong student(s) are in your iLearn shell, take these steps to diagnose the problem.

- Confirm the CRN and semester. Be sure that you're looking at the right shell.

- Look up the CRN on your Banner page. Log in to MyGav, and click on "Self Service Banner". Find your course roster there, and compare it with the "People" list in your iLearn shell.

  These lists should match. If someone has recently added or dropped the class, allow up to 2 hours for the systems to synchronize.

- If the list in Banner looks wrong, you need to speak with the Admissions and Records department.

- If the list in iLearn looks wrong, or there are missing or extra people, or any other strangeness, please tell us by [opening a ticket](#)[24]. Include as much information as you can, including the CRN and what you expect to see versus what you are actually seeing.

- If you need to combine shells (for a cross-listed course,) or if the wrong CRNs have been combined, tell us by [opening a ticket](#).

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[23] http://www.gavilan.edu/staff/info/opening_day_instructions.php#census
[24] http://www.gavilan.edu/staff/tlc/ticket.php

- If there is an extra teacher that you want removed, tell us by [opening a ticket](#).

Visitation Protocols for Online Courses

The protocol for visiting DE courses tries to allow for the same degree of oversight that is available in face-to-face classes. This ensures that administrators who have an expressed need to visit a DE course do so with the prior knowledge of the instructor.

Background: It is common practice for administrators to visit face-to-face classes occasionally to offer support to instructors as well as to observe students in a class setting on campus in order to stay connected to the actual practice of instruction.

Instructional administrators have the responsibility to ensure that classes are meeting as posted in the schedule of classes and that the instructor is providing the instruction agreed upon as contracted. When an administrator visits a face-to-face class in session, the instructor is present in the room and aware of the visitation. It is appropriate to assume that the same scenario should exist during visitations in the virtual classroom. Since it is possible for administrators to observe an online course without the instructor's knowledge, the following protocol has been prepared and will be followed by administrators.

Visitation of online courses may occur by the dean and/or the department chair for the following reasons:

1. To ensure that the course is appropriately available to students in the course management system.

2. To ensure that regular effective contact is taking place as established in the Gavilan College Regular Effective Contact Policy and compliance with Section 508 of the Federal Rehabilitation Act (accessibility for disabled students) and the Higher Education Act.

3. In response to a request from the instructor in the course (questionable student conduct, technical problems, course development review, and recommendation).

4. In response to student complaints about the instructor, the course, or the course management system infrastructure.

This visitation does not constitute a formal evaluation; however, a formal evaluation may be planned because of the visit. (An informal email summary of the visitation will be forwarded to the instructor upon the conclusion of the visitation.)

Proctoring for Online Classes

If a course is fully online, the instructor cannot require students to come to Gavilan College for any reason. If students are required to visit campus, the course will be designated as a Hybrid course.

Office Hours

Office hours for online instruction are conducted at the same ratio of course hours to office hours as face-to-face courses. Online office hours should be conducted at times that are accessible to students who are enrolled in distance education for scheduling issues.

Faculty do not have to be on campus to conduct online office hours. When instructors teach both online and face-to-face courses, they should offer office hours in face-to-face and online formats. Faculty may use a variety of video-conferencing tools, such as:

- Cranium Cafe
- ConferZoom
- Skype

Dealing with Disruptive Students Online

Just as in the face-to-face classroom, faculty might have to deal with disruptive students online. Possibly because of the lack of face-to-face presence and the difficulty in interpreting emotions within electronic communications, disruptive students online can be more challenging to handle. Some can even appear downright disrespectful or abusive toward not only fellow students, but also toward faculty.

The document titled "Students Rights and Responsibilities"[25] identifies some of the behaviors that faculty might encounter, gives suggestions for handling disruptive students, then outlines the official procedure for removing students.

After the Semester

Archive a Course

After the semester ends and grades are turned in, faculty may want to archive course(s). Faculty may choose to archive a course(s) every week or two during the semester and download it to a safe place. Make an appointment with the Teaching and Learning Center to learn how to do this or view the instructions for exporting a course[26].

Retention Policy

Gavilan maintains archives of course shells, student work, and all activity in iLearn for a minimum of 3 years.

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[25] https://gavilan.pubs.curricunet.com/Preview/Draft/15/144
[26] https://community.canvaslms.com/docs/DOC-12785-415241323

Download a Gradebook

Faculty should download their gradebooks separately. Like the archive, download the gradebook to a safe place. In addition, like the archive, faculty may choose to do this every week or so during the semester. [View instructions for exporting a Gradebook](#)[27].

Incompletes

If a student requests an incomplete, the incomplete form must be submitted to the Admissions and Records office for approval. After approval, the student has one year to complete the missing coursework in order to receive the appropriate letter grade. Finally the instructor will submit a Modification of Student Records to assign the appropriate grade for the incomplete course. Should a faculty member need to have a student complete work in iLearn, faculty may choose one of the options below:

- Option 1: The student will complete the coursework in the original site. The instructor may leave the course site set to available. Note that all other enrolled students will have access to the site, as well. Since the previous semester has ended, and none of the previous students will be doing any work, interactivity among students will not be possible. In this scenario, make-up forum work is not suggested as all students will be notified of the activity in the forum.

- Option 2: If faculty do not want all of the other enrolled students to have access to the course after the semester ends, make it unavailable, then contact the iLearn system administrator by sending an email to disted@gavilan.edu to request that a new course be set up. The system administrator will copy the content of the original course into a new shell and then add the student into the newly created course shell. Note that none of the discussion board postings or any student work completed will be carried over. Instructors would need to re-enter grades in the Gradebook. Because there will only be one student in this course, interactivity among students again, will not be possible.

- Option 3: If interactivity among students, such as discussion board postings and replies, is required, ask the iLearn system administrator by sending an email to disted@gavilan.edu to manually add the student into your current course. The student has to be added manually because he/she has not officially enrolled into the course. He/she can then interact with all of the students in the current course. Note that this method is just as if the student has begun a new course, so none of the coursework will be brought over to the new site. Faculty would need to re-enter grades in the Gradebook.

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[27] https://community.canvaslms.com/docs/DOC-16545-4152813648

Important Policies

Academic Integrity

It is a requirement for Gavilan College faculty to define cheating and plagiarism in course documentation and syllabus. Faculty should have a link to the technology acceptable use policy and student conduct policy[28].

Often community college students do not understand what plagiarism means. A recommended method would be to hold a discussion forum asking students to write what it means to plagiarize. It should be made clear in the course content that the topic should be course specific. The following link would serve as a good example:

- Rutgers – Interactive Plagiarism Video, Real Life Examples, and Quiz[29]
- How to Avoid Plagiarism Online[30]

Faculty can assist students to be ready to take an online class, which will help with online course retention rates. Gavilan College offers an optional online orientation during the first week of every semester.

Regular Effective Contact

When administration receives complaints from students about online courses, the top complaint is that the instructor has not kept in touch with them either by not answering emails promptly or by not posting announcements or discussion responses. Gavilan College has adopted a Regular Effective Contact Policy[31] (pages 20-23), as mandated by Title 5 regulations. The policy pertains to instructor - initiated contact with students. It has been found that student retention and success rates are directly tied to how well faculty communicate with online students. Faculty are required to participate in discussion activities with their students.

Campus Resources

Distance Education Committee

The Distance Education Committee (DEC) is a shared governance committee. DEC will address the evolving technology needs of the Distance Education program in a variety of areas related to the use of technology for instructional purposes. DEC will be the recommending body for policies, procedures, systems, and purchases that relate to distance education and technology used for teaching and learning.

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[28] http://www.gavilan.edu/student/handbook/policies_procedures.php

[29] http://library.camden.rutgers.edu/EducationalModule/Plagiarism/

[30] http://effectiveonlineteaching.org/2011/10/05/how-to-avoid-plagiarism-online/

[31] https://www.gavilan.edu/staff/tlc/docs/DEBestPractices2019.pdf

The Distance Education Program consists of the Dean of Student Learning and Engagement, Distance Education Coordinator, Distance Education Trainer and Distance Education Committee.

The purpose of the team is to develop and maintain DE quality and student retention for online courses by offering faculty support, faculty professional development activities, and maintain a high quality DE program.

The Distance Education Coordinator serves as a liaison between faculty and administration in distance education related issues, co-leads planning efforts for DE professional development, chairs DEC, and reviews and recommends for approval DE courses addendums through the Curriculum Committee. The DE Coordinator will assist faculty with technical and pedagogical matters related to distance education.

- D.E. Best Practices[32]

- D.E. Master Plan[33]

Revised 04/2014. This handbook is subject to change as new technologies emerge and new decisions are made.

Revised 5/2020.

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[32] http://www.gavilan.edu/staff/tlc/docs/DEBestPractices2019.pdf
[33] http://www.gavilan.edu/staff/tlc/docs/DEPlan_final022613.docx