

Distance Education Faculty Handbook

GAVILAN COLLEGE

Table of Contents

Introduction.....	2
What is a Distance Learning Course?.....	2
A Note about Classroom Activities	3
A Note about State Reporting.....	3
Technical Support.....	3
iLearn & Instructional Support	3
IT, Email, and Computer Support	4
Online Teacher Training/Certification.....	4
Gavilan Online Teacher Training (GOTT) Academy	4
CVC Certification Program	5
Student Orientation to Online Learning	5
Designing a Course.....	5
Effective Practices	5
Regular Substantive Interaction	6
Peer Evaluation Guidelines	7
Accessibility	7
Copyright	8
Creative Commons	8
Open Educational Resources	8
Library and Tutoring Center.....	8
Publisher Content	9
Syllabus Requirements.....	10
Requesting, Copying, Cross-listing Course Shells.....	11
Requesting Integrations/LTI	11
Requesting a New LTI	11
During The Semester	12
Course Check-in / Availability (Online & Hybrid).....	12
Example "Get to know you" or Check-In Assignments	13
Dropping Students & Census Rosters.....	13
What constitutes attendance in an online course?	13
Ways to Communicate the Drop Policy	14
Gavilan College Drop Policy	14
Dealing With Enrollment Issues	14
Troubleshooting Enrollment Problems.....	14

Merged Shells.....	15
Requirements for Merged Shells	15
Visitation Protocols for Online Courses.....	16
Proctoring for Online Classes.....	16
Office Hours.....	17
Dealing with Disruptive Students Online	17
After the Semester	17
Archive a Course	17
Retention Policy.....	17
Download a Gradebook.....	18
Incompletes	18
Important Policies.....	19
Academic Integrity	19
Campus Resources.....	20
Distance Education Committee	20

Introduction

What is a Distance Learning Course?

There are [four types of distance learning](#) courses at Gavilan College:

- **Fully Online** courses are taught only through the web using the iLearn system, asynchronously. Online courses provide students with an opportunity to complete coursework without attending classes on campus. If your course is designated as fully online, you cannot require that students come to any specific physical location for any reason. For proctored tests, see [proctoring guidelines](#) in this document.
- **OnlineLive** courses have mandatory meeting times and days in which the class meets on video-conferencing software.
- **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.

- **Hyflex** Courses are currently defined as synchronous sessions delivered either in-person or via video conferencing. (This mode is still being refined. Please visit the [Hyflex Definitions Webpage](#)¹ for up to date information)

These definitions are important because they are also communicated to the students via the Schedule of Classes. The times (and days, and dates) we offer in the Schedule of Classes are an agreement between the School and the student. This is why we cannot, for example, add a mandatory zoom session to an Online class. It would be breaking the agreement that we set when the student registered for the class. (You can always offer *optional* extra meetings, but you can't make them mandatory after the fact.)

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. 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 a distance learning course 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: <https://www.gavilan.edu/staff/tlc>
- Email: tlc@gavilan.edu
- Telephone: (408) 848 - 4885
- In Person: 2nd floor of Library

¹ <https://www.gavilan.edu/staff/tlc/hyflex.php>

IT, Email, and Computer Support

- Email: help@gavilan.edu (Will only work from an @gavilan.edu address)
- 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

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.

College Requirements and Recommendations:

In order to teach a distance learning course, the College **requires** teachers to:

- Successfully complete one 20-hour course, (GOTT 1 Introduction to Teaching with Canvas),
- OR its equivalent from another college.

In addition, the Academic Senate has adopted the following faculty readiness criteria **recommendations** prior to teaching online and/or hybrid courses:

Do both of the following:

1. Complete GOTT 1: Intro to Teaching Online with Canvas or its equivalent from another college.
2. Participate in at least one online professional development activity per academic year (GOTT Academy, campus workshop, [ACUE Courses](https://acue.org)², CVC ([@One Course Development](http://gavilan.edu/staff/tlc))³).

AND do at least ONE of the following:

1. Complete the series of [GOTT](http://gavilan.edu/staff/tlc)⁴ courses. (GOTT 2 and 4)

² <https://acue.org/>

³ <https://onlinenetworkofeducators.org>

⁴ <http://gavilan.edu/staff/tlc>

2. Receive a certificate of completion in online teaching from a reliable institution such as [@One Teaching Certification Program](#)⁵
3. Demonstrate prior successful experience in teaching distance education courses at Gavilan College or similar institution.
4. Take your course through the local Peer Online Course Review (POCR) process to attain “Quality Reviewed” status.

CVC Certification Program

The [CVC 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.

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](#)⁶
- [In-person Orientation to Online Learning](#)⁷
- [Online Tour of iLearn](#)⁸
- [Distance Education website](#)⁹

Designing a Course

Prior to beginning the design of your course, please take a moment to look over the [Distance Education Best Practices](#)¹⁰ 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:

⁵ <https://onlinenetworkofeducators.org/certificate-in-online-teaching-design/>

⁶ <https://ilearn.gavilan.edu/enroll/TLA3W4>

⁷ <http://www.gavilan.edu/student/online/orientation.php>

⁸ <https://www.gavilan.edu/student/online/tour>

⁹ <https://www.gavilan.edu/student/online>

¹⁰ <https://www.gavilan.edu/staff/tlc/docs/DEBestPractices2019.pdf>

- Book: [The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips \(Amazon¹¹\)](#) (Full text at [Gavilan Library](#))

Regular Substantive Interaction

The top complaint by students is that the instructor has not kept in touch with them, either by not answering emails promptly, by not posting announcements, discussion responses, or by not giving prompt feedback on assignments. Gavilan College has adopted a [Regular Effective Contact Policy¹²](#) (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.

Use this check list to do a mini review for RSI in your course

This list offers some sample approaches to ensuring RSI is present in your online course. This is not an exhaustive list. Please see the [Understanding RSI¹³](#) webpage for more information.

Approach	RSI Evaluation	Aligned
Welcome to Class	The course includes a Welcome and Getting Started announcements for all students, either through email or announcements prior to the start of class.	
Virtual Office Hours and Instructor Contact Information	The instructor publishes and strictly adheres to the virtual office hours and ensures the information is current. Course includes easily accessible instructor contact information with instructor name, email, and (if applicable) preferred phone number.	
Email/Messages	Instructor utilizes emails/messages as indicated by publishing email and/or LMS inbox directions prominently and in an easily accessed area and/or as a part of the course communication plan/syllabus.	
Minimum Weekly Announcements	Course includes regular weekly “Announcements” that offer two-way, public communication from instructor to student. Announcements may also be used to support instruction, e.g. synthesize, and comment on questions, note trends observed in assignments or quizzes.	
High-engagement activity	The course incorporates at least one highly engaging activity within the initial two weeks of the class to facilitate student interaction and foster a sense of community. The instructor is expected to post their	

¹¹ <https://www.amazon.com/gp/product/1119147689>

¹² <https://www.gavilan.edu/staff/tlc/docs/DEBestPractices2019.pdf>

¹³ <https://www.gavilan.edu/staff/tlc/curriculum/econtact.php>

	introduction in this activity and actively engage with the students.	
Course Objectives	The course objectives and outcomes must be clearly defined, measurable, and aligned with the learning activities and assessments.	
Course Content Modules	The course offers an all-encompassing orientation and module-level overviews, providing a clear structure for easy navigation of course content, activities, assignments, due dates, interactions, and assessments. This approach ensures predictability and facilitates seamless access to course resources.	
Personalized feedback on Rubrics	Instructor utilizes rubrics to assess learning activities and deliver prompt, comprehensive feedback to students. This feedback includes detailed information to help students discern their areas of achievement and areas necessitating improvement.	
Course Activities	The course offers activities designed to cultivate higher order thinking and problem-solving skills, including critical reflection and analysis using Bloom's Taxonomy.	
Survey	Course includes at least one survey midway through the course that provides instructor with feedback on the course's pace, issues, workload, etc. Instructor reviews student surveys and edits course as deemed necessary before the course ends.	

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.

The [Accessible Education Center](#)¹⁴ (AEC) provides faculty with support concerning video captioning and uploading. In order to obtain additional information contact AEC.

¹⁴ <https://www.gavilan.edu/student/aec>

Accessibility and accommodation requirements apply to both face-to-face and online classes. Many accommodations 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](#)¹⁵ 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?](#)¹⁶
- [Search for free content in the public domain and under Creative Commons licenses](#)¹⁷

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](#)¹⁸ for teachers looking to adopt them.

Library and Tutoring Center

The [Gavilan Library](#)¹⁹ maintains online services (catalog, e-books, electronic databases, librarian support, orientations, and specific library research documents).

¹⁵ <https://copyright.byu.edu/copyright-tutorial>

¹⁶ <http://creativecommons.org/about>

¹⁷ <https://ccsearch.creativecommons.org/>

¹⁸ <http://gavilan.libguides.com/oer>

¹⁹ <https://www.gavilan.edu/library>

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.

Publisher Content

Using publishers' content through the LMS (Canvas) can enhance your online classroom and provide seamless integration of learning materials. When choosing to use publisher materials for your online course, keep in mind authentication protocol that must be followed, per Gavilan College Board Policies, AP4105:

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identify, if any.

The Chief Instructional Officer shall utilize one or more of these methods to authenticate or verify the student's identity:

- secure credentialing/login and password
- students access DE courses through the colleges learning management system (LMS) using a static URL link
- proctored examinations; or
- new or other technologies and practices that are effective in verifying student identification.

Please see these other considerations when using publisher materials.

- Authentication through Canvas courses may be a feature with publisher integration and can provide students with a more seamless experience accessing the materials from within Canvas.
- The accessibility of publisher sites varies. Before adopting a publisher site into your course, ask the publisher for an accessibility statement. Most publishers will be prepared to furnish these statements. If a publisher cannot provide the statements, consider looking for another publisher.

- Teacher presence (RSI) must be evident when using publisher materials. Please see the guidelines for regular substantive interaction to ensure the course is being delivered as a distance ed course not a correspondence course.
- Cost of publisher sites to students can vary.
- Some publisher sites archive or store data on their sites, such as grades, test scores, and email addresses. Ask the publisher for a FERPA statement. Data Privacy and Ownership: [See information about FERPA \(The Family Educational Rights and Privacy Act²⁰\)](#)

Syllabus Requirements

All faculty members must provide students with a course syllabus specific to the course. The [Faculty Handbook²¹](#) 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.
- How/when your office hours are held, and the best method(s) to contact you outside of office hours.
- Include a communication policy in which your reasonable response time is clearly stated and adhered to.

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 course²²](#) 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 iLearn²³](#).

²⁰ <https://studentprivacy.ed.gov/audience/school-officials-post-secondary>

²¹ <http://www.gavilan.edu/staff/info/syllabus-slos-assessment.php>

²² <https://ilearn.gavilan.edu/enroll/CTCG4Y>

²³ <https://onlinenetworkofeducators.org/2019/10/03/how-to-use-the-canvas-syllabus-the-right-way/>

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 (please see more on merging shells on page 15)
- Copying from one semester to another

The fastest way to have these taken care of is to [open a ticket](#)²⁴ with the Distance Education program. Be sure to include all the relevant information, such as section numbers and semesters.

Requesting Integrations/

It is increasingly common to “plug in” outside services to iLearn and take advantage of their services or tools to offer more learning opportunities to students. These connections use the “LTI interface” and are referred to as “integrations”. LTI is an acronym for Learning Tools Interoperability.

While this is generally A Good Thing, and encouraged, each new integration carries a certain load of staff time, troubleshooting, learning, and risk of security violations.

The decision to integrate a new outside service is inevitably a balance between various risks and opportunities:

- Effective learning opportunities
- Technical complexity and (eventually) troubleshooting
- Student learning curve and technology requirements
- Security attack surface

Requesting a New LTI

As an instructor, you may find a new tool and request that it be added to the main iLearn account. We will make every effort to accommodate your request. These are the factors which the Distance Education and IT Departments will be considering:

- Is the tool meeting a legitimate need which is not offered in an existing tool?
- Is the tool compliant with all Accessibility / ADA / Section 508 laws and regulations? Do we have a VPAT from the company?
- What level of privacy does the tool require? Is any information (grades) passed back to Canvas?

²⁴ <https://www.gavilan.edu/staff/tlc/ticket.php>

- Is there a payment or a contract associated with the tool? Has it gone through the proper channels?
- Is there a Gavilan person or group who will commit to “owning” this tool? Specifically:
 - Be a point of contact for the vendor
 - Be generally knowledgeable in its use and willing to help answer questions
 - Be able to troubleshoot technical problems
 - Be aware of and handle any ongoing payments or contracts

More information can be found at the [TLC's LTI Guidelines webpage](#)²⁵.

During The Semester

Course shells for online classes will be made available to students on the first day of the semester (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 is a best practice in online teaching to help prepare students for a successful learning experience. 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.

²⁵ https://gavilan.edu/staff/tlc/canvas_help/lti-policy.php

- 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](#)²⁶ 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.

²⁶ https://www.gavilan.edu/staff/info/opening_day_instructions.php#census

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:

Please log in and complete the first assignment within the first 3 days of class. If you have not logged in or participated within 5 days, I will attempt to contact you and notify you that you may be dropped from the course.

Depending on your course and the waitlist, your specific limits may be longer or shorter. 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](#)²⁷.

Dealing With Enrollment Issues

How Are Students Enrolled?

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.

Depending on the course and department, instructors may add students during the period 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 (in the right semester).
- 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

²⁷ http://www.gavilan.edu/staff/info/opening_day_instructions.php#census


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 at disted@gavilan.edu. 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 at disted@gavilan.edu.
- If there is an extra teacher that you want removed, tell us at disted@gavilan.edu.

Merged Shells

Faculty may request to “merge” shells when they are teaching multiple sections of the same course to more efficiently manage their “housekeeping” and reduce errors. This is allowed and encouraged to free up time for other instructional activities.

However, according to the Family Educational Rights and Privacy Act (FERPA) regulations, **students cannot have access to student information (including the fact of their enrollment)** of students in course sections other than their own. Because of this requirement, students are not allowed to interact within a Canvas course with students from another course section.

 **Note:** This is separate from a true “cross-listing” recorded in banner. For actual cross-listed courses, such as CSIS 3/LIB 3, these restrictions do not apply.

Requirements for Merged Shells

To maintain students’ privacy in merged courses, you must:

- In Course Settings -> Navigation tab, disable or hide the **People**, **Chat**, and **Conferences** items.
- In Course Settings -> Course Details tab, scroll down to the bottom and click More Options. Make sure that:
 - **Let students create discussion topics** is NOT checked
 - **Let students organize their own groups** is NOT checked
 - **Disable comments on announcements** IS checked
- For any/all Discussions, ensure that they are assigned separately to individual sections. This means you will have to duplicate Discussions and assign each to a separate section. See the canvas guide on [assigning canvas discussions to groups](#)²⁸ for details.

²⁸ <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-assign-a-graded-discussion-to-a-course-group/ta-p/1070>

- If/when you send (Inbox) messages to students from multiple sections, select the option to **Send and individual message to each recipient**. This will send a separate copy to each recipient and hide the names of the recipients in the message header.
- If/when you offer synchronous (Live) online sessions (e.g. use Zoom), hold separate zoom meetings with each section. When you record a zoom session, **share the recording only with the section that participated in the meeting**. (Unless you can take care that only yourself and no student names, videos, voices, or chats are included in the video.)

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 technology tools, such as:

- Phone
- ConferZoom
- Skype
- Chat

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](#)"²⁹ 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](#)³⁰.

Retention Policy

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

²⁹ <https://gavilan.pubs.curricunet.com/Preview/Draft/15/144>

³⁰ <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. [Instructions for exporting a Gradebook](#)³¹.

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](#)³² form to assign the appropriate grade for the incomplete course. Should a faculty member need to have a student complete work in iLearn, they'll need to set up the course shell to allow their work.

You can use course SECTIONS to allow ONLY students who have been granted incompletes access to your course--even after it has closed. (Please Note: If the semester has already ended, you will need to open your course temporarily before you complete the following steps.)

You can open your course by changing the end date to a date sometime in the future. Once you have completed the steps, change it back to the date it originally ended or it will be open for any student who was in the course. If you are setting up the course for an incomplete before the semester ends, you can disregard this step.

For more information, see the following guide: [How do I change the start and end dates for a course?](#)³³

SET UP A MANUALLY CREATED SECTION:

First, you will need to set up a manually created section for the student. Follow the steps in this guide: [How do I add a section to a course as an instructor?](#)³⁴ If you have multiple students with Incompletes, we recommend setting up a section for each student so you can close the sections individually once the incomplete contracts are fulfilled.

SET THE SECTION END DATE (Do not add a start date):

Second, set the section end date to match the deadline set on the student's incomplete contract. If you don't do this step, the student will have access to your course indefinitely until you manually close or delete the section. Do not set a start date. Leave it blank. This guide shows you how to set an end date: [How do I change the start and end dates for a course section as an instructor?](#)³⁵

ASSIGN THE STUDENT (AND INSTRUCTOR) TO THE NEW SECTION

³¹ <https://community.canvaslms.com/docs/DOC-16545-4152813648>

³² https://www.gavilan.edu/admit/Fillable-Change_of_Student_Records_Request_form1.pdf

³³ <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-change-the-start-and-end-dates-for-a-course/ta-p/452354>

³⁴ <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-add-a-section-to-a-course-as-an-instructor/ta-p/688>

³⁵ <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-change-the-start-and-end-dates-for-a-course-section-as/ta-p/1265>


Third, you will need to assign the student to the section by following this guide: [How do I edit sections for an enrollment in a course?](#)³⁶ Repeat for any additional student/section sets. Note: You will not be removing the student from the current course, only adding them to an additional section.

You will need to add yourself (the instructor) to each new section as well. If you skip this step, the instructor will not be able to edit grades after the term end date.

CHANGE DUE DATES FOR ASSIGNMENTS

Fourth, you will need to add additional due dates to each of the assignments the student needs to complete by following this guide: [How do I assign an assignment to an individual student?](#)³⁷ (Note: You can also assign the assignment to the section(s) you created for the incomplete.)

If you have multiple incompletes and they will each have the same due dates, on this step it is okay to add each student to the same due date assignment block. If the dates differ, you will need to make a new due date assignment block for each date.

 Note: Make sure to add an additional due date assignment block and not delete or replace the original due date assignment block for the entire course or you will no longer be able to access other students' submissions.

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](#)³⁸.

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](#)³⁹

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.

³⁶ <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-edit-sections-for-an-enrollment-in-a-course/ta-p/895>

³⁷ <https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-assign-an-assignment-to-an-individual-student/ta-p/717>

³⁸ http://www.gavilan.edu/student/handbook/policies_procedures.php

³⁹ <http://library.camden.rutgers.edu/EducationalModule/Plagiarism/>

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.

The Distance Education Program consists of the Dean of STEM and Learning Resources, Distance Education Coordinator, Distance Education Trainer, POCR, CVC Consortium 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](#)⁴⁰
- [D.E. Master Plan](#)⁴¹

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

Revised 5/2020.

Revised 02/2024.

⁴⁰ <http://www.gavilan.edu/staff/tlc/docs/DEBestPractices2019.pdf>

⁴¹ http://www.gavilan.edu/staff/tlc/docs/DEPlan_final022613.docx