

**GAVILAN COLLEGE**  
**DISTANCE EDUCATION**

**Distance Education Faculty Handbook  
2014**



*This document contains several links to resources. As such, it is best viewed online here:  
[www.gavilan.edu/tlc/facultyhandbook2014.pdf](http://www.gavilan.edu/tlc/facultyhandbook2014.pdf)*

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## Prior to Teaching Online

### Curriculum Approval

All courses that use distance education as a modality for instruction in lieu of face-to-face instruction must go through the curriculum approval process by completing a [DE Addendum \(FORM D\)](#) and have it approved by the [curriculum committee](#). The process is outlined in the [DE Plan](#) and the GAVILAN COLLEGE Curriculum Handbook.

There are two types of online courses that need approval:

- **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. You cannot mandate that students come to a GAVILAN COLLEGE site for any reason, if your course is designated as fully online. For proctored tests, see proctoring guidelines in this document.
- **Hybrid Courses** are taught partially online but have regular on-campus meetings. Hybrid courses are courses that have some regularly scheduled meetings on campus that are accompanied by online activities. 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.

If the course has not been previously approved, the process takes two committee meetings to approve. If the course has already been approved, it takes one committee meeting, as long as the course outline is current. Otherwise, it may take longer to approve a revised course outline. The curriculum committee will review the course content for delivery in a distance education environment.



### Support for Distance Education:

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 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.

#### Technical Support

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. Therefore, faculty might want to schedule deadlines for major student submissions in iLearn (i.e. exams, research papers) for times that fall within the business day and when there will be technical support.

#### Online Teacher Training/Certification

The Academic Senate has adopted the following faculty readiness criteria developed by DEC that recommends training for faculty members prior to teaching online and/or hybrid courses:

1. Complete courses offered through the Gavilan Online Teacher Training Academy called: **Introduction to Online Teaching & Learning** and **Introduction to**

**Moodle** as approved by the Staff Development Committee

**-OR-**

2. Receive a certificate of completion in online teaching from a reliable institution such as @One Teaching Certification Program (approved by the CCC Academic Senate and the CCC Chancellor's Office)

**-OR-**

3. Demonstrate prior successful experience in teaching distance education course(s) at GAVILAN COLLEGE or another similar institution

**-AND-**

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

#### 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. The GOTT Academy curriculum is based on the @One Certification program shown below and offers certification when complete.

More information regarding GOTT Academy is located at <http://www.gavilan.edu/tlc>. In addition, several professional development resources are listed on the website 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. The program includes:

- Introduction to Online Teaching and Learning
  - Course Management Training with iLearn
  - Building Online Community with Social Media
  - Creating Accessible Online Courses
  - Designing Effective Online Assessments
  - Online Teaching



Practicum

***The above Certification program through @One is the same curriculum as offered through the campus GOTT Academy.***

## Designing a Course

Prior to beginning the design of your course, please take a moment to look over the *Distance Education Best Practices* document the DEC has prepared and the Academic Senate has adopted. You can find it here:

<http://www.gavilan.edu/tlc/docs/debestpractices.pdf>

## Effective Practices

*A Student-Centered/Teacher-Present Approach to Effective Practices in Online Teaching*, collected by Pat James of Mt San Jacinto, is offered [here](#).

Academic Senate for California Community Colleges (ASCCC) examines issues of educational technology that involve policy and its implementation important to local academic senates. In particular, it includes current information regarding a separate DE curriculum review and instructor-student contact. It suggests a variety of effective practices in educational technology appropriate for college governance that will facilitate planning.

- [Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates](#)

The list of best practice strategies is based on “Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education,” by the combined efforts of Western Interstate Commission for Higher Education (WICHE) Cooperative for Educational Technologies, WCET and Instructional Technology Council (ITC), and UT TeleCampus of the University of Texas System.

- [Best Practice Strategies to Promote Academic Integrity in Online Education](#)

## Accessibility

It is a federal mandate that all online course materials be designed to be accessible to students who are vision and hearing

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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 Disability Resource Center** provides faculty with support concerning video captioning and uploading. In order to obtain additional information contact Jane Maringer ([jmaringer@gavilan.edu](mailto:jmaringer@gavilan.edu)) and for more information on accessibility visit this [site](#).

### **Course Check-in/Availability** (Online & Hybrid)

Gavilan College protocol for beginning of the semester course availability is as follows: Faculty are required to make areas (syllabus, course policies, etc.) within their course shell available one week before the course start date. All other course activities can remain hidden from students until the 1<sup>st</sup> day of the semester.

Directions for how to make the course available to students and specific sections within the course unavailable to students are located on the TLC website here: <http://www.gavilan.edu/tlc>.

Faculty teaching online must be prepared to work with students from the first day of classes. A **check-in activity**, viewing the syllabus, when the class is first opened shall be mandatory. The student check-in process is recommended to start up to five business days prior to the first class date, and the last day for check-in for classes is the second day after the first class date.

Faculty should send an email to students up to 5 days prior to the beginning of the semester letting them know the course syllabus (check-in activity) is available for viewing. Faculty will review a report to ensure all students have completed the check-in activity and viewed the syllabus.

If students have not checked in by 11:59PM on the first day of the course, unless they have made prior arrangements, faculty reserves the right to drop them and add students from their waitlists. Late adds must login within 24 hours of adding the course. If a class is not full, the instructor can at his/her discretion keep non checked-in students in the class. In this case, faculty may want to send an email letting the student know that they need to check in.

Below are examples of the emails that an instructor can send to the students:

*Please be informed that since you have not checked into your online course, [course name, and section], you will be dropped from the course effective at midnight [insert date here], in order to admit other students desiring to enroll.*

***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!***

## Requesting Course Shells (timeline)

Course shells in iLearn for all courses (face-to-face, hybrid, and online) will be, **at the latest**, available to students on the first day of the semester at 8am (except late start).

In order to request a new course shell or to have an existing shell copied over, a request form should be submitted via [http://www.gavilan.edu/disted/moodle\\_shell.php](http://www.gavilan.edu/disted/moodle_shell.php) and should include the section number and the semester of the course to copy from and to copy to. Faculty requesting a course shell with multiple sections can do so by submitting a request using the link above. This request shall be submitted to the Distance Education Department no later than the last 2 weeks of the previous semester.

## Student Orientation to Online Learning

GAVILAN COLLEGE provides online student orientations to both fully online and face-to-face courses as well. Faculty can orient students through the course within the first week of class by creating a video or directions. Faculty are advised to recommend the following resources to their students to orient them to learning in an online format:

- In-person [Orientation to Online Learning Schedule](http://gavilan.edu/disted/index_help2/orientation.html) ([http://gavilan.edu/disted/index\\_help2/orientation.html](http://gavilan.edu/disted/index_help2/orientation.html))
- LIB732 Orientation to Online Learning at Gavilan College link can be found by going to [iLearn.gavilan.edu](http://iLearn.gavilan.edu) .
- More web resources can be located from the GAVILAN COLLEGE [Distance Ed website](http://www.gavilan.edu/tlc). ([www.gavilan.edu/tlc](http://www.gavilan.edu/tlc))

## Library and Tutoring Center Resources

To access online **Library Services** (catalog, e-books, electronic databases, librarian support, orientations, and specific library research documents). Click [here](#).

**Computer/Tutoring Center** offers tutoring (via CCCConfer, a web-conferencing platform, and face-to-Face tutoring).

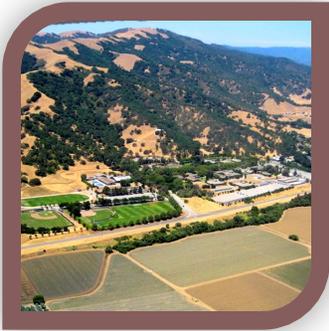
The Library and Computer/Tutor Center links are both located inside the iLearn portal on the left side of the screen. Information on other Student Support Services can be found by taking the LIB732 course.

## Syllabus Requirements

All faculty members must provide students with a course syllabus specific to the course, as well as proof that students have received it. See “[Check-in Activity](#)” on page 5.

The Academic Senate has developed the [Course Syllabus Verification](#) which includes 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. Some examples can be found at the [Effective Practices](#) web site.

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

**Proctoring for Online Classes** The following are three steps to follow when an instructor requires tests to be proctored. 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. See appendix 3 for an Online Proctored Exam Request Form.

1. Put a notice in the syllabus and in the first announcement so the proctoring information is the first thing students see when they enter the course.
2. Notify the appropriate testing center at GAVILAN COLLEGE about what is happening. Include clarification of the notion of proctoring GAVILAN COLLEGE students, center operation times, and the date window with which students may complete the test.

3. Be ready to arrange for students who cannot come to a GAVILAN COLLEGE campus to take the test at another appropriate location.

### 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 here: [View instructions for archiving a course](#).

### 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 downloading a Gradebook](#)

### Archive Faculty Emails

If faculty decide not to use the Messages tool in iLearn, they are advised to archive any emails from their students through their email program. Archiving an iLearn course does not archive student emails that are sent to and from faculty email accounts. The process only archives messages sent within the iLearn system.

## Important Policies

### Authentication:

A federal mandate appeared in the reauthorization of the Higher Education Opportunity Act in 2008 that requires faculty to have students sign into courses using identification provided by the college. Interpretation of the language in the Act shows a governmental concern that students taking GAVILAN COLLEGE online courses are the students enrolled in them.

The changes require GAVILAN COLLEGE to have students complete tests and quizzes in the iLearn system. Faculty can no longer use their own websites to accomplish testing even if the students log into the site. GAVILAN COLLEGE will be held accountable through the accreditation process. The only exception is when faculty are using publisher content that requires the students to purchase a key and log in, which still requires that the students pass through the Gavilan iLearn system.

### 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. Very 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](#) and [How to Avoid Plagiarism Online](#).

Faculty can assist students to be ready to take an online class, which will help with online course retention rates. GAVILAN COLLEGE offers a faculty-facilitated online orientation that begins the week of the start of every semester and is also available for self-enrollment during summer session and winter. At the beginning of spring and fall semesters, students are automatically enrolled into this self-paced, non-credit, free course, LIB 732 Intro to Online Learning at Gavilan College. They see this course when they login to the online course system, iLearn.

### 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](#), as mandated by Title 5 regulations. The policy pertains to instructor-initiated contact with students. It has been found that student



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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.

## Copyright

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

However, teaching online generally adds some additional



challenging 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](#)” 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.
- Learn more about why copyright law exists and where it all started (the history of copyright).
- Know how to resolve basic copyright/licensing questions and when and who to ask for more help.
- Realize and respect the ethical/moral aspects involved in using materials protected by copyright.

- Be able to answer a variety of copyright questions and solve specific case studies.

**The Teach Act:** The Technology, Education, and Copyright Harmonization (TEACH) Act of 2002 extends an instructor’s legal use of copyrighted materials in online instruction at accredited nonprofit education institutions. Applying the TEACH Act is complex and relies on the instructor’s adherence to a specific set of criteria. Faculty are encouraged to speak directly with members of their own institution to understand if specific use of copyrighted materials in their online classes is within the guidelines of the TEACH Act. Faculty may find the resource, [The TEACH Act: How the Law Affects Online Instruction](#) created and shared by Florida State University helpful.

**Creative Commons:** Dialogue about the friction between copyright law and digital media has led to the development of 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. If the instructor is seeking images or audio for a class, it is in the interest of the instructor to check for CC licensed work. The following link can be helpful in this regard: [“What is Creative Commons?”](#)

## Dropping Students

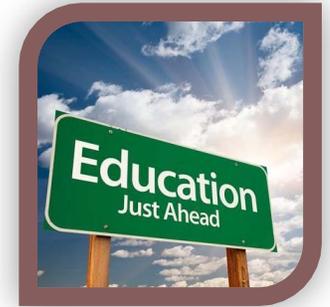
It is a federal mandate that faculty cannot use the login record in the course activity reports in iLearn to determine whether a student is participating in an online class. If students do not participate in the activities of the course (i.e. discussion forums, assignment submission, etc.) and are only logging in but not doing any meaningful work for an extended length of time (stated in the syllabus), faculty can use their discretion to drop students. Faculty should put in their syllabus that they expect students to remain active participants throughout the entire course, completing and submitting assignments. If a student becomes inactive for an extended period, faculty will drop them from the course. See [Drop Policy](#).

## Visitation Protocols for Online Courses

The administration has developed a protocol for visiting DE courses that allows 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 settings on campus in order to stay connected to the actual practice of instruction. Instructional Administrators also 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 GAVILAN COLLEGE Instructional Administrators.



Visitation of online courses may occur by the discipline 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.)

### 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 does 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 to all students. Faculty will hold office hours/learning sessions utilizing web-based tools such as CCCConfer and/or Skype.

### Census Rosters

**Census Rosters are a mandatory requirement of employment.**

All faculty members are required to submit census rosters prior to census due date. The education code mandates completion of

census rosters to provide an accurate count of students. The college submits census data to the Chancellor's Office to determine state funding for the district. Any student on a roster who has never attended an instructor's class on-campus or signed into your online class **MUST** be dropped before the Census date. This is a Title 5 mandate. The date of census may vary according to the start date and length of each section.

***To find out what your census date is, check the Faculty Academic Calendar. If you have a late start class, and are unsure of your date, please contact the Admissions and Records office at (408) 848-4751. Rosters will be put in your mailbox on campus UNLESS you teach fully online courses. In this case we will mail rosters to the home address we have on file for you. (Please check your MyGav account to confirm that all contact information is current)***



## 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](#)" identifies some of the behaviors that faculty might encounter, gives suggestions for handling disruptive students, then outlines the official procedure for removing students.

## 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.

An approved evaluation instrument is provided within the course to ensure student feedback on the organization and content of the course and the instructor performance.

## Drop Policy

There is a new federal requirement about the "last day of attendance" in online classes that we must follow. We cannot only use course report statistics to drop a student. We have to document when the student stopped being engaged in the work of the class (i.e. submitting assignments, posting to discussion

forums, etc.). If you have students who stop actively participating, but are logging into your class, you should try to contact them to get them to do their work, and drop them if they don't. This has been precipitated by a number of schools having to pay back considerable amounts of money to the government as a result of student financial aid fraud. Please post something like what you see below, in your syllabus:

***Sample Policy: 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.***

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.

**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. Student may not completely understand their responsibilities in these matters.



### **GAVILAN COLLEGE Instructor Initiated Drop Policy adopted by GAVILAN COLLEGE Academic Senate 5/2013**

**Mandated:** Students **must be dropped** from class for failure to attend the first meeting of the class, if they have not made prior arrangements. Students may be dropped for failure to attend the second meeting, if they have not made prior arrangements with the instructor. **Instructors are required to drop** students who have not appeared in class or who are judged to be inactive by the census date.

*By law, instructors are required to document the date that students stop attending class (last date of attendance). In online classes, instructors are also required to maintain the grades earned up until the point of withdrawal from class for three years.*

Student initiated drops for online, hybrid, and face-to-face courses: A student who decides to voluntarily withdraw from a class has the responsibility to go through the online drop procedure in MyGav/Banner to ensure that they do not receive an F in the course.

#### **Guidelines:**

- If you mistakenly drop students and want to add them back to the class, you must reinstate by emailing Eva Daley <mailto:edaley@gavilan.edu> or use a pink add card and write “reinstate” next to your signature. **If possible, always check your email right before the first class session and check your rosters daily during the first few weeks of the semester. Rosters can be viewed and printed on MyGav through your faculty tab.**

- The learning management system (iLearn) automatically controls enrollment including all drops and adds. The Banner system and iLearn sync every 2 hours. **Faculty should never manually add or drop students in their course shells and instead let the automated process do it.**
- Instructors can add students if they choose, up until the adding deadline listed on the semester calendar. Faculty can access add codes directly from our website 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.
- Clarification regarding the right to fail vs. last date of attendance requirements: A student who engages in the academic activities of a class for online or continues to come to class for face-to-face meetings has the right to earn an “F” by completing sub-standard work. If the student stops attending in a face-to-face class or stops engaging in an online class, you may drop that student. The difference is that if you could drop the student for non-engagement/non-attendance and you choose not to, you still have to document the last day of attendance and grades for that student.

## Completing Incompletes

If a student chooses to take an incomplete, the incomplete form must be submitted to the Admissions and Records office for approval. After approved, the student has one year to complete the missing course work 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 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](mailto: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](mailto: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.

## Document Resources

### The Distance Education Committee:

- Gavilan College Best Practices in Distance Education:
  - <http://www.gavilan.edu/tlc/docs/debestpractices.pdf>
    - Student Authentication Policy
    - Effective Contact
- D.E. Master Plan
  - [http://www.gavilan.edu/tlc/docs/DEPlan\\_final022613.pdf](http://www.gavilan.edu/tlc/docs/DEPlan_final022613.pdf)

### Gavilan College Curriculum Committee:

- Form D:
  - <http://www.gavilan.edu/curriculum/>

### Gavilan College Academic Senate:

- Resolutions:
  - <http://www.gavilan.edu/senate/AcademicSenateNews.html>

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