



Online Teaching Handbook

2022-2023

Approved by Academic Senate ##/##/##

This edition of the Porterville College Online Teaching Handbook contains helpful information, resources, policies, and procedures pertinent to instructors at the College who are teaching an online or a hybrid course. Technology and regulations change frequently, and as the topics in this handbook relate to these issues, the policies, procedures, and suggestions herein are subject to change at any time. This handbook will be revised regularly to stay current with issues for which it might be impacted. This handbook is available as a PDF document requiring a PDF reader. An accessible and mobile friendly version can be found online in the [Center for Instructional Technology \(CIT\) Website](#).

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Policies and Guidelines

Academic Honesty

It is strongly recommended that you either engage students in a discussion of academic honesty or clearly explain student responsibilities for academic honesty or both. You can link to the KCCCD board manual section that defines plagiarism and cheating, in [Appendix 4F7D](#). For additional suggestions refer to the WICHE document, [Best Practice Strategies for Promoting Academic Integrity in Online Education](#).

Accessibility

Online and hybrid courses, as is true of all our courses at Porterville College, must be accessible to every student regardless of a student's disability. Federal regulations stipulate that with online courses the access must be built into the course from the outset and not simply added when needed. Online and hybrid faculty will have already completed training to ensure their courses are accessible. But for those who want a refresher or want to explore the topic of accessible online courses a bit more, we encourage you to look at the resources available through [@ONE](#) or the [CCC Accessibility Center](#). If you have specific questions about accessibility you may contact the Educational Media Design Specialist (EMDS).

Attendance and Drop Policy

Census date records are the documented calendar times for determining the actual enrolled student population for the college. It is the census date enrollment numbers which are used by the State to determine college funding. Therefore, the State Education Code requires that accurate records be maintained. Census dates are listed on your class roster. State regulations require instructors to drop all students who are not attending by 11pm on the day before Census date. In an online class, attendance means participation in an academically related activity. It is important to keep accurate records of class activity. In many cases, the LMS will help you greatly with your record keeping, but be sure you can find attendance records in the event you need to provide them.

Faculty members may drop students who do not show up for the first day of class or the equivalent in an online class. For online classes, instructors should require at least one course activity be completed by a specified date within the first week of the class. Students not completing your required activity by the deadline would be considered having not attended the class on the first day and should be dropped. However, you should clearly tell students in your opening email to them about this required activity and the deadline and penalty for not meeting the deadline. If you have students on the waitlist, you can also have an opening activity that they are required to complete by the same deadline. This activity will have to be conducted outside of the course LMS, since students on the waitlist will not have access to the course Website.

Once your deadline passes for this first activity, you should drop students from the waitlist first, if you have given waitlisted students an opening activity and deadline. Then drop the

students from the official roster who missed the deadline. If done in this order, only active waitlisted students will roll in to any open seats in the course.

As the course progresses, you should drop students who are no longer attending as evidenced by their no longer participating in academically related activities. You will have to establish your own reasonable criteria for what length of time or what number of missed activities will result in a student being dropped from the course for non-attendance. Make sure you state this policy very clearly in your syllabus.

If you need to drop students, do so through Banner. You will be asked to supply the last date of attendance for the student (the last date that they participated in a class activity), so it is important to write it down or be able to look it up in the course records stored in the LMS.

Authentication

Recently, national attention has been focused on the identity of students who take online courses. The 2008 reauthorization of the Higher Education Opportunity Act (HEOA) requires that institutions ensure that students who receive credit in online courses are the same students who complete the work. In accordance with the HEOA, Porterville College requires students to use their college assigned login to access the course website within the college approved Course Management System (CMS), thus keeping student access and student data secure. Online instructors are required to use the college adopted course management system as the entry point to their online courses so that this college assigned login is maintained. For more suggestions refer to the KCCCD Board Policy Procedure 4B3.

Requirement for Teaching a Distance Education Course

Porterville College recognizes that teaching online and hybrid courses requires unique knowledge and skills in order to be successful. To ensure that courses offered by the College are of the highest quality, the following requirements are necessary to ensure consistency. The requirements are based on the recommendations of the Distance Education Committee and are effective as of fall 2018.

In order to teach an online, hybrid, or HyFlex course for Porterville College, an instructor will be required to show completion of the following:

- The @One or Porterville College course “Introduction to Teaching with Canvas,” or other course(s) that cover(s) the same content and has been pre-approved by their Dean.
- The @One or Porterville College course “Introduction to Online Teaching and Learning,” or other course(s) that cover(s) the same content and has been pre-approved by their Dean.

Confirmation of an instructor’s preparedness will be the responsibility of the person who is assigning them an online or hybrid section. In the event that an urgent situation arises

whereby it is necessary to assign an instructor to an online or hybrid course who does not meet the aforementioned qualifications, the assigned instructor will agree to complete the required training prior to the start of a new semester and/or being assigned another online/hybrid course.

Copyright

Instructors are responsible for making sure that their course materials are used in a manner that is compliant with copyright laws. It's also a good idea to discuss with students the importance of following copyright laws and the potential consequences of not abiding by them. You can even combine this with information about properly citing sources and other issues of academic honesty.

Faculty Evaluations

Refer to your contract for the latest protocol in conducting online faculty evaluations. Contact your dean if you have any questions.

Final Exam Scheduling

Faculty in online courses are contractually obligated to conduct instructional activities with their students during the time period that has been scheduled for final exams. If your course includes a final exam or a final culminating activity, it should be set up so that it can only be submitted during the time period scheduled for final exams. In a 16-week course, this would be the last scheduled week of classes, typically called "final exam week." Or if you allow submissions on a final exam prior to this final exam period, then you must include another required, academically-related activity that is only able to be submitted during the final exam period.

If the course is scheduled as a fully online course, then you cannot schedule your exam to be taken exclusively on campus at a certain day and time. However, you may require a proctored exam, wherein one option for proctoring would be at a scheduled day/time on campus with the instructor serving as proctor, as long as you allow for other proctoring options including by way of a remote proctor. For more information, see the section on "Proctored Exams" in this handbook.

Final Grade Submission

At the end of the semester you will be required to submit course grades to the Admissions Office. Here are some things to keep in mind:

- Final grades are normally due within three business days following the last official day of the class, by 4:00 PM.
- To enter the final grade for each student, login to InsidePC and under MyBanWeb, click on Faculty/Advisors and then click on Final Grades & Attendance – Enter.
- For students receiving a W or an F, add the last date of attendance (LDA) in the indicated box. For online courses, that should correspond to the date that the student last

interacted within the course.

- The current (end of term) clean class roster must be filled out with the grades and your signature added. You can physically print the roster, add the final course grade for each student, sign the top and scan it. Or you can do this all electronically without printing anything on paper.
- Compile either an Excel spreadsheet or PDF file of the course gradebook. This should show the students' names and IDs along with the grades they received for work in the class.
- Email your signed roll sheet and the course gradebook file to pcar@portervillecollege.edu before the deadline. Your timely submission not only helps A&R, but it also helps the students--as some are waiting for the official grade to be recorded so they can enroll in classes for next semester.

Getting Students Started

By 8:00am on the first day of the semester (or first official start date of the class if different), you should send an initial email to the students in your class with instructions on how to login and get started in your class. It is best to send the email a few days before the start of the semester if you can. To ensure that students receive the email message, we recommend that you use email for this initial message, since students can opt out of receiving notifications from Canvas. You can get the list of student email addresses from Banner, and copy them to the BCC field of an email message. Using the BCC field ensures that students do not see each others' addresses. Don't forget to contact your waitlisted students.

OEI Course Design Rubric

The CCC Online Education Initiative (OEI) has created a course design rubric that highlights effective design strategies for creating and delivering an asynchronous, online course. The Porterville College Distance Education Committee recommends that instructors work towards aligning their courses to the specifications of the rubric. Doing so will not only help us to ensure a certain level of consistency with our online courses, but will also help to ensure that our courses are accessible. Instructors will also benefit, as the consistent nature and user friendly design will result in fewer student questions about course mechanics, leaving more time for instruction. As funding is available, Porterville College Peer Online Course Review (PC-POCR) will offer opportunities for PC faculty to have their course reviewed by the PC-POCR team, which will eventually lead to CVC-OEI alignment. View and download the [most recent CVC-OEI Course design rubric](#).

Office Hours

Though office hours may not take place in a physical space for online classes, full-time faculty are still required to hold office hours for online students and adjunct are strongly encouraged to do so. Many online teachers hold virtual office hours at scheduled times

using a chat or Web conferencing tool. Others like to encourage online students to call them, or stop by their office during scheduled campus office hours.

Whatever your preference, it is important to offer your online students the opportunity to meet, chat, or talk to you in real-time. A situation that may take days to resolve through asynchronous methods might be able to be resolved in a matter of minutes through a real-time conversation. If your chat tool is not private, be sure your students are aware of that and suggest alternative methods to reach you for private conversations.

Regular & Substantive Interaction

One thing that differentiates a distance education course from a correspondence course is the student and instructor contact. Title 5 specifically requires that distance education courses, both fully-online as well as hybrid courses, include regular and substantive interaction between the instructor and students. By interacting with the class and individual students regularly, you can stay abreast of student progress and participation. It also opens the door for students to ask you questions. All online and hybrid classes at Porterville College must include this regular and substantive interaction. Please refer to Porterville College's Regular & Substantive Interaction Policy located on the [CIT Website](#) and the KCCCD Board Policy Procedure 4B3 found on the KCCCD Website. You should also review your course's outline of record. Contact your division chair if you don't have a copy.

Student Conduct

Standards for student conduct should be clearly defined in your class. You can provide links to the [board policy manual section 4F7](#) on student conduct and also to the [KCCCD Computing and Network Use Policy](#). We also recommend that you remind students of your specific expectations for class conduct, specifically in terms of the online class (e.g. using abbreviations in forums, flaming, dealing with disagreements respectfully, use of all caps, etc.)

Syllabi

The course syllabus serves as a core document in an online class, and therefore should be made easily accessible from within the college's adopted course management system. You should take ample time and great care in crafting your syllabus. It should be thorough enough to orient the new student to how your course is structured, the academic requirements of the course, procedural matters of the course, the course calendar, and it should include information for students wishing to locate Porterville College resources. In addition, your syllabus should contain a statement regarding student services for the disabled. Contact the Disability Resource Center if you would like sample language for your syllabus.

Faculty Support

College Representation

Online and hybrid faculty have a number of groups that they can turn to when they need a voice on campus. The Distance Education Committee, a sub-committee of the Academic Senate, is a good place to go for many questions or concerns you may have about your on-line class. For contractual matters contact your CCA representative. For academic concerns you may want to contact your division chair, your dean, or the Academic Senate.

Contacts

- Canvas Technical Support: Click on the “Help Button” from within Canvas
- KCCCD Technical Support: 877-382-3508 or support.kccd.edu
- Technical & pedagogical support to faculty: Visit the [CIT Website](#)
- Disability Resource Center: 559-791-2215
- Library, Reference Assistance: 559-791-2370 or pclibrary@portervillecollege.edu

Course Development Support

For online course development assistance you may have several options. Check with your Division Chair and see if there is an online faculty mentor in your division. You can also work with the Educational Media Design Specialist (EMDS) or refer to the many resources found on the [CIT Website](#) for just-in-time, self-help materials.

Technical Assistance

For faculty technical assistance on weekdays, you may contact the EMDS, Canvas Support, or the KCCCD Help Desk.. During evenings and weekends, or for students’ technical support please contact either the Canvas Support for Canvas issues, or the KCCCD Help Desk for login and email problems at 877-382-3508 or support.kccd.edu. We are unable to provide support to publisher’s sites.

Training

Aside from the two required courses needed in order to teach a DE course for Porterville College, the college provides many other professional development opportunities of interest to online, hybrid, and HyFlex instructors. Notifications about upcoming professional development events are sent to all full and part-time faculty at their college email address, and may also be found on the [CIT Website](#).

Things to Consider

Student Orientations

A self-paced orientation for students has been set up in Canvas. This is a generic orientation that goes over basic features of using Canvas, and gives students tips to be successful. Students can earn two separate badges in this orientation. One badge represents knowledge

of Canvas and basic tips for being an online students. The other badge indicates the student has completed the units related to being a successful college student in general. Contact the EMDS if you would like to have your students complete either of these badge tracks.

It is also a great idea to create your own orientation that is specific to your class. It will give you a chance to go over specific details of your course, and also provide an opportunity to introduce yourself to your students. The best way to accomplish this would be with a captioned video. If you would like assistance creating a video, contact the EMDS for assistance. Another option would be to offer a live orientation through a Web conferencing tool and record it for those who can not attend live.

Zero-Textbook-Cost Classes

Zero-textbook-cost (ZTC) classes have no textbook related costs, including no access fees for online materials. Typically these classes will instead use Open Educational Resources (OER). OER content is often in a digital format with a Creative Commons license (a public copyright license). This gives people the ability to share, use, and build upon a work that has been created, including the ability to print a hard-copy of the work if desired. As this is a fairly recent trend, OER content is not as plentiful as proprietary content, but new resources are being developed daily. If you are interested in looking for OER content in your discipline, consult with the Academic Senate OER Liason, or explore resources located on the CIT Website. If you choose to use ZTC material in your course, be sure to notify your division chair so that it can be appropriately noted in the schedule.

One benefit of using OER is that students will have access on day one of the course. Also, students realize significant savings when classes use free content. Faculty can customize the resource by rearranging, adding to, combing, and removing content. A recent [report by Achieving the Dream](#) details their findings about OER use in the Achieving the Dream's OER Degree Initiative.

Class and Student Resources

Library Resources

You and your students have access to many library resources from Internet connected devices. The [Porterville College Library Website](#). Some of the resources available include eBooks, magazine and journal databases, and the PC Library catalog. For reference assistance, contact the Reference Librarian, Chris Ebert, at 559-791-2370 or pclibrary@portervillecollege.edu.

Online Courses Website

Located at www.portervillecollege.edu/online/online-courses, online students will find many helpful resources. They can learn about some of the resources available to online student, read suggestions from their peers, and look over the frequently asked questions. There are resources to learn about Canvas and a link to the Canvas Student Orientation. It's a good idea to include a link to this page in your opening email to students.

Online Student Support Services

There are many different support services available to online students. Online students are encouraged to visit the [Online Courses Website](#) for more information. We recommend that you share this information with your students.

Tutoring Resources

Porterville College offers both on-campus and online tutoring services to all PC students. On campus tutoring is offered in the Learning Center, located in the Learning Resource Center. Call for hours and additional information at 559-791-2227. Online tutoring is offered by NetTutor through Canvas. All Canvas course sites will have a link to NetTutor when course shells are created. Students can also access NetTutor through the PC Student Resources link in course navigation. NetTutor offers both live tutoring sessions as well as a service that allows students to drop off a paper or a question and receive a tutor's reply within 24 hours. View the [NetTutor live tutoring schedule](#).