



**LOUISIANA DELTA**

COMMUNITY COLLEGE

eLearning Manual  
For Online Faculty

# **Louisiana LDCC Community College**

## **eLearning Manual**

**Revised 2020-2021**

Louisiana LDCC Community College is committed to enhancing the educational needs of the community, providing necessary workforce training, and raising the educational level of its residents. The College recognizes that educational services are a cooperative effort including the combined vision of several entities.

### **PREFACE**

The Online Faculty Handbook has been created to provide online faculty--new and experienced, full-time and adjunct—with a ready-reference manual of online faculty policies and procedures. Online instruction meets the same standards and academic rigor as its traditional counterparts. Information in this publication is subject to change and is superseded by policies adopted by LDCC, the LCTCS, the Board of Regents, or any applicable state or federal law. Any omission does not release employees of their responsibilities nor shall any error in the manual give the employees any rights that were inadvertently implied.

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## eLearning Mission

The mission of eLearning is to provide students access to an online means to access higher education and to support and assist faculty in the planning and the development of technology use for the improvement of the effectiveness of teaching and learning.

## Goals of eLearning

Follow the online learning policies established by the LCTCS.

Increase student access to learning opportunities

Enhance the abilities of the college to respond to learner needs

Respond to technical education and workforce development needs

Assure quality of instruction to place and time-bound students

Assure academic integrity in the course through identification of students and checking plagiarism.

Deliver online programs to expand access to adult learners

Provide support and training for students, faculty and staff in the use of technology

Use technology to extend learning opportunities and activities beyond the classroom

Enhance the use of instructional technology within the classroom

## **Canvas Learning Management System Administration**

Louisiana LDCC Community College uses Instructure Canvas as an LMS. Canvas is used system wide in LCTCS. The eLearning Coordinator serves as the Canvas LMS Administrator and is responsible for the administration of the LMS under the supervision of the Vice Chancellor of Academic Affairs. Because the Student Information System (Banner) is integrated with the Canvas LMS, Canvas class shells are created for all academic, technical, and workforce education courses that are added to term schedules in Banner. The LMS administrator works with Human Resources, Admissions, the Registrar and other departments as needed to create and maintain course and instructor data.

Courses are visible to students the first day of each academic term. Students accessing Louisiana LDCC Community College's LMS must authenticate by using their LoLA student-user account and unique password and see only the courses in which they are enrolled.

Courses are maintained in the Canvas LMS for at least two years. Faculty members are responsible for archiving and maintaining a local copy of each of their class section gradebooks each semester. The Canvas administrator works with instructors to resolve issues related to extending courses or recovering accidentally deleted or compromised courses.

## **Faculty Professional Development and Training**

### **Certification in Teaching Online at LDCC**

All online courses are hosted in the Canvas LMS supported by LCTCS. All instructors complete training and certification in the use of specific technologies and strategies necessary for effective course design and delivery. The eLearning Coordinator provides the training and issues certificates to document completion.

The eLearning Coordinator, in cooperation with the Vice Chancellor of Academic Affairs, plans and presents on-site and online training in instructional technologies and effective instructional strategies. Training is provided for effective use of established software and procedures, including the introduction and integration of new and innovative tools and techniques. In addition to faculty, LDCC staff may join in any training offered. Professional development opportunities are announced on the faculty communication and information course in Canvas, Knight School, and in campus email notices.

## Teaching Tools

The table below lists some of the most frequently used software available to LDCC faculty, staff members, and students. Training in the use of these and other tools is offered throughout each semester.

Resource	Value
<b>Canvas Orientation for Students</b>	The Knights Online area of the LDCC Web Page <a href="http://www.laLDCC.edu">www.laLDCC.edu</a> contains an orientation PowerPoint and other tutorials to Canvas online learning. Each faculty member provides an orientation to Canvas in the first week of the course.
<b>Certification in Teaching Online</b>	Certification training is provided online through LDCC's course called TWO@LDCC (Teaching Well Online @ LDCC) and must be completed before the beginning of the first semester of online teaching. The course includes an introduction to the basic features of the Canvas LMS and provides a foundation for further instruction in the design and development of quality online, hybrid, and web-enhanced courses.
<b>HONORLOCK</b>	Honorlock is an online proctoring service that allows students to take exams remotely, rather than face2face. When students "Launch Proctoring," Honorlock will begin the authentication process, taking a picture of the student and requiring the student to show an ID. It will then complete a scan of the room where the test is being taken. Honorlock will record the exam session by the webcam as well as recording the screen. An integrity algorithm can detect search-engine use, even if it's on a secondary device.
<b>UNICHECK</b>	UNICHECK is integrated with the Canvas LMS and is primarily used to detect plagiarized material. It verifies the originality of submitted texts or documents and delivers detailed similarity reports to instructors and students. Unicheck compares submitted documents with the Internet and the Unicheck Institutional Library (i.e., assignments submitted by other students and/or assignments that were directly uploaded to the Unicheck account by administrator or instructor).
<b>Cisco WebEx</b>	Cisco WebEX web-conferencing software is available to create synchronous class presentations, online tutoring, virtual office hours, and other real-time interactive conferences.
<b>Microsoft TEAMS</b>	TEAMS is available in Canvas to create audio and video conference calls (meetings) from within the Canvas LMS Rich Content Editor, calendar, discussions, pages, or assignments.
<b>KNIGHT SCHOOL (a Canvas Community Course for Instructors)</b>	Knight School is a Canvas community course designed to connect instructors across campuses for knowledge sharing and collaboration. Knight School is used for communication among campuses and instructors, instructor training, sharing expertise, and learning from others in order to gain verifiable professional development credit.

## Getting A Course Online

Because online instructional strategies are integrated throughout the curriculum at LDCC, all instructors must complete the TWO@LDCC (Teaching Well Online at LDCC) training or have verifiable previous online teaching at the college level before teaching an online course. Instructors are encouraged to design courses based the following Checklist for Online Classes and Quality Matters guidelines. LDCC maintains membership in the Quality Matters organization through LCTCS membership.

## Quality of Courses

Courses offered through online learning at LDCC must maintain the same standards for content and evaluation as onsite courses. Online learning courses are comparable to onsite courses in course descriptions, syllabi, textbooks requirements, student evaluations, outcome competencies, grading scale, timelines, and content. All courses must be of reasonable length and include both content and contact sufficient to maintain a high academic quality and standards commensurate with credit hours awarded for a “traditional” lecture class.

## The Quality Checklist

### Three Overarching Design Standards

Standard	Description	M or DNM*
Alignment of Outcomes, Assessments & Activities	Assessments measure outcomes, and activities prepare students for assessments	
Clear & Consistent Modules or Weeks	Module instructions are clear, and each module follows a similar format unless content is strikingly unique.	
Activities that Support Active Learning	Activities offer a variety of opportunities for interaction with materials, other students and the instructor.	

## Nine Quality Elements

Element	Description	M or DNM*
Clear and effective syllabus	Syllabus contains all information student needs to know about organization of course, planned assessments, communication, and grades.	
Navigation Instructions (General LMS and Technical)	Links and resources to guide students through the LMS and any other software used.	
Communication Policy	Information is posted on how to reach the instructor, when and under what circumstances.	
Introductory Video or Orientation to Course Materials	How to navigate and succeed in the course is explained.	
Instructor Welcome	Instructor introduces themselves in a personable and visual format.	
Grading Criteria & Rubrics Available	Every assessment explains the criteria for grading.	
Grade Breakdown or Strategy Posted	The course grading strategy is posted so students can determine their progress.	
Institutional Resources & Policies Posted	Student services links, school policies and other school-related resources are posted.	
Technical Support Information	Information is posted clearly on how to get technical support for a variety of issues.	

\* *Meets or Does Not Meet*



## **Policy and Resources**

### **Canvas LMS Requirements**

All distance learning courses must be taught using Instructure Canvas. All instructors must be certified to teach online or must have previous verifiable online teaching experience. Verification of student identification is conducted through a proctored orientation/syllabus quiz using HonorLock during the first week of class.

### **Student Privacy**

LDCC online classes adhere to all requirements of the Family Educational Rights and Privacy Act (FERPA). The College issues each student a campus email and a unique LoLA username and password upon admission. The LoLA username and password are required for access to the Canvas LMS. Canvas provides a secure environment for faculty to post course activities including quizzes and tests. Only student work submitted using open forums or discussions can be accessed by other students within a class.

Each faculty member has a unique LoLA username and password that grants access to the Canvas LMS. Instructors have access to their own courses only. They receive training on student privacy requirements through the Human Resources office and are encouraged to understand and carry out a commitment to confidentiality, integrity, and security to protect the privacy of students who participate in online learning activities.

### **Last Date of Attendance Policy**

When reporting grades at the end of a term, the last date of attendance must be documented in LoLA. Attendance in online courses is determined by submission of an assignment or participation in an activity. Logging in to the class is not sufficient evidence of participation—document the last date of submission or participation.

### **Electronic Grade Book Submission**

At the end of each semester, instructors submit digital copies of gradebooks to the appropriate department chairs. The gradebook in the Canvas LMS can be easily exported for submission. Contact the eLearning Coordinator for assistance with exporting or submitting digital gradebooks.

## **Library Resources**

The College ensures that students participating in Online Courses have access to adequate and appropriate learning resources. Students can access the LDCC library resources remotely off campus by logging into <https://www.laLDCC.edu/academics/library/library-database> The Librarian manages resources and support for instructors teaching online. The Librarian also oversees services for students enrolled in those courses, with a goal of providing equivalent access to library services for all students, including students at the satellite campuses and those enrolled for dual enrollment credit on high school campuses. It is essential that online students are informed about available services—all online and hybrid courses should include a link to student library services and support.

## **Online Student Requirements:**

### **Prerequisites**

Students taking online courses must meet any course prerequisites before they can register. Course descriptions, stating prerequisites, are published in the College Catalog, available on the LDCC home page by clicking on <https://www.laLDCC.edu/academics/student-resources/college-catalogs>

### **Computer / Software Requirements**

Students enrolling in online courses must have consistent/easy access to a reliable computer with a reliable internet connection and access to an alternative computer in case something happens to their computer. Students also need a webcam to use [HonorLock](#) to proctor tests and authenticate identity for academic integrity and security purposes and to use WebEx and/or Microsoft Teams. Computer and word processing skills that will enable students to function efficiently in an online course are also essential: downloading, saving and editing files, creating folders, changing settings on your computer, typing and word processing, sending email with attachments, etc. Students must access the LDCC student email account and be willing to access it several times a week to use it for school-related correspondence.

## **Technical Support**

Instructors do not provide technical support. Technical support will be provided by the E- Learning Coordinator, college Information Technology Department and the Learning Management System—Canvas-- Help Desk area within Canvas. Phone call and chat help are available, along with a guide and videos for explanation of activities within Canvas. Technical support for hardware and software is handled by the respective hardware or software company.

## **Verifying Identity, Examinations, and Proctoring**

The instructor must make every effort possible to ensure that the student registered for the class is the same student who is completing the coursework and taking examinations and the final. HONORLOCK is used to proctor online tests. An orientation quiz proctored by Honorlock is given during the first week of class to verify that the student taking the course is the same student completing the coursework and examinations. The student must present an official pictured ID at the beginning of the proctored test. Additionally, the institution issues a secure log-in and password (same as the student LOLA login) to the student registered in the class.

## **Faculty Support and Development**

LDCC and LCTCS provide training sessions for instructors designing online courses or hybrid courses that contain an online component. Instructors who are developing and proposing delivery of an online course for the first time must have experience with online courses or attend training sessions.

Experienced instructors who have already developed online material and are adding new courses or modules to existing online material should avail themselves of advanced training sessions on new technologies with other instructors who have experience teaching using online methodologies.

LDCC Academic Affairs Division and the eLearning Coordinator provide faculty interested in online courses the following information:

- basic information about on-campus resources including up-coming workshops and technology events
- the contact numbers and email of support personnel,
- the contact numbers and email for fellow faculty members who can help them overcome difficulties,
- web addresses for sites of interest

## **Suggested list of Competencies for faculty offering online only delivered courses:**

- Aware of the primary functions available to instructors and students through their CMS such as Canvas, including use of the navigational components such as announcements, resources, staff information, course documents, assignments, communication, discussions, quizzes, external links, and tools.
- Have insight in online course design and pedagogy
- Be able to design courses to address a variety of learning styles and preferences
- Follow quality assurance guidelines of LDCC and LCTCS while building online courses so the final product will be ready for quality assurance review.

## **Course Approval Process**

This approval process applies to courses that use online delivery for 50% or more of the course. It does not apply to traditional courses that use online learning tools to enhance or supplement face-to-face instruction.

The instructor/course developer will fully plan and develop the online weekly modules for the course in a course shell in the course management system used for teaching online courses at LDCC. The course must follow the model of exemplary online courses and initially meet the guidelines of LDCC's designated quality assurance model for online courses, such as Quality Matters. The instructor/Course Developer submits a written proposal to teach an online course to his or her Department Chair. The proposal should address the following questions:

How does the proposed course fit into current departmental programs and long-range departmental plans for online courses/programs?

- What is the anticipated enrollment?
- What potential target populations exist for this course? If the course is targeting campus-based students, please provide rationale.
- Beyond the support services provided by LDCC, are other special resources required? If so, please explain.

1. What percentage of the class will be Internet-based? Will students be required to come to the campus to meet any course requirements, including examinations?

2. What are your proposed time frames for course development?

3. What level of support do you anticipate needing from coordinators of online course development? Minimal, moderate, extensive? Please explain.
4. What measures will be taken to ensure that the registered students acquire and can demonstrate the course competencies?

***If the proposal is approved by the Department Chair, it will then go to the eLearning coordinator and the eLearning committee. If the online course is a newly proposed course,***

1. The proposal will go to the Curriculum Committee for review and approval.
2. If approved, the course will go to the eLearning Coordinator for review.
3. After reviewing the course, if the course is ready for approval, the eLearning Coordinator will submit the course to the eLearning Committee for review and approval.
4. The eLearning Coordinator will notify the Department Chair if the course is approved or needs revision.

***If the online course is an established face-to-face course,***

1. The course will be forwarded to the eLearning Coordinator for review.
2. If the course is ready for approval, the eLearning Coordinator will submit the course to the eLearning Committee for review and approval. If not, the eLearning Coordinator will send the course back to the Department Chair and the instructor for revision.
3. Once reviewed and approved, the signed proposal will go to the Department Chair for distribution of course approval

Final approval for course delivery will be granted by the Vice Chancellor of Academic Affairs.

As the course is being delivered, the instructor must work to ensure that the course fully meets the guidelines of LDCC's designated quality assurance model. Course evaluation will follow a standardized quality assurance process of periodic review and revision.

## **Faculty Compensation and Recognition**

All LDCC faculty members are encouraged to integrate innovative uses of technology into their courses that support the highest quality learning experiences for LDCC students.

Faculty who dedicate themselves to the appropriate development of online courses and/or the enhancement of traditional courses via an online supplementation can use such efforts in the promotion and merit process as outlined in the faculty handbook.

Delivery of an online course will be factored into the instructor's teaching load as a regular course.

## **Standard Components of the Online Syllabus**

A course syllabus should be presented no later than at the first class. Especially for students who have never taken an online course and for whom the participation and other requirements may not be typical, they need to know just as early as possible what to expect. The syllabus should show at least the following:

- a. number and title of the course,
- b. instructor's name and e-mail address,
- c. instructor's office and (if available) home page location,
- d. instructor's in-person office hours and phone number,
- e. course start date, length of the course, and expected time involvement of students,
- f. textbook(s) and other materials needed for the course,
- g. an outline of the course format and a clear description or exercise in the use of navigational aids used in the course,
- h. a concise description of the course goals and objectives and content, i. an evaluation plan and exam and project schedule,
- j. an explanation of the forms of student participation and instructor expectations regarding participation, and
- k. a list of all students in the class and a description of means for students to communicate online with both the entire class and with individual classmates.

- l. an explanation of instructor's expected response time for student questions and emails
- m. a cheating and plagiarism policy

### **Incomplete Grades**

Incomplete grades may be assigned only with permission of the appropriate department chair. When an incomplete grade is assigned, the instructor notifies the Canvas Administrator so that appropriate provisions can be made in Canvas to allow the student access to course content. The instructor must supply the CRN of the course, name of the course, name of student with the incomplete, and the end date for the incomplete to the eLearning Coordinator.

### **Intellectual Property**

The intellectual property rights to all online instructional materials developed through and supported by the Louisiana Delta Community College belong to LDCC and LCTCS. Faculty and adjuncts offering courses through online learning shall recognize that copyright and intellectual property shall be the responsibility of the faculty to monitor.

The instructor may not use copyrighted material without clearance. Obtaining permission to use copyrighted material is the responsibility of the instructor. To determine if permission or clearance needs to be obtained, the following four factors should be considered:

- The purpose and character of the use, including whether use is of a commercial nature or is for nonprofit educational purposes
- The nature of the copyrighted work
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for or value of the copyrighted work

### **Course Evaluation**

Students in online courses can evaluate the course, instructor, and service at the end of the course. Online learning courses are evaluated according to the standards established for online courses. Course evaluation standards are approved and maintained by the Vice Chancellor for Academic Affairs. Course evaluations by students are conducted each semester through Canvas using the Evaluation Kit LTI. This instrument seeks student reaction concerning organization and presentation of the course content, interaction with the faculty member, access to supplemental resources,

reasons for enrollment in distance learning, comparison of the quality of distance learning courses with that of on-campus courses, and suggestions for improvement. Faculty will be evaluated in accordance with standards and procedures set forth by LCTCS. Student anonymity is preserved.

### **Student Services**

In addition to providing instruction, LDCC employs a variety of electronic methods including email, texting, online tutorials and web conferencing to deliver counseling/advising and other student support services. Students also have access to faculty and student services staff in face-to-face appointments. All student services available to traditional students are provided to distance students.

### ***Disability Support Services***

In order to assist students who require academic adjustments and auxiliary aids, it is essential that these students identify with the office of Disability Support Services. Students are asked to schedule an appointment by calling (318)345-9152 or by sending an email to [traciclark@ladelta.edu](mailto:traciclark@ladelta.edu).

### **Online Faculty Member's Expectations and Responsibilities**

- Provide an HonorLock proctored orientation/syllabus quiz during the first week to verify registered student is the student doing and submitting the course work.
- Interact with students in a professional manner, offering constructive, encouraging, and timely feedback, replying to messages and emails within 24 hours.
- Conduct weekly "live" video lectures and/or discussion in Canvas
- Tutor students as necessary using WebEx or Teams
- Counsel students regarding their performance in the course (both positive and negative.)
- Design courses that meet or exceed minimum content standards.
- Design courses that comply with quality layout standards.
- Encourage complex thinking, participation, and discussion by all students.
- Quickly identify and address problems with course content or technology.
- Provide timely grade postings and feedback.
- Prepare the course shell with updated information, web links, instructor bio, gradebook settings, etc. at least one week before the scheduled start of classes. Publish the class at least one day before the start of the semester.
- Communicate with students on your roster two days before the scheduled start of class.
- Participate actively in course discussions, ensuring that all students are participating and interacting with one another. Use this opportunity to shape discussion, call attention to other approaches, and answer specific questions raised by a student.