

	Traditional Online Learning	Emergency Remote Learning
Primary Objective	<ul style="list-style-type: none"> “Careful planning for online learning includes not just identifying the content to cover but also carefully tending to how you're going to support different types of interactions that are important to the learning process. This approach recognizes learning as both a social and a cognitive process, not merely a matter of information transmission” (Hodges et al.). 	<ul style="list-style-type: none"> “The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis” (Hodges et al.). “[I]t is a way of thinking about delivery modes, methods, and media, specifically as they map to rapidly changing needs and limitations in resources, such as faculty support and training” (qtd. in Hodges et al.).
Scheduling/Accounting	<ul style="list-style-type: none"> The course was originally scheduled as online and is accounted for as an online class; students knew when they signed up for the class that it would be offered online and no synchronous contact would be <i>required</i>. 	<ul style="list-style-type: none"> The course was originally scheduled as face-to-face and retains that accounting information; students were told the class would meet at a designated day(s) and time(s).
Training	<ul style="list-style-type: none"> As of spring 2020, each LACCD college has their own training requirements for teaching online/hybrid courses; most colleges require successful completion of two courses or the equivalent: Introduction to Teaching with Canvas and Introduction to Online Teaching and Learning to be DE-certified. 	<ul style="list-style-type: none"> Per the district MOU, “[d]uring the Spring 2020 semester, or for as long as can be reasonably extended for the duration of the unforeseen public health emergency known as COVID- 19, faculty, who are not already teaching online, shall temporarily transition their face-to-face classes to a remote learning platform, provided their classes can be reasonably converted to an online platform and maintain the academic integrity of the course. To the extent possible, non-instructional faculty shall provide student support services online. There shall be professional development training and technical support available for the faculty. In addition, the requirements of Article 40.B.2, B.2.a, and B.2.b shall be temporarily suspended as shall Article 40.B.5. and B.5.a. and b.”

Synchronous Contact	<ul style="list-style-type: none"> • Synchronous contact (i.e. Zoom sessions) cannot be required but can be offered as optional. 	<ul style="list-style-type: none"> • Many instructors are choosing to hold synchronous Zoom sessions to lecture, have discussions, and answer questions. Some hold these sessions at the same time that the class was originally held.
Regular Effective Contact	<ul style="list-style-type: none"> • Online courses are held to specific standards in terms of the kind of interaction that happens (and is documented) in the LMS (Canvas) by the ACCJC and the Department of Education. Instructors must initiate contact in the form of discussion participation, individual feedback on assignments, and more. There must also be evidence of student-to-student interaction, per Title 5. 	<ul style="list-style-type: none"> • Institutions are given more flexibility by the Department of Education but are still expected to maintain contact with students. To meet the Department’s requirements for providing distance education, an institution must communicate to students through one of several types of technology – including email – described under 34 CFR § 600.2, and instructors must initiate substantive communication with students, either individually or collectively, on a regular basis.
Planning Process and Time	<ul style="list-style-type: none"> • Typical planning, preparation, and development time for a fully online university course is six to nine months before the course is delivered (Hodges et al.). 	<ul style="list-style-type: none"> • As a response to an emergency, faculty were given two weeks to make the transition to remote teaching.
Distance Education Addendum	<ul style="list-style-type: none"> • Classes taught online are required to have an approved DE addendum attached to the course outline of record. 	<ul style="list-style-type: none"> • Colleges were able to request approval for a temporary blanket Distance Education Addendum from the state Chancellor’s Office for spring 2020. • For summer 2020 and/or fall 2020, The emergency blanket addendum would require a plan for obtaining local approval for all courses in the submitted addendum by December 30, 2020. It also requires a plan for ongoing professional development for faculty converting to online instruction.
Accessibility	<ul style="list-style-type: none"> • With more planning and time to plan, online courses should use “Universal Design for Learning (UDL) principles that focus on the design of learning environments that are flexible, inclusive, and student-centered to ensure that all students can access and learn from the course materials, activities, and assignments” (Hodges et al.). 	<ul style="list-style-type: none"> • “Online courses created in this way should not be mistaken for long-term solutions but accepted as a temporary solution to an immediate problem. Especially concerning is the degree to which the accessibility of learning materials might not be addressed during [emergency remote learning]” (Hodges et al.).