West Los Angeles College

Online Instructors’ Handbook

WLAC Distance Education Committee
Approved by the WLAC Academic Senate
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Introduction and Purpose

West Los Angeles College’s Distance Education (DE) Committee has produced this Online Instructor’s Handbook with significant help from Distance Learning Program staff. We want all our colleagues to have easy access to College and District policies and procedures relating to distance learning but even more, we want to help instructors find and use resources to help students succeed. Many of these resources make teaching easier or more pleasant as well as more effective.

Furthermore, West is participating in the statewide Online Educational Initiative (OEI), a project so ambitious that state Chancellor Brice Harris has called it “herculean.” Anyone teaching online—or even thinking about it—should keep informed about the OEI.

The Distance Education Committee

This DE Committee advises the Academic Senate in its decision-making regarding distance education issues. We work closely with the AFT Faculty Guild, which deals with any matters regarding working conditions and other labor issues. We meet monthly during the fall and spring terms, and welcome one and all. See our website at http://www.wlac.edu/online/committee.asp for meeting times and locations, plus minutes of past meetings.

Co-Chairs
Eric Ichon, Dean of Distance Learning and Instructional Technology
Linda Alexander, Communications Faculty

Academic Senate Representatives
Nancy Sander, ESL Faculty
Arnita Porter, Real Estate Adjunct Faculty and OEI Steering Committee Member
Nancy Brambila, EOP&S Counselor

AFT Representatives
Alice Taylor, Humanities Faculty
Ken Taira, Computer Science Adjunct Faculty

This Handbook presents advice, rules and resources for all instructors, whether you teach fully online or are just considering enhancing your class by using the web—or anything in between. We hope it will also be useful for Deans and Chairs who supervise or evaluate distance learning instructors.

Distance Learning Definitions

Technically, distance learning means replacing seat time in a classroom with “instruction to students who are separated from the instructor.” To meet state and federal definitions, distance learning also has to include “regular and substantive interaction between the students and instructor.” (Without this interaction, the class counts only as correspondence education.) West offers two forms of distance learning: fully online courses, and hybrid courses, in which only part of the class time
is replaced by online instruction. Many instructors at West provide materials or activities on the web to supplement regular face-to-face classes. As long as these do not replace class time, such classes are “web-enhanced,” but technically not distance learning.

The California Community Colleges Online Education Initiative (OEI)

The Online Education Initiative (OEI) is a growing, funded, and collaborative effort among California Community Colleges to increase student success, retention and completion by working together to increase and expand access to quality online courses and support services. OEI seeks to ensure that more students can obtain certificates, degrees, and transfer to four-year colleges in a timely manner, with special attention given to support services that are tailored to the diverse needs of community college students. Along with two other initiatives—the Education Planning Initiative and the Common Assessment Initiative—the OEI is intended to improve technology services for California Community College students, especially by integrating statewide systems.

Rapid Progress

Launched in fall 2013, OEI involves stakeholders throughout the CCC system. The OEI Steering Committee is comprised of faculty, distance education coordinators, support staff, administrators, and students.

OEI progress so far includes

- selection of a single Learning Management System (LMS), Canvas
- identification and deployment of online tutorial resources

Fun fact: OEI calls Canvas its CMS (Course Management System), or sometimes CCMS, the first C standing for Common.
• creation of an assessment of student readiness for online learning
• creation of training to help students succeed online
• adoption of a rubric for online course design (Appendix A of this Handbook)
• professional development help to align courses with the OEI course design rubric

The initial implementation involves 24 pilot colleges representing the diversity of colleges. West is a pilot college; three instructors who teach courses in high demand for Associates Degrees for Transfer submitted their courses for quality review and then made recommended changes. West started offering these courses in fall 2015. The pilot courses now use Canvas, rather than Etudes (West’s standard LMS), and integrated OEI-provided tutoring and online readiness assessment and training. The Distance Learning Program has already adapted OEI’s online readiness self-assessment and training to be plugged into Etudes.

**OEI, Canvas, and Etudes**
Through the OEI, all CCCs can now use Canvas for free, but West has a contract with Etudes through spring 2018. The DE Committee supported the decision to remain with Etudes for a number of reasons:
- Our large online program needs time to smoothly transition to a new LMS.
- It’s not yet clear what Canvas will cost in the long run.
- Course Exchange would bring more students to our online classes, but those tend to fill quickly already.
- The OEI is still working on the registration mechanism for the Course Exchange.

**Change Ahead?**
West is highly involved with the OEI, as a pilot Student Readiness College, and through representation on various OEI committees. We are well positioned to join the full initiative by fall 2018. OEI still needs to offer a robust selection of online courses students can use to get the classes they need to complete degrees and transfer, and to deploy a registration system that allows students to sign up for these classes without encountering admissions or financial aid barriers.

Expanding our involvement in the OEI Consortium beyond the pilot entails significant changes:
- All classes offered in the Course Exchange will have to be peer-reviewed to meet OEI quality standards.
- Canvas will be the LMS for all classes offered in the Consortium, and for all of West’s online classes. Instructors would get help migrating their courses from Etudes. An Etudes-to-Canvas migration tool is now available.

West’s Distance Learning Program is maintaining a webpage with materials that can help you prepare to participate in the OEI at [http://www.wlac.edu/online/oei.asp](http://www.wlac.edu/online/oei.asp).

OEI offers professional development to assist faculty and staff with aligning online courses to OEI course design standards and with using Canvas. Faculty has access to @One’s professional development courses, Train-the-Trainer workshops (face-to-face and online), training in Canvas, peer review, and creating accessible online courses.
After completing @One training, you could become a peer reviewer, yourself—and be paid for your work. See http://bit.ly/1QmB8tO. Resources are also available to assist faculty with providing students with additional support in math, reading, writing, English and ESL. Browse the Event Calendar at http://ccconlineed.org/events/ and find out about professional development opportunities at http://www.onefortraining.org/.

The OEI has a robust website at http://ccconlineed.org/. OEI Executive Director Pat James publishes a very informative and readable blog at http://ccctechedge.org/opinion. In Appendix B of this Handbook you will find a FAQ prepared by the OEI.

**Expectations of Instructors**

**Parity**
All the rules and regulations that apply to any faculty member apply to online instructors. The Faculty Handbook provides an excellent introduction, replete with useful links. You can download it from http://bit.ly/1ni7eih. We focus here on what *online* instructors need to know.

**Online Teaching Certification**
Before teaching an online, hybrid or web-enhanced class, West faculty must complete Etudes or Canvas Certification. Certification training is offered in both online and hybrid formats. Register for the online Etudes class at http://etudes.org/training-schedule-etu101-online.htm. To register for the hybrid Etudes class contact Eric Ichon, Dean of Distance Learning and Instructional Technology at ichone@wlac.edu. For Canvas training, contact the Distance Learning Program’s Multimedia Specialist, Cyrus Helf, at helfco@wlac.edu. Cyrus keeps news on Canvas up to date at our OIE webpage, http://www.wlac.edu/online/oei.asp.

There is no charge for the hybrid training offered by the College. Instructors who successfully complete the training online can be reimbursed for the cost: prior to the training start date, submit a Conference or Activity Request Form to your Division Chair. After you complete the training submit a Travel Expense Claim and a Report on Conference Attendance Form. That is, treat the online training as a conference, not a class. These forms are available at http://bit.ly/1QmC7fS.

Keep up to date on the LMS you use—Etudes or Canvas. Eric regularly sends announcements through College email.

Once you are Etudes certified, you will receive updates from Vivie Sinou (Executive Director of Etudes). The Etudes Users' Group can help you explore the implications of each update.

In addition to the Users’ Group, Etudes maintains a number of online resources at http://etudes.org/help/. These resources include:

- How To Tutorials
Faculty Evaluations
All faculty are evaluated at regular intervals. The same procedures apply whether you teach online or face-to-face. They are spelled out in Article 19 of the Collective Bargaining Agreement (CBA), available at http://bit.ly/1Rou2VD. Consult the evaluation form in the CBA’s Appendix C to understand the items that are required for evaluations. West’s AFT Faculty Guild President, Olga Shewfelt, holds workshops on evaluation for tenure-track and for adjunct instructors; if you have questions contact Olga by email or at (310) 287-4223.

Peer Evaluation of Online Classes
The faculty member being evaluated adds the evaluators to the online class site(s), specifying the mutually agreed upon start and end dates of access. Distance Learning Program staff can show you how to do this, or do it for you, if you prefer.

Student Evaluations of Online Classes
The Division Chair notifies Distance Learning Program staff to set up an online “Student Evaluation of Online Instructor” using the questions from Appendix C of the CBA. The survey must be made available to students for at least one week, while the class is active, not after a course has ended. Distance Learning staff does not need to enter the course to set up student evaluations nor do they have access to the results.

The compiled student survey responses are automatically sent to the evaluator via email when the survey period ends. Article 19, G.4.d. requires that the evaluator (your Division Chair or designee) and the instructor who is being evaluated (evaluee) “shall open and review the evaluation forms with the evaluee present and the evaluator will retain the student evaluation forms for the evaluation report."

Attendance and Class Activity
The Los Angeles Community College District has a policy requiring instructors to interact with online students at least weekly. If you are unable to interact for more than one week of the semester, you must take that time as sick or vacation leave. (See Appendix C for the LACCD Absence Policy.) Forms for reporting those absences are available online at http://bit.ly/1L6a2dL. Expect any legitimate complaints about instructor absence or unavailability to be reflected in instructor evaluations.

Federal regulations and accreditation standards also require regular, effective, instructor-initiated contact between students and instructors in distance learning classes. LMS training will make it clear why this is critical for student success online. Contact can include email, private messaging, instant messaging, online chat, threaded discussion, phone and/or web conferencing.

You should include information about your office hours and the mode(s) of delivery used for office hours in your syllabus, as well as an indication of how quickly questions will be replied to (24 hours, 48 hours, etc.).
Regulations aside, checking in with your students frequently often saves time in the long run, as you can redirect discussions, clarify your expectations, and answer questions before students head off on a tangent. We recommend—strongly—that you reply to student inquiries daily (with the exception of weekends) for short-term classes, and **at least** three times per week for full term classes.

**Syllabus Requirements**
Every semester you must email your syllabi to your Division Chair and to Academic Affairs at academicaffairs@wlac.edu. It’s a good idea to do this before the semester starts, to allow time for review. If you teach more than one section of a class, you only need to provide one syllabus. There is a model syllabus in Appendix D.

It’s a good idea to make your Etudes syllabus public. Let Academic Affairs know that you have done so to fulfill your responsibility to provide a syllabus. This also allows students to view it before the class starts. See how at [http://bit.ly/1oZ4HeH](http://bit.ly/1oZ4HeH).

**Assistance for Online Instructors**

**The Distance Learning Program**
West has long been a leader in distance learning. The Dean of Distance Learning and Instructional Technology, Eric Ichon, has helmed West’s DE efforts since joining the faculty as a librarian in 1997. He now directs a staff of three:

- Rita Shemwell, Online Technical Support Assistant
- Cyrus Helf, Multimedia Specialist
- Pasty Brown, Online Tutor III

Patsy and Rita are both West graduates! Like Eric, they each have been at West for almost 20 years. Cyrus is a relative newcomer, but not to worry; to cite his 2014 Etudes Board of Directors Excellence Award: “He is quick to offer guidance, advice, and hands-on assistance to faculty, particularly with multimedia and blending media with online lessons.”

The Distance Learning Program is dedicated to helping West maintain an online pedagogical environment which maximizes opportunities for student success. Helping you to design and implement your online, hybrid or web-enhanced class is key to that mission.

From their office on the fourth floor of the HLRC, the Distance Learning team assists faculty and students with *almost* anything associated with online learning. Call them at (310) 287-4305 for quick questions, or to make an appointment to deal with something bigger. Or drop by.

The Distance Learning office is open Monday—Thursday 8:30 a.m. to 6 p.m.
            Friday         9 a.m. to 1 p.m.
At the beginning of each semester, the Distance Learning team is especially busy assisting students and troubleshooting urgent problems. In contrast, winter and summer intersessions are quieter times and are recommended for major projects.

The Distance Learning staff provides technical support to both students and faculty, and facilitates access to online student support services. Key responsibilities are:

- Maintaining the College’s Online and Hybrid Classes website, the Online International Student Portal and the Online Help Desk for students
- Technical support for the College’s Course Management Systems—Etudes and Canvas—including providing course sites for online, hybrid and web enhanced classes
- Assisting instructors with multimedia and web development
- Supporting training opportunities related to distance learning and other innovative instructional technologies
- Keeping instructors informed about Distance Learning issues, via an email distribution list

A section of the Online and Hybrid website, http://www.wlac.edu/online/instructors.asp, features resources for instructors including:

- Video repositories, instructional software, Web 2.0 tools and tutorials
- Etudes materials
- Training workshop handouts
- Curriculum forms and examples
- Anti-plagiarism and Student Discipline resources
- Online Education Initiative and Canvas resources

The Distance Learning Program supports the College’s Educational Master Plan Goal to “Offer and incentivize ongoing training in proven, effective learner-centered teaching strategies.”

**Other Help**

The Information Technology Department installs and maintains West’s computers and related peripherals. To place an order for help, log in (from campus, using Internet Explorer) at http://bit.ly/1QLNJ9i and select “Work Request.”

In the Library and Learning Resources Division, Leo Calderon, Instructional Media Specialist, distributes and maintains classroom audiovisual equipment. As you might imagine, this keeps him busy, so you should give him as much lead time as possible. His phone is x4414.

Also in the Library Division is Scott Kecken, Digital Design Studio Director. He can provide expert assistance as well as top-notch equipment when you want to use
technology in your classroom or online. For example, you can book a sound-proof studio to make a video, and Scott can help make it look great. Call him at x4567. As he says on the DDS webpage: “just ask!” Visit http://bit.ly/1LxVBiF for more information.

Scott and Cyrus collaborate. Follow their lively blog, West LA Digital: http://bit.ly/1QmCmrq

Your Division Chair sets each semester’s schedule of classes, working with the Deans in Academic Affairs, taking into account student demand (usually quite high for online courses), the availability of trained online instructors, and other factors. The Distance Learning Program does not schedule classes or assign instructors.

Assistance for Your Online Students

Technical Support
Technical assistance is available to students online at http://www.wlac.edu/online/helpdesk.asp, by phone at (310) 287-4305, on-campus in the Distance Education office in HLRC 4A and in the computer lab near the Reference Desk in the Library. The DE Office is open Monday – Thursdays from 8:30 a.m. – 6 p.m. and Fridays from 9 a.m. – 1 p.m.

As you design your course, remember that students may need assistance in navigating the course site, finding the primary course resources, and even in seemingly simple processes such as attaching files. Any online course should intentionally increase student technology capabilities. Do not assume a particular level of understanding (someone may have his or her own blog, and yet be unfamiliar with how to forward an email). Provide basic instructions, and then guide and expect students to increase their familiarity with technology and information systems.

Over the course of the online class, students participate through appropriate application of technology as they locate, interpret, organize, and present their work. They get practice demonstrating the Institutional Student Learning Outcome of technological competency, regardless of the official content of the course. All online classes provide the opportunity for students to build upon their technological skills.

Online Tutorial Services
West offers free online Writing Lab and Tutorial Services through the Library and Learning Resources Division. The Online Writing Lab (OWL) is available to any registered student at West. The OWL offers support for any course that requires writing assignments, and for other student needs such as college applications and scholarship essays.

Online Subject Tutoring is also available. Economics, Mathematics, Statistics, Psychology, Philosophy, Sociology and Spanish are just a few of the subjects offered. All tutors are current or former West students and have previous experience tutoring on-campus. In case the library cannot provide a tutor for your online or hybrid class, you
might consider free supplemental tutoring through NetTutor; contact Cyrus Helf for more information on this option.

Online tutoring is delivered using Etudes. Discussion and chat technologies as well as other Web 2.0 technologies support tutor/tutee interaction. For example, students may see a math procedure written on an electronic tablet, or receive ongoing support through subject Discussion Boards or scheduled Chats. Students are able to read tutor comments and review suggestions on previously completed assignments. Online tutors track students’ writing improvement based on a tutorial services rubric.

Online Tutoring is available at http://www.wlac.edu/online/owl.asp or http://www.wlac.edu/online/tutoring.asp

Student Services Online

Many of your students will know what they can do online, but others will appreciate being directed to the many services available.

The District provides student services online, including:

- Application for Admissions
- View Registration Appointments
- Course enrollment and withdrawal
- View schedule of classes
- Financial Aid
- View & Pay Fees
- View grades and unofficial transcripts
- District email
- View Placement for English and math
- Voter Information
- Change PIN
- Personal Information
- View Holds
- W9 tax form
- Online forms

Students can access all these services by logging in at http://bit.ly/1QrOWn7

West’s Distance Learning Program’s website offers a collection of online resources at http://bit.ly/1Y24Fyg

- 24/7 Online Student Help Desk
- Information about how to enroll in and add courses
- An Online Student Orientation
- Schedules for online and hybrid classes
- Access to the Online Writing Lab
Online tutorial services
- An Online Student Success video
- The College Bookstore
- Online library services
- Instructor biographies
- College news and events
- A link to the main College website
- A Contact Us link
- Electronic access to the library catalog
- An e-book collection
- Remote access to periodical and research databases
- 24/7 online reference assistance

- Scheduling assessment tests
- Practice tests
- Assessment testing schedule
- Online orientation

- Counselors and their contact information
- Hours, office location and FAQs
- Live online chat
- Online student transfer information system (ASSIST) link
- Associate Degree checklist
- California State University checklist
- University of California General Education checklists
- Assistance with transfer, degree and certificate completion
- Online Comprehensive Student Education Plans

The Transfer Program website at [http://bit.ly/1OQf3Is](http://bit.ly/1OQf3Is) students can access
- Office location, hours and contact information
- List of transfer services and requirements
- Links to the Accelerated College Transfer (ACT) Program and the Transfers Honors Program
- Access to Transfer eChat, live chat with university representatives from Brandman University, Pepperdine University, Regis University, UC Los Angeles, UC Merced, CSU Dominguez Hills, CSU Los Angeles, CSU Northridge and many more.

Online Financial Aid

- Online financial aid application
- Office location, hours and contact information
- How to apply
- Eligibility requirements
- Types of aid
- Scholarships
- Board of Governors Grant (BOGG) fee waiver information
- Student loans
- How Financial Aid Works
- Forms
- Grant application deadlines
- Daily financial aid news

**Professional Learning**

**Etudes**
Etudes offers a series of professional development classes that focus on best online teaching practices. These courses are offered online frequently, at no cost to West faculty.

Once you’ve completed the training, you will have access to a robust Users’ Group. Resources there include accessible documentation for each Etudes feature and a Discussion Board where users address best practices and answer questions virtually round the clock, seven days a week. You may find you can answer other users’ questions, but if you can’t, someone on Etudes’ staff will be chiming in soon.

When you’ve finished Etudes training, be sure to request a development shell at [http://etudes.org/help/site-request/](http://etudes.org/help/site-request/). This triggers your membership in the Users’ Group. Ask for as many development shells as you need to experiment and develop online courses.

**Quality Matters**
West subscribes to Quality Matters (QM), “a faculty-centered, peer review process that is designed to certify the quality of online and blended courses”. Visit their website at [https://www.qualitymatters.org](https://www.qualitymatters.org). QM’s peer review approach has received national acclaim. Training to be a peer reviewer is one of QM’s opportunities for professional development. For more information, see [http://wlac.edu/online/quality-matters.asp](http://wlac.edu/online/quality-matters.asp)

**Rubrics for Online Instruction**
You might find the QM rubric useful as a “self evaluation” tool for your courses. Our subscription requires that the rubric be password-protected; for access, contact Eric Ichon. Tech Fair workshops and presentations at the Etudes Annual Summit have demonstrated how this rubric can facilitate the development of new courses and the revision of existing courses.
In partnership with @One, OEI has also created a rubric to establish standards for course design, interaction and collaboration, assessment, learner support, and accessibility; it is in Appendix A of this Handbook. Courses must meet these standards to be offered in the OEI Course Exchange. OEI provides professional development to assist faculty and staff with aligning online courses to the OEI course design standards. Browse the Event Calendar at [http://ccconlineed.org/events/](http://ccconlineed.org/events/) and find out about professional development opportunities at [http://www.onefortraining.org/](http://www.onefortraining.org/).

**OEI and @One Courses**
Faculty has access to @One’s professional development courses, Train-the-Trainer workshops (face-to-face and online), training in Canvas, peer review, and creating accessible online courses. Resources are also available to assist faculty with providing students with additional support in math, reading, writing, English and ESL. For OEI pilot campuses, including West, Canvas training is without charge. To be reimbursed for other pedagogical training that does not carry academic credit, treat it as a conference: prior to the training start date, submit a Conference or Activity Request Form to your Division Chair. After you complete the training, submit a Travel Expense Claim and a Report on Conference Attendance Form. These forms are available at [http://bit.ly/24BArGK](http://bit.ly/24BArGK).

**Tech Fair**
In addition to Etudes and OEI training opportunities, Mary-Jo Apigo, Dean of Teaching and Learning, provides training and education for faculty to evaluate and improve their use of instructional technologies through its on-going Tech Fair. Tech Fair Workshops take place throughout the fall and spring semesters. Intentionally designed for small groups, the workshops encourage faculty-to-faculty exchanges in using technology. Faculty and staff lead workshops for other faculty and staff on innovative uses of technology to improve the student experience in courses and student services. The Office of Teaching and Learning develops faculty as trainers for other faculty as well as providing a forum for sharing best practices in instructional technology.

In addition to on-campus workshops, Tech Fair offers webinars, online workshops that can be accessed with an internet connection and phone line.


**Making the Most of Etudes**

Etudes is very flexible, with tools that instructors can use to meet various goals:

- **CourseMap** - CourseMap provides students with an easy to understand “dashboard” listing all the course activities, due dates, etc. You can’t remove it from students’ view, so it is worth while setting it up to clearly reflect the structure of your course. This is where you go to set a block if you require that students...
complete an activity before moving on. In setting dates, be sure to consult the academic calendar for holidays, etc. at [http://bit.ly/1Qs85sh](http://bit.ly/1Qs85sh).

- **Activity Meter** – This tool is paired with CourseMap; these are the only tools you cannot remove. One key function is to show you what an individual student sees in CourseMap, but Activity Meter can also quickly show you students who are not participating (making the early exclusion roster a snap), and can show you who is skipping any activities. It includes quick links to send students private messages if you see them falling behind.

- **Announcements** – Announcements are a good way to remind students of important deadlines and provide regular encouragement. The most recent announcement appears on your course’s home page, and you can elect to have any announcements emailed to all enrolled students. A week or two prior to each semester Eric sends out a sample Welcome Letter with instructions on how to post a high priority announcement.

- **Syllabus** – Using the syllabus tool helps students easily find your syllabus, and allows you to require that students look at it before moving on in the course. (A syllabus quiz can help make sure they even read it.) If you make your syllabus public, prospective students can view it prior to enrolling. See how to do so at [http://bit.ly/1oZ4HeH](http://bit.ly/1oZ4HeH). There is a model syllabus in Appendix D.

- **Modules** – Instructors usually offer instructional resources like class notes in the modules. Generally, we expect students to read the modules sequentially, with each one representing a unit or a week. To avoid confusing your students, be careful to use terms consistently. For example, if you use “Chapter 1” in the modules area don’t use “Week 1” for the same topic in other tools.

- **Discussion and Private Messages** – These tools are the primary communication tools for most online classes. An important Title 5 requirement is “regular, instructor-initiated, effective contact,” and the Discussion tool is designed for interaction between students and between students and the instructor. You can set up discussions for the whole class or for smaller groups of students. The Private Messaging tool works like email, with the major advantage that it keeps all the communication you’ve had with students in the course, rather than scattered in your email account(s).

- **Assignments, Tests and Surveys** – In addition to Discussions, which can also be graded, these tools are the primary evaluation tools. Assignments can range from essays, to short answer and multiple-choice quizzes. High stakes exams may pressure students to attempt cheating, so many instructors give weekly quizzes and homework assignments, as well as discussions.

- **Chat Room** – The chat tool can be used for group discussion, synchronous discussion and office hours. All chats are archived, so students who are unable to participate at set times can still read what went on.
• **Gradebook** – The Gradebook makes it easy to provide students with prompt feedback regarding their performance and facilitates grade calculations at the end of the semester. Scores move automatically from Assignments and Tests and Discussions into Gradebook; you can control the timing of the release of scores.

**LMS Hosting**

Canvas and Etudes host West’s online, hybrid and web-enhanced classes, so College server malfunctions or maintenance will not affect your online classes. Make sure your students know how to log on without consulting West’s website. One way to do this is to copy the appropriate instructions from http://www.wlac.edu/online/login.asp into an email to the whole class.

**Curriculum Development**

West offers over 300 courses online, and virtually all are also offered in the traditional face-to-face format. The decision to use distance learning is made on a course-by-course basis with consideration given to course content, student needs and the flexibility of the delivery mechanism. West’s faculty as a whole is responsible for our curriculum, through the Curriculum Committee of the Academic Senate.

Developing an online or hybrid class can provide you with the opportunity to see your course from a new perspective, as you need to think carefully about how to use new tools to help students achieve course objectives and demonstrate course student learning outcomes. This often results in improvements to both on-campus and online courses.

If you want to propose an online course, start with your Division Chair, whose approval is required on all curriculum forms. In some divisions, you may need to show the support of all the division faculty, or of all full-timers teaching in the discipline. Your Chair will know what the practice is in your division.

It’s crucial to note that no matter how a given course is delivered (online, face-to-face or a hybrid of the two), it follows a single course outline of record (COR). CORs from the entire District are searchable in the District’s Electronic Curriculum Development System (ECD) at http://ecd.laccd.edu/Default.aspx, where faculty can also log on to create new courses or edit existing ones. The system links with our email to forward new or revised CORs to the Curriculum Committee Chair and the appropriate Division Chair.

For a course to be taught online, it’s COR has to have two documents attached:
• **Using Distance Delivery Strategies to Achieve Course Objectives** shows how the course objectives listed in the COR can be achieved online.

• **Distance Education Approval Form** attests to the fact that the online course is of the same quality as the face-to-face version; that the faculty has been involved in making that determination; and that the online course “will include regular effective contact between instructor and students.”

These forms and completed examples are all online at [http://www.wlac.edu/online/forms.asp](http://www.wlac.edu/online/forms.asp). Academic Affairs keeps hard copies on file. The addenda are in section VIII.

It is possible to adapt an existing course for online or hybrid delivery by providing the two addenda. It usually makes sense to review and update the COR at the same time the distance education addenda are added, since all courses must be updated periodically—every two years for Career Technical courses, and every six years for others.

Updating a COR (including adding addenda) or creating a new course requires the formal approval of the Curriculum Committee. Jane Witucki, Chair of the Curriculum Committee, uses the ECD to track changes; she may ask you to present your course at a Technical Review meeting of the Curriculum Committee, and at a Curriculum Committee meeting. (For Committee schedules visit [http://www.wlac.edu/committees/index.aspx](http://www.wlac.edu/committees/index.aspx).)

Note that providing materials and homework on the web for a face-to-face class does not require changing the COR. As long as class time is not replaced with work on the web, the class is “web-enhanced,” not distance education. You should make sure that students without computers have the opportunity to successfully complete web enhanced classes; let them know about the banks of computers in the library, near the reference desk. These are configured for Etudes, and there is usually an Instructional Assistant or Reference Librarian there to help students get up to speed.

**Online Course Enrollment**

**Adding Students**
The LACCD has specific rules about the enrollment caps for online classes, different from face-to-face. They are in Article 40 of the Collective Bargaining Agreement (CBA—the contract). Online courses are extremely popular and most fill quickly. Students who want to add classes that are full are asked to email the instructor in order to get permission. Complete information about this process is available at [http://bit.ly/1QLJ3QF](http://bit.ly/1QLJ3QF).
You are **not** required to add students to full classes. Why would you want to do so?

- Maybe you’ve noticed that some students who sign up for online classes drop quickly, and you want to have 40 by the end of the first week.
- Students who have emailed you might be more motivated to do well than those who just click through the schedule looking for any empty spot, so you might want to add them before a drop opens up an empty space.

If you do want to add a student, respond to the student’s email requesting to add, copying online@wlac.edu. The staff in the Distance Learning Program will take it from there.

It might be more convenient to ask your Chair to increase your cap to the number you think appropriate, rather than adding students who email you — it’s up to you!

### Rosters and Drop Dates

There is a series of rosters that all instructors (online or face-to-face) must submit online over the course of a term. For 16-week classes, they are due in this pattern:

- **Exclusion Roster:** about a month into the semester
- **Active Enrollment Roster:** about a month before finals
- **Grade Roster:** five working days after the last day of finals

The dates are compressed for shorter classes. Admissions and Records posts the exact dates at [http://bit.ly/1LVtQLU](http://bit.ly/1LVtQLU), and emails the faculty as due dates approach. The dates are also on the rosters themselves, which you can also see by signing in at [https://services.laccd.edu/wfac/wfac_login.asp](https://services.laccd.edu/wfac/wfac_login.asp) and opening the rosters.

We are instructed to download and print a census roster at the beginning of the term. Etudes’ Activity Meter tracks student activity, so for a fully online class, you don’t need a paper roster.

The exclusion roster is due after the no-penalty drop date, which falls a little less than two weeks into a semester. Find the precise date in the Academic Calendar page on West’s website: [http://bit.ly/21DvBK2](http://bit.ly/21DvBK2)

Students who drop before this date qualify for a refund of their tuition, and do not get a “W” on their transcripts, so that the class does not count as one of the student’s attempts at the class. You can help your students by making sure they commit to your class before this date (or drop it). Etudes’ Activity Meter lists all students who have not visited the class website for seven days, and makes it simple to send them a Private Message. It’s also helpful to have something simple due at the very beginning of class, so you can reach out to students who are not fully participating before the no-penalty drop date.

Until late in the semester, students can drop with a W, rather than receiving a grade. This date usually falls just after the Active Enrollment Roster is due.
The AFT Contract (CBA)

There are contractual agreements that pertain specifically to Distance Learning faculty. For example, Article 40, C.1. addresses the enrollment limit for online classes, which is not to exceed 40 and “…and shall only be raised with the prior approval of the assigned faculty members in consultation with the department/division chair and the appropriate vice president or designee”.

There is also a large class size agreement in Article 40, Section C.2, for online instructors which is designed to help assure quality student education as well as recognize the considerable time and effort expected of online instructors. Much of this additional time is related to maintaining meaningful instructor-initiated contact with students.

All requirements of CBA must be followed. If you think your contractual rights have been violated, contact either West’s AFT President, Olga Shewfelt, at (310) 287-4223 or our Grievance Officer, Timothy Russell, at (310) 287-4318.

All instructors are required to participate in flex activities. Those hours may be met by serving on a committee, getting Etudes or Canvas training or by attending Tech Fair or other training workshops. These interactions help us maintain a healthy online program with active dialogues and well-informed teaching and learning.

Accreditation Requirements

What is Accreditation?
In the United States, the key means of assuring quality in higher education is a system called regional accreditation. “Regional” refers to the fact that regions of the country have their own accrediting commissions. Our accreditor is the Accrediting Commission for Community and Junior Colleges (ACCJC), a part of the Western Association of Schools and Colleges. Like all accrediting commissions, the ACCJC publishes standards for its member colleges and periodically reviews each college to see that it meets these standards.

These reviews are major undertakings; the ACCJC recommends that a group of college committees and workgroups spend two years preparing a Self-Evaluation Report. Then a team of volunteers from other member colleges has two months to digest the Report before coming on a four-day visit. The visiting team’s job is to determine whether the college meets the ACCJC’s standards. They write a report for the ACCJC, and the Commission meets twice a year to make the official determination of the accreditation status of each college under review.
West Los Angeles College  
Online Instructors’ Handbook


Why is this important?
Accreditation represents the informed opinion of our peers in higher education. Loss of accreditation is a disaster for a college:
- Accredited colleges only recognize degrees from accredited institutions.
- They do not accept transfer credits from non-accredited colleges.
- Federal funding, including financial aid, is only for accredited institutions.
- By law, California Community Colleges must be accredited.

It is very rare for a college to lose accreditation. The ACCJC issues warnings if standards are not met, and colleges usually have two years to demonstrate that they have made changes and meet all the standards. Unless the issues are quite minor, this involves the college writing another report and receiving another visiting team.

How Do Online and Hybrid Instructors Support West’s Accreditation?

Most of these requirements are beyond the responsibility of an individual instructor, but there are areas where you do have a clear role:
- All instructors assess SLOs and discuss the results with colleagues to identify improvements to courses
- All classes follow the Course Outline of Record. The means of instruction varies between online and face-to-face, but the content and objectives are the same.
- The standards require that we serve all our students. You can help make students aware of the many services available online.
- Distance learning instructors are expected to follow good teaching practices including those identified by our accrediting commission.

You can play a role in how the college runs by joining a committee, taking a lead in the work of your Division (for example, the annual Program Review), or running for Senate or Faculty Guild office.

Accessibility

By law, we have to make sure that disabilities do not prevent our students from accessing an education. One way of ensuring this is to provide a link to the DSPS (Disabled Students Services and Programs) in our syllabi: [http://www.wlac.edu/dsp/index.aspx](http://www.wlac.edu/dsp/index.aspx). When DSPS contacts you on behalf of a student, you need to trust their professional judgment of what kind accommodations this particular student is entitled to. Canvas and Etudes are designed provide
accommodations (such as longer time on a timed test), and the Distance Learning staff can help you set them up.

Offering classes online provides access to students with mobility issues, among others. Like face-to-face instructors, online faculty need to be sure that their materials serve students with varying abilities.

- Any videos you have students watch must include closed captioning. The Digital Design Studio can help with this.
- Provide alt texts for any images. Make this a habit as you upload images. See step 4 in these instructions from Etudes: [http://bit.ly/1LVujO8](http://bit.ly/1LVujO8). Screen readers will tell students what you’d written about the images, so you should say what you expect a student to learn from the image.

These provisions are likely to be useful to all your students, since they expand pathways to learning.

Distance Education Access Guidelines are available at [http://bit.ly/1TSsAQ1](http://bit.ly/1TSsAQ1)

The High Tech Training Center has also published an "Introduction to Distance Education Accessibility" which is available at [http://bit.ly/1TQZQZ8](http://bit.ly/1TQZQZ8). This document can help you create accessible online courses.
Appendix A

Course Design Rubric for the Online Education Initiative


(West also has a contract to use the Quality Matters Rubric; for access to it, contact Eric Ichon)

Course Design Rubric for the Online Education Initiative

In order for a course to be offered as a part of the Online Education Initiative (OEI) course exchange, it must meet established standards relating to course design, instruction, and accessibility that are intended to promote a quality learning environment that conforms to existing regulations. Prior to the submission of a course for OEI consideration, it is helpful for the faculty member to review these guidelines and conduct a self-evaluation. The outcome of this self-evaluation is a component of the OEI Course Application process.

The Course Design Rubric for the Online Education Initiative consists of 4 components:

A. Course Design - Course Design addresses elements of Instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

B. Interaction and Collaboration - Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. "Interaction" denotes communication between and among learners and instructors, synchronously or asynchronously. "Collaboration" is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.

C. Assessment - Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

D. Learner Support - Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

This rubric is designed to inform the work of reviewers for courses being taught in connection with the California Community College Online Education Initiative. It is informed by the National Standards for Quality Online Courses by the International Association for K-12 Online Learning (INACOL). After an initial round of course reviews, the lead review team met with faculty at the OEI Professional Development summit and discussed the strengths and weaknesses of the rubric. The lead review team then provided recommendations to the OEI Steering Committee and Executive Team for revising the rubric language and structure to enhance the review process.

Revisions approved by Online Education Initiative Steering Committee for use during the OEI pilot on March 18, 2015.

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Course Design Rubric for the Online Education Initiative

For each sub-category (within the main categories of Course Design, Interaction and Collaboration, Assessment, and Learner Support), peer online course reviewers will assign a numeric score (from 0-6) for each sub-category within the major categories. The numeric scores align with the levels of mastery as follows:

- Distinguished to Exemplary (5-6)
- Satisfactory to Accomplished (3-4)
- Promising (2)
- Incomplete (1)
- Not Evident (0)

It is common for a course to vary in its level of accomplishment across all items within a single sub-category. For example a course might be very strong in "Content Presentation: Navigation is intuitive" but somewhat less strong in "Content Presentation: Content is presented using a variety of appropriate mechanisms," both within the same sub-category of "Content Presentation." In these cases, the higher score (6 for Exemplary and 4 for Accomplished) should be reserved for courses that are strong across all items in the sub-category. The lower scores (5 for Distinguished and 3 for Satisfactory) should be used in cases where most, but not all, of the items in the sub-category are strong.

For a course to be approved for delivery as part of the OEI the following criteria must be met:

- A minimum score of 3 (Satisfactory) in each sub-category, requiring at least some sub-categories to score in the accomplished to distinguished ranges
- A minimum cumulative score of 51. earning at least 70% of all possible points
- Inclusion of a component with content related to the Online Education Initiative

The instructional design team will help a candidate course meet the requirements for accessibility, the OEI component, and other instructional design issues as we can. A course that does not achieve the stated minimum scores will not be offered as part of the OEI.

Course Design Rubric for the Online Education Initiative

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Section A: Course Design

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

### A.1 Objectives

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit or module)</td>
<td>- Objectives are located within the course syllabus or the individual learning units</td>
<td>- Objectives are not easily located within the course</td>
<td>- Objectives are not easily located within the course</td>
</tr>
<tr>
<td>- Objectives are clearly written at the appropriate level and reflect desired outcomes</td>
<td>- Objectives are written to reflect desired learning outcomes, although not all are written as measurable outcomes</td>
<td>- Objectives are not written at the appropriate level to match the desired outcomes</td>
<td>- Some are missing and others poorly written</td>
</tr>
<tr>
<td>- Objectives are written in measurable outcomes (students know what they are expected to be able to do)</td>
<td>- Students understand what is expected of them</td>
<td>- Objectives are not clearly written in measurable learning outcomes</td>
<td>- The level does not match the desired learning outcomes</td>
</tr>
</tbody>
</table>

### A.2 Content Presentation

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)</td>
<td>- Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)</td>
<td>- Some content segments are overly large (or possibly too small) for the specified objectives</td>
<td>- Content is not “chunked” into manageable segments:</td>
</tr>
<tr>
<td>- Navigation is intuitive and content flows in a logical progression</td>
<td>- Navigation is somewhat intuitive, but some “exploring” is required to determine the flow of content</td>
<td>- Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined</td>
<td>- Navigation is not intuitive and the flow of content is unclear</td>
</tr>
<tr>
<td>- Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, and/or multimedia, etc.)</td>
<td>- Content is presented using a variety of mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material)</td>
<td>- The design does not avail of the content presentation tools (content modules, single pages, links)</td>
<td>- The design does not avail of the content presentation tools (content modules, single pages, links)</td>
</tr>
<tr>
<td>- CMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials)</td>
<td>- CMS tools are made available to assist students, but could be organized or arranged for even greater usefulness</td>
<td>- Only a few tools (of those available within the CMS) are used in a way that streamlines access to materials and activities for students</td>
<td>- Tools that could reduce the labor-intensity of online instruction are not utilized</td>
</tr>
<tr>
<td>- Clearly labeled tutorial materials that explain how to navigate the CMS</td>
<td>- Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included</td>
<td>- Tutorial materials explaining how to navigate the CMS and/or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete</td>
<td>- Tutorial materials explaining how to navigate the CMS and/or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete</td>
</tr>
</tbody>
</table>
## Section A: Course Design

*Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.*

### A.3 Learner Engagement

<table>
<thead>
<tr>
<th></th>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>It is clear how the instructional strategies will enable students to reach course objectives</em></td>
<td><em>Instructional strategies are designed to help students to reach course objectives,</em> although this relationship may not be obvious to learners</td>
<td><em>It is not clear how the instructional strategies will help learners achieve course objectives</em></td>
<td><em>Instructional strategies do not provide students with skills needed to achieve course objectives</em></td>
</tr>
<tr>
<td></td>
<td><em>Course design includes guidance for learners to work with content in meaningful ways</em></td>
<td><em>Guidance is provided, but could be improved with greater detail or depth</em></td>
<td><em>Content is provided but it is not clear what students are expected to do with it</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Individualized learning opportunities, remedial activities, or resources for advanced learning activities are provided</em></td>
<td><em>Individualized learning opportunities (such as remediation) may be available on a limited basis</em></td>
<td><em>No supplementary resources or activities are provided for remediation or advanced study</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Tools available within the course management system (CMS) are used to facilitate learning by engaging students with course content</em></td>
<td><em>Tools available within the CMS could be utilized more (or more creatively) to engage learners with course content</em></td>
<td><em>Technologies within the CMS are not used to their full extent or not used when it would be appropriate to do so</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Technologies are used creatively in ways that transcend traditional, teacher-centered instruction</em></td>
<td><em>Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction</em></td>
<td><em>Technologies within the CMS are used primarily by instructors and not students (&quot;students as recipients of content&quot; model)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Learners have the opportunity to give anonymous feedback to the instructor regarding course design and course content both during course delivery and after course completion</em></td>
<td><em>Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content, but only after course completion</em></td>
<td><em>Learners do not have the opportunity to give feedback to the instructor regarding course design or course content</em></td>
<td></td>
</tr>
</tbody>
</table>
### Section B: Interaction and Collaboration

**Interaction and Collaboration** can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.

#### B.1 Communication Strategies

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.)</td>
<td>Contact information for the instructor is included and contact information includes more than one type of communication tool</td>
<td>Contact information for the instructor is provided but not easy to find and includes only one way to reach the instructor</td>
<td>Contact information for the instructor is sketchy, at best</td>
</tr>
<tr>
<td>Expected response time for email replies (or other communication tool) is included</td>
<td>Expected response time for email replies is included</td>
<td>Information concerning response time for email replies is not included</td>
<td>Information concerning the instructor’s role in the course is not included</td>
</tr>
<tr>
<td>The instructor’s role within the course is explained (for example, instructor participation in discussions and activities, role—if any—in tech support, etc.)</td>
<td>Instructor’s role within the course is clearly spelled out to students</td>
<td>Little or no information is given regarding the instructor’s role in the course</td>
<td>Little to no attention has been devoted to communication strategies</td>
</tr>
<tr>
<td>The instructor’s methods of collecting and returning work are clearly explained</td>
<td>The instructor’s methods of collecting and returning work are clearly explained</td>
<td>The instructor’s methods of collecting and returning work are evident but not clearly explained</td>
<td>Little to no attention has been devoted to communication strategies</td>
</tr>
<tr>
<td>There are plentiful opportunities for interaction, as appropriate</td>
<td>There are plentiful opportunities for interaction, as appropriate</td>
<td>Communication strategies are included, however, they may not consistently reinforce desired learning outcomes</td>
<td>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</td>
</tr>
<tr>
<td>Communication strategies promote critical thinking or other higher order thinking aligned with learning objectives</td>
<td>Communication strategies promote critical thinking or other higher order thinking aligned with learning objectives</td>
<td>Communications are sometimes difficult to understand</td>
<td>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</td>
</tr>
<tr>
<td>Communication activities benefit from timely interactions and facilitate “rapid response” communication (i.e., students gain practice discussing course content extemporaneously without looking up basic declarative information)</td>
<td>Communication activities benefit from timely interactions and facilitate “rapid response” communication (i.e., students gain practice discussing course content extemporaneously without looking up basic declarative information)</td>
<td>Communications sometimes require reflection or other higher order thinking</td>
<td>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</td>
</tr>
<tr>
<td>Interactions are meaningful and may not take full advantage of the real-time presence of instructor and/or peers</td>
<td>Interactions are meaningful and may not take full advantage of the real-time presence of instructor and/or peers</td>
<td>Interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities</td>
<td></td>
</tr>
</tbody>
</table>
| **Section B: Interaction and Collaboration**

**Interaction and Collaboration** can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.

#### B.2 Development of Learning Community

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors have a plan for initiating contact prior to or at the beginning of class and at regular intervals during the course</td>
<td>Communication activities may help learners build a sense of community, but do not appear to be designed with this in mind</td>
<td>Effort has been devoted to fostering a sense of community in the course, but only minimally</td>
<td>Little to no attention has been devoted to building a sense of community in this course</td>
</tr>
<tr>
<td>Communication activities are designed to build a sense of community among learners</td>
<td>Some student-to-student interaction is built into the course</td>
<td>More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions</td>
<td></td>
</tr>
<tr>
<td>Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor</td>
<td>Students interact with the instructor, although primarily as a result of instructor-initiated contact</td>
<td>Collaboration activities (if included) support some teamwork-building skills, but may not purposefully integrate these elements</td>
<td></td>
</tr>
<tr>
<td>Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building</td>
<td><strong>Note:</strong> These criteria are designed to assess the effectiveness of interaction and collaboration within an online environment. Communication strategies promote critical thinking or other higher order thinking aligned with learning objectives. Communication activities benefit from timely interactions and facilitate “rapid response” communication (i.e., students gain practice discussing course content extemporaneously without looking up basic declarative information). Interactions are meaningful and may not take full advantage of the real-time presence of instructor and/or peers. Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used.</td>
<td>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used.</td>
<td>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used.</td>
</tr>
</tbody>
</table>
Section B: Interaction and Collaboration

Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment.

### B.3 Interaction Logistics

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided</td>
<td>• Expectations of student participation in communication activities are given, but would benefit from more detail</td>
<td>• Instructor expectations of student interactions are not made clear</td>
<td>• Few or no guidelines are provided to students regarding the desired quantity or quality of communications/interactions within the course</td>
</tr>
<tr>
<td>• Expectations regarding the quality of communications (e.g., what constitutes a “good” answer) are clearly defined</td>
<td>• Expectations regarding the quality of communications are included, but may lack detail or illustrative examples</td>
<td>• Little information is provided regarding what constitutes a “good” response or post</td>
<td>• The instructor does not participate in communications activities with students</td>
</tr>
<tr>
<td>• A rubric or equivalent grading document is included to explain how participation will be evaluated</td>
<td>• Minimal information may be provided regarding grading criteria for communications activities</td>
<td>• Students are not given a clear set of criteria for how communications activities will be graded</td>
<td>• The instructor does not participate in communications activities with students</td>
</tr>
<tr>
<td>• The instructor plans to participate actively in communication activities, including providing feedback to students</td>
<td>• The instructor is occasionally involved in communication activities</td>
<td>• Few announcements, reminders, or other updates are provided</td>
<td>• The instructor does not participate in communications activities with students</td>
</tr>
<tr>
<td>• The instructor plans to use communication tools effectively to provide course update reminders, special announcements, etc.</td>
<td>• The instructor sometimes takes advantage of CMS tools to post announcements, reminders, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section C: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

### C.1 Expectations

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessments match the objectives</td>
<td>• Assessments match the objectives</td>
<td>• Students are assessed on the topics described in the objectives</td>
<td>• Assessments bear little resemblance to objectives</td>
</tr>
<tr>
<td>• Learners are directed to the appropriate objective(s) for each assessment</td>
<td>• Rubrics or descriptive criteria for desired outcomes are included for some assessment activities</td>
<td>• There may be some explanation of how assessments will be scored/graded, however, instructions lack detail that would help students understand how to successfully complete the assessments</td>
<td>• Expectations or grading criteria are not provided</td>
</tr>
<tr>
<td>• Rubrics and/or descriptive criteria for desired outcomes are provided (models of “good work” may be shown, for example)</td>
<td>• Instructions are written clearly, with sufficient detail included</td>
<td></td>
<td>• Instructions are limited or absent</td>
</tr>
<tr>
<td>• Instructions are written clearly and with exemplary detail to ensure understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section C: Assessment

Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

C.2 Assessment Design

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment activities have “face validity” (i.e., they appear to match the curriculum and are explained using appropriate reading level and vocabulary)</td>
<td>• Assessment activities have “face validity” (i.e., they appear to match the curriculum)</td>
<td>• It is not clear whether the assessment activities actually measure the desired skill</td>
<td>• Assessment activities appear to lack validity due to bias, lack of clarity in questions or tasks, or because students are evaluated on performance unrelated to the stated objectives</td>
</tr>
<tr>
<td>• Higher order thinking is required (e.g., analysis, problem-solving, etc.)</td>
<td>• Some activities involve higher order thinking</td>
<td>• The majority of assessments require only low-level thinking (memorization, for example)</td>
<td>• No higher-order thinking skills are required to complete assessment activities</td>
</tr>
<tr>
<td>• Assessments are designed to mimic authentic environments to facilitate transfer</td>
<td>• Assessment activities may focus on tasks similar to real-world application of skills</td>
<td>• Assessment activities typically do not include tasks that are relevant beyond the scope of this course</td>
<td>• There is little or no evidence of authenticity built into assessments</td>
</tr>
<tr>
<td>• Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner</td>
<td>• Multiple types of assessments are used</td>
<td>• Multiple types of assessments are used</td>
<td>• Assessments are too few and far apart for the course content</td>
</tr>
<tr>
<td>• Multiple types of assessments are used (research project, objective test, discussions, etc.)</td>
<td>• Opportunities for student self-assessment are present, and provide feedback that allows students to seek additional help</td>
<td>• Opportunities for student self-assessment are present, but it may not be evident to the student how they should use the results</td>
<td>• Students are not provided activities or resources for self-assessment</td>
</tr>
<tr>
<td>• Opportunities for student self-assessment are plentiful, and provide feedback that allows students to seek additional help when necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section D: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

D.1 Supplemental Software

If required - it is permissible to award this sub-category a 6 if the course does not require software beyond the CMS and browser.

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear explanations of optional and/or required software including any additional costs are provided within the course</td>
<td>• Clear explanations of optional and/or required software (in addition to the CMS) are provided within the course</td>
<td>• Software (in addition to the CMS) required to use course materials is mentioned, but not explained</td>
<td>• The need for additional software required to use course materials may be mentioned</td>
</tr>
<tr>
<td>• Software required to use course materials is listed with links to where it can be captured and installed</td>
<td>• Software required to use course materials is listed but links to where it can be captured and installed are not found near where it will be used</td>
<td>• Links to where it can be captured and installed are provided, although they may not be conveniently located</td>
<td>• Links to software may be missing or incomplete</td>
</tr>
<tr>
<td>• Links are located within the course where learners will use the software (i.e., near the materials requiring its use)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section D: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

### D.2 Course/Institutional Policies & Support

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Software used for the course is adequately supported by the institution, including information for students on where they can obtain help.</td>
<td>• Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but may require searching to find; links allow easy navigation from the course to the information and back.</td>
<td>• Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but are difficult to find.</td>
<td>• Some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are not included.</td>
</tr>
<tr>
<td>• All activities that might create educational records (as defined by the Family Educational Records Privacy Act) or that involve regular effective contact are conducted within district- or college-supported systems.</td>
<td>• Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion.</td>
<td>• Course/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detail.</td>
<td>• Some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail.</td>
</tr>
<tr>
<td>• Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find; links (if present) allow easy navigation from the course to the information and back.</td>
<td>• Links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find.</td>
<td>• A few links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find.</td>
<td>• Links to institutional services such as the library, writing center, or financial aid office are not included.</td>
</tr>
<tr>
<td>• Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Links to institutional services such as the library, writing center, are clearly labeled and easy to find.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section D: Learner Support
Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

D.3 Technical Accessibility
This section will not be reviewed by the FOCRs; it will instead be reviewed by accessibility specialists as part of the initial review process.

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course materials are compliant with Section 508 and WCAG 2.0 (AA) and can be effectively used with equal ease by all students</td>
<td>• Course materials are compliant with Section 508 and WCAG 2.0 (AA)</td>
<td>• Course materials fail to meet all Section 508 and WCAG 2.0 (AA) criteria completely</td>
<td>• Course materials are significantly non-compliant with Section 508 and WCAG or add cognitive load via inadequate accessibility supports</td>
</tr>
<tr>
<td>• All non-text communications technologies support multiple digital channels with automatic provision of alternate media accommodations in real time</td>
<td>• All non-text communications technologies support multiple digital channels for the provision of alternate media accommodations in real time</td>
<td>• Some non-text communications technologies support limited means for the provision of alternate media accommodations</td>
<td>• Non-text communications technologies do not support multiple digital channels for the provision of alternate media accommodations</td>
</tr>
<tr>
<td>• Course materials are HTML-based and employ formatting styles to create semantic structure that facilitates consistent meaning and sequencing across all digital media types</td>
<td>• Course materials employ formatting styles to create semantic structure that allows for consistent meaning and sequencing across all digital media types</td>
<td>• Course materials employ some formatting styles to create semantic structure but fail to provide reliable and consistent meaning and sequencing across all digital media types</td>
<td>• Course materials do not employ formatting styles to create semantic structure, nor consistent meaning and sequencing across digital media types</td>
</tr>
<tr>
<td>• All instructional materials can be opened via free and accessible programs or applications, and links are provided for students to download the application with supporting information on how to use the program or application</td>
<td>• All instructional materials can be opened via free and accessible programs or applications</td>
<td>• Most instructional materials can be opened via free and accessible programs or applications</td>
<td>• Instructional materials use proprietary and inaccessible media formats</td>
</tr>
<tr>
<td>• Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load, and provide individual student-based parameters for time, number of attempts, feedback, and completion</td>
<td>• Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load</td>
<td>• Most quiz and assessment activities cannot be completed with the keyboard or assistive technologies, and/or extra cognitive load is introduced through inadequate accessibility supports</td>
<td></td>
</tr>
</tbody>
</table>
### Section D: Learner Support

Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

#### D.4 Accommodations for Disabilities

This section will not be reviewed by the POCRs, it will instead be reviewed by accessibility specialists as part of the initial review process.

<table>
<thead>
<tr>
<th>Distinguished to Exemplary (5-6)</th>
<th>Satisfactory to Accomplished (3-4)</th>
<th>Promising (2)</th>
<th>Incomplete (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, a DSFS approved plan for accommodation is in place and ready to be provided as necessary for each inaccessible learning activity or instructional media</td>
<td>• There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, faculty and DSFS have agreed to work with OEL to formulate an acceptable plan of accommodation for each inaccessible learning activity or instructional media</td>
<td>• There are pedagogically-essential learning activities or instructional media that might be inherently inaccessible, but a deeper assessment of the course and institutional resources is required to determine the ability to support accommodations</td>
<td>• There may be learning activities or instructional media that are inherently inaccessible, or there is no DSFS approved plan for accommodation</td>
</tr>
<tr>
<td>• Course CMS settings are configurable by faculty to allow individual student-based accommodations to be provided within the CMS</td>
<td>• Course CMS settings can be configured in a timely manner (24 hours) by faculty and/or the CMS System Administrator to allow student accommodations to be provided within the CMS, or alternate plans for accommodation have been created and approved by DSFS</td>
<td>• Some of the CMS settings can be configured by faculty or CMS System Administrator to allow student accommodations to be provided within the CMS</td>
<td>• CMS settings cannot be configured to allow student accommodations to be provided within the CMS</td>
</tr>
<tr>
<td>• Links to CMS technical support as well as contact information for DSFS support are consistently provided and easy to find, and accompanied by a module within the CMS explaining how to request services or report a problem</td>
<td>• Links to CMS technical support and DSFS support are provided, and easy to find</td>
<td>• CMS technical support is provided, or a link to DSFS department website, but not always easy to find</td>
<td>• No link to technical support or DSFS department is provided</td>
</tr>
<tr>
<td>• An instructional material inventory of any inherently inaccessible learning objects is provided, and referenced to the accompanying course outline with plans for accommodating students with disabilities for each inaccessible learning object or activity</td>
<td>• An instructional material inventory of any inherently inaccessible learning objects is provided, along with some potential accommodations for each learning object or activity</td>
<td>• Inherently inaccessible learning objects have not been identified, and no accommodations have been conceived or approved</td>
<td></td>
</tr>
</tbody>
</table>
California Community Colleges
ONLINE EDUCATION INITIATIVE

Frequently Asked Questions

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges to increase student success and retention by working together to expand online learning with access to quality online courses and student services.

This document is intended for a broad audience and provides answers to questions that are commonly asked by the general public during OEI presentations throughout the state. To follow our progress, please visit our website at www.CCCOnlineEd.org.
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How does the Common Assessment Initiative (CAI) impact the OEI?
Section I: About OEI

What is the primary goal of the OEI?
The overarching goal of the OEI is to ensure that more students obtain degrees and/or transfers to four-year colleges in a timely manner. The OEI focuses on online solutions that allow our community colleges to serve more students and achieve more successful outcomes for our diversity of students.

How will OEI impact students?
Over 45% of our community college students who wish to obtain degrees and/or transfers to four-year colleges do not complete their educational goals in a timely fashion. Students frequently cite schedule conflicts or course waitlists as their primary stumbling blocks. With OEI, students have access to a greater selection of quality online courses. In addition, OEI increases their ability to succeed with resources such as up to 24/7 tutoring, online learner readiness tools, and ways to increase proficiency in basic skills areas. And this is now becoming available from colleges in a streamlined fashion over the web to accommodate students’ busy schedules.

How will OEI impact California Community College faculty?
Our faculty has provided over 19,000 online courses each year, with little or no additional support for course design and development. With OEI funding, our faculty can now collaborate, receive professional development, access support services, and participate in continuous innovation. In addition, faculty have access to products and services to enhance course delivery, including an advanced common course management system that strengthens the connection among students and instructors.

How will OEI impact California Community Colleges?
The OEI gives colleges a cost-effective way to stay in tune with online teaching and learning innovations that will improve student outcomes. Colleges have the opportunity to take advantage of free and reduced-cost resources through systemwide licenses. In the future, colleges will also have the option to share quality online courses through the OEI Exchange, providing the flexibility to expand their course offerings with minimal budget impact.

All our community colleges will have the opportunity to participate in the OEI; participation is a local college choice. Free or discounted products and services are being made available after testing and evaluation at pilot colleges. Initial products and services include a common course management system (CCMS), course development assistance, online instructor professional development, and functionality to increase student success such as 24/7 online tutoring services and online learner readiness support. This collaboration among colleges will help ensure that our California Community Colleges continue as leaders in providing low-cost high-quality education.
How will OEI impact California?
Access to high-quality community college education is critical to California’s economy. As Chancellor Brice Harris noted, “Community colleges are the primary access point to higher education in California and the nation, and our economy is increasingly requiring college-educated workers”\textsuperscript{1}. Demand for California higher education is expected to grow by 387,000 students by 2019 with an estimated shortage of 1 million college degree holders needed to fuel California’s workforce by 2025 if we do not act quickly.\textsuperscript{2}

OEI helps our community colleges meet this growing demand by providing our colleges with online solutions that allow student to complete their educational goals in a timely manner.

Who is leading this initiative?
The OEI is sponsored by the Foothill-De Anza Community College District, in partnership with the California Community Colleges Technology Center at Butte College. The OEI, together with the Educational Planning Initiative and Common Assessment Initiative, represent a comprehensive and collaborative program that leverages best practices and technology to significantly increase the opportunity for higher-education degree attainment in California.

How is OEI funded?
The OEI is initially funded through a $56.9 million grant over five years from the California Community Colleges Chancellor’s office, a key initiative in support of Governor Jerry Brown’s focus on increasing student success. Our expectation is that this effort will become self-sustaining through grants and other sources for many years to come.

\textsuperscript{1} “Chancellor Brice W. Harris Statement on President Obama’s Proposal to Make Two Years of Community College Free for Students”, CCCCO Media Statement, January 9, 2015

\textsuperscript{2} Source: \url{http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx}
Section II: Debunking Myths

Is the OEI creating a new college?
No – OEI is a collaborative effort among California Community Colleges to increase student success and retention by working together to expand online learning with access to quality online courses and student services. Key to the success of the OEI is the strong involvement of stakeholders throughout the California Community Colleges. The OEI Steering Committee represents leaders from all facets of our system, including faculty, distance education coordinators, educational technology specialists, support staff, administrators, and students; the initial OEI pilot involves 24 colleges representing the diversity of our campuses; the OEI management team collectively has over 50 years of California Community Colleges experience.

Will all colleges be required to participate in the OEI and the OEI Exchange?
Participation is strictly voluntary. Upon successful completion of the OEI pilot, any California Community College may choose to participate in an array of capacities that includes access to free and discounted services as well as the opportunity to engage in the Exchange. We know some colleges already have significant services in place and may be more comfortable continuing to use their current services. Other colleges may discover that, with OEI, they can now provide services that they previously could not afford. Our colleges have the opportunity to mix and match centralized services with localized services depending on the priorities of their college.

The OEI is using a course design review process to ensure the quality of courses that will be offered in the Exchange. Will course review results remain private?
Yes – Individual course review feedback will not be shared with college leadership and is intended solely to guide instructors in their further course development. Course reviews ensure that courses that are shared among colleges are consistently aligned with common high-quality standards.

Faculty completing the review process that wish to align with the standards have the opportunity to receive professional development and instructional design resources as well as the opportunity for collaboration with their peers. If their courses are to be offered within the Exchange component of the OEI, they will have to meet the adopted standards. Faculty who do not wish to use certain OEI services or participate in the Exchange are under no obligation to make changes to their courses.

Will courses become the property of the OEI?
No – All courses will continue to be provided by colleges and their faculty. Course sharing among colleges is also strictly voluntary.
Will faculty be required to offer online courses that align with the OEI Course Design Rubric?
No – Participation by colleges and their faculty is strictly voluntary. Only courses that will be offered through the Exchange must be aligned to the Rubric.

The OEI Course Design Rubric was developed by a statewide committee of experienced online teaching faculty, and was adopted for use by our system from a variety of design rubrics that exist nationally. It would be great if everyone adopted the rubric and measured their course designs to that standard, but it’s not mandatory. The decision to make such an adoption mandatory at a college should be a local one made by the Academic Senate bodies responsible for such decisions.

Will colleges be required to use the Common Course Management System (CCMS) selected by the OEI?
No – A large number of colleges are already finding compelling reasons to adopt the Canvas CCMS, however all participation is voluntary. Courses offered through the Exchange component of the OEI will only be offered within the Canvas CCMS.

Right now, Canvas is available to CCCs at no cost. Will the cost skyrocket at the end of the 2018-2019 fiscal year?
The ongoing contract with Canvas will save the CCC system over half of what it pays now for course management systems. At the present time, the OEI receives $10 million-per-year to fund this initiative and the intention is to continue to receive funding going forward. At the present time, the initiative can fund Canvas for all colleges through 2018-19, including support services. We will be requesting additional funds to keep the full-cost coverage beyond the 2018-2019 academic year. If the increase is not granted, then the existing ongoing funds can pay for approximately two-thirds of the cost of Canvas. If the funding for OEI were to be eliminated, the colleges will have to assume the cost and they will know in advance of signing the institutional participation agreement what it would be.

Although the OEI says that Canvas is free, is that really true since there are also local costs of supporting the system?
With funding provided by the OEI, we are able to offer Canvas truly for free to all colleges who choose to adopt it campus-wide as their sole course management system. We not only provide you with the license to Canvas, but also the technical support to get it up and running, and training for IT administrators and faculty. Help-desk service is also being covered by the grant.

Must a college adopt Canvas to receive other resources from the OEI?
No- All colleges in the system will benefit from the resources we are building. Everything developed by the OEI (such as the Online Learner Readiness tools and the OEI Course Design Rubric) must be licensed with Creative Commons and are openly accessible to everyone. The courses that @CNE designs to train online faculty are also available to everyone. The knowledge sharing that is happening across the state is available to everyone (and will be easier to access when the Professional Learning Network, formerly The Clearinghouse, goes live). Colleges can sign up now to obtain a campus-wide
license for Canvas at no cost through 2018-2019. In addition, the OEI has negotiated free access or 
volume discounts for services that are available to all colleges via the Foundation for CCC. For 
example, all colleges can already take advantage of a free online tutoring platform and steep 
discounts for 24/7 online tutors. The focus on making online learning more accessible and more 
effective includes providing resources for all colleges across the state.

**Must a college have courses in the Exchange if it adopts Canvas?**
No- Any CCC may choose to adopt Canvas; participation in the Exchange is optional.
Section III: OEI services

What services will be the focus of OEI?
OEI will provide students with the opportunity to access quality online course and services. The first services include tutoring, online learner readiness tools, embedded basic skills support, an advanced Canvas Common Course Management System (CCMS), online exam proctoring and authentication, and support for quality online course development and professional development.

How can colleges take advantage of tutoring from OEI?
After a thorough selection process and in partnership with the Foundation for California Community Colleges, the OEI selected Link-Systems International to provide on-demand academic support within a free and easy-to-use WorldWideWhiteboard tutoring platform. Colleges now have the flexibility to use a mix of local tutors and professional tutors from NetTutor to provide up to 24/7 tutoring for their students. Tutoring is available in most discipline areas with the ability to connect with live online tutors, submit questions, and review essays. Low-cost licensing for NetTutor solutions is now available through the Foundation CollegeBuys program.

How can colleges prepare students for success in online courses?
To help students develop the skills they need to be successful online learners, the OEI has developed a set of Online Learner Readiness tools that are recommended for all students who enroll in an online course. Studies show that these types of tools have significant impact on student success.

All colleges can now offer Online Learner Multimedia Tutorials that can be downloaded for free under a Creative Commons license on the OEI website (www.CCCOnlineEd.org); these tutorials may be repurposed to meet the unique needs of each college. In addition, the OEI is piloting a complete Online Learner Readiness toolkit called QUEST that includes an assessment, the multimedia tutorials, and embedded diagnostics. The assessment identifies areas in which a student could benefit from additional assistance. Each student is then led through a set of highly interactive and engaging modules based on their assessment results. The QUEST toolkit will be available to all colleges after successful pilot testing.

What can we expect from our partnership with Instructure and their Canvas Common Course Management System (CCMS)?
All California Community Colleges now have the opportunity to adopt Instructure’s Canvas as their campus-wide Course Management System (CCMS). Canvas represents the common platform for the integration of many OEI resources including the OEI Course Design Rubric, QUEST online learner readiness, and a variety of professional development options.

The selection of Instructure’s Canvas as the CCMS was nearly unanimous among the OEI CCMS Committee charged with selecting a CCMS, including overwhelming support from student participants.
All California Community Colleges have the opportunity to adopt Canvas as their system-wide CMS at no cost through 2018-2019 fiscal year. A very large number of colleges have already committed to adopting Canvas and most expected to adopt over the coming years. “We have laid the groundwork for an amazing implementation that will profoundly enhance not only online classes but every course taught in the California Community Colleges," exclaimed Joe Perret, CCMS Committee Chair and Pierce College faculty member.

For more information regarding the CCMS, please refer to www.CCCOnlineEd.org.

What support is provided for course design and delivery?
Faculty involvement is key to the expansion of quality online courses and continuous innovation. To ensure that faculty have the resources they need for quality online course development and delivery, The OEI convenes Creative Summits that allow our successful college faculty to share ideas, recommend course development needs, and suggest ways to ensure the continuous improvement of quality online courses.

In partnership with @ONE, OEI now offers: online course design standards, peer collaboration and knowledge sharing, instructional design, professional development, online instructor training, and access to a repository of high-quality resources. Content that is created for use in OEI course development activities will be Creative Commons licensed which means that anyone can adopt and offer these resources.

What is the OEI Course Exchange (Exchange)?
We refer to the “Exchange” as the component of this initiative that allows students to take online classes across the group of colleges that choose to participate in the OEI Consortium. We know that students are already finding ways to take online classes at multiple colleges even though it is often difficult for them to do so. The Exchange will provide the mechanism to make this happen in a streamlined and dependable fashion.

It is often challenging for colleges to ensure that all students have access to the courses they need at the times that fit their busy schedules. The Exchange will provide the opportunity for colleges to offer quality online courses to students across colleges so that all of our students can complete their education in a timely manner. Students enrolled at colleges in the Exchange will be able to seamlessly register for Exchange courses; this benefits participating colleges by leveling the enrollments in high-demand or difficult-to-fill courses.

Colleges participating in the Exchange will commit to: aligning business processes to make registration seamless across colleges, having technology-based mechanisms in place to carry out those processes, having courses that have been designed to a set of exemplary standards, having faculty that are part of a network of teachers committed to excellence in learning and teaching strategies, providing resources that assist students in being successful online learners, and offering courses that students need to complete their educational goals. We are now working with the pilot colleges and the OEI Steering Committee to develop business practices that focus on simplicity for students and effective data transfer for colleges and have begun developing the technology required to support these practices. This is the task that Chancellor Harris recently called “Herculean”. This will be the most

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For more information, go to http://creativecommons.org/licenses/by/4.0/
complex work we do, and will take time to do correctly. The initial pilot of the Exchange is anticipated to launch in Fall 2016.

**Is OEI intended solely for fully online courses?**
Yes - The OEI Exchange is intended for online courses that can be offered in a remote setting. Other OEI resources such as online tutoring and the Canvas CCMS will be available to colleges for use in both online and face-to-face classroom settings.

**What is the purpose of course reviews?**
The OEI Exchange will allow students to seamlessly take online courses from another college so they can complete their educational goals in a timely manner. To do this effectively, course design and delivery standards need to be consistent among colleges. The OEI course review process provides faculty with information to help their courses meet these common standards. The most frequent feedback from the review of the first pilot courses is that they need support in meeting accessibility requirements and providing more extensive learner support in areas such as course orientation.

The OEI provides resources to assist faculty as they update their courses. The OEI also gives faculty the opportunity to share effective practices and experiences as online instructors.

**What is the timeline for the rollout of OEI products and services?**
Launched in December of 2013, the first year of the OEI established its steering committee, associated work groups, management team, and the overall governance structure. Environmental scans and needs assessments informed the selection of pilot colleges, milestone development, and implementation planning that began in the summer of 2014. The course review process began in the fall of 2014 and initial pilots of online learner readiness and tutoring resources began in the spring of 2015. Implementation of online proctoring services began in the winter/spring of 2016.

All colleges can now choose to adopt Canvas as their common course management system and have access to free Online Learner Readiness Multimedia Tutorials, low-cost online tutoring services, professional development, and embedded basic skills support. Pilot colleges are now offer online courses within the Canvas common course management system (CCMS) with support for online learner readiness and online tutoring. Online proctoring and online counseling network technology solutions have been selected and will be available soon. All California Community Colleges, their faculty and their staff will ultimately be encouraged to participate in the OEI, with opportunities for collaboration and professional development. To follow the progress of the OEI, please visit the OEI website at www.CCCOnlineEd.org
Section IV: How Will The OEI Accomplish Its Goals?

What is the role of the OEI Steering Committee?
The OEI Steering Committee (OEI-SC) is an advisory body to the OEI management team, providing guidance and recommendations on OEI policies and procedures. The OEI-SC represents the diversity of colleges and functions within the California Community Colleges. As an example, at the beginning of the course selection effort, the OEI-SC determined that criteria should be developed to review courses for inclusion in the OEI pilot. The OEI-SC formed a Professional Development Work Group to create the course review criteria that was then approved by the OEI-SC for consideration by the OEI management team. To summarize, the OEI-SC recommendation was developed by its Work Group, returning to the OEI-SC as a proposal to be considered for implementation by the OEI management team.

The Foothill-De Anza Community College District (FHDA) has the fiduciary responsibility for administration of OEI grant funding and is therefore ultimately responsible for achieving the objectives and goals of the OEI.

How are the members of the OEI Steering Committee chosen?
In March 2014, the OEI Steering Committee was established by the California Community Colleges Chancellor’s Office to represent the diversity of colleges and functions within the CCC system. Steering Committee members serve a two-year term and are appointed in consultation with the constituent groups that the members represent.

What is the role of the initial pilot colleges?
The OEI team works closely with the 24 pilot colleges to create a truly compelling online education environment that will elicit a level of excitement that colleges throughout the system will recognize as effective from academic quality and student-services perspectives while also providing a significant cost savings.

How were the initial pilot colleges chosen?
With 58 colleges offering to participate in the initial pilot, our team is fortunate to have strong commitment from our colleges to the success of the OEI. While our team relishes the opportunity to include everyone in the pilots, a successful pilot requires a much smaller pool of colleges. Twenty-four colleges were selected based on criteria that included: implementation of CCCApply; online education expertise; professional development programs that address online pedagogy; a mix of course management systems; involvement in other initiatives; and a diversity of colleges. For more information and a list of the selected pilot colleges, go to www.CCCOnlineEd.org.

Last Update: January 2016
What is the OEI Consortium?
The founding members of the OEI Consortium are the 24 pilot colleges that have generously volunteered their time to the initial testing and implementation of the OEI. Upon successful completion of the pilot phase, all of our colleges have the option to join the OEI Consortium.

The Consortium provides operational guidance for the Exchange component of the OEI, guiding the initiative as additional products and services are made available. Any California Community College may choose to participate in the OEI in a number of capacities, gaining access to free and discounted products and services. After the pilot, non-pilot colleges may also decide to become Consortium members and participate in the Exchange.

How are OEI products and services chosen and vetted?
Before the OEI begins the process of selecting a product or service provider, an initial environmental scan and needs assessment is performed. A diverse group of stakeholders from the OEI Steering Committee, OEI management team, and leaders in the subject area are assembled to identify best practices within and outside the CCC system. For major decisions such as the selection of the Common Course Management System (CCMS) or the tutoring partner, the team undertakes a thorough Request for Proposal process.

Colleges participating in the OEI pilot also have a powerful voice in the development of the initial OEI products and services. These colleges are the first to “shake the bugs out” and pave the way for successful implementations at other colleges.

How are online courses in the OEI Exchange chosen?
The OEI Steering Committee and management team developed a list of high-priority bottleneck courses that are the focus of the first phase of course offerings. The initial 24 pilot colleges have each contributed courses to be reviewed and refined based on quality metrics approved by the OEI Steering Committee and supported by the Statewide Academic Senate.

The first pilot courses are exclusively Associate Degree for Transfer (ADT) courses that have C-ID approval. The grant from the Chancellor’s Office is predominantly focused on ADT programs and courses; these courses are also a priority of the governor. The grant leaves room for support for other degree-applicable courses but these courses are not the highest priority at this time.

The success of the Exchange depends on the quality of the courses. Each college in the pilot offered up to five courses from this priority list to be considered for the initial Exchange. Three of the five were selected to create a balanced group of high-need offerings for the pilot phase. Each course is reviewed at no cost by as many as three trained peer reviewers selected by @ONE and the Statewide Academic Senate; the course review follows the @ONE Standards for Quality Online Teaching and the OEI Course Design Rubric. The OEI also provides resources to faculty for course updates and upgrading to the Common Course Management System (CCMS).

What is the difference between a teaching college and a home college in the OEI Exchange?
The short answer is that a teaching college provides courses and issue credits. A home college is where the student completes their matriculation process and receives transfer credit or a degree; a
home college encourages students to enroll in online courses through the Exchange as well as complete their local courses. A teaching college offers online courses through the Exchange and receives the FTES for those courses. A home college will receive credit for the completion of the degree or transfer goal. A college can be both a home college and teaching college. For the initial pilot of the Exchange, all pilots will participate as both home and teaching colleges.

What type of certification level is necessary for instructors in the OEI?
All faculty members will be encouraged to participate in the OEI as their colleges become OEI Consortium members. Professional development in online delivery is an essential element of online course quality. For years, @ONE has offered an excellent certification program. The @ONE project, in collaboration with the OEI, is now offering streamlined online teaching courses for faculty members who want to become effective online teachers. In addition, courses are now available to Train-the-Trainer, encouraging local online course instructors to provide these trainings at their college.

Completion of the @ONE program is not a requirement for acceptance into teaching in the exchange component. We recognize that some faculty members have already earned a certification from @ONE or other sources; additionally, a good number of colleges already have very good professional development programs for their online teaching staff. In order to recognize that experience, the instructor is asked to complete an application and submit their course and application for review, rather than be “certified” by any one method.

How does the Education Planning Initiative (EPI) impact the OEI?
The EPI is developing a Student Services Portal and selecting an Education Planning and Degree Audit System that will help students access statewide services as well as track and complete their educational goals. The OEI and EPI teams are working together on areas of overlap so that students working on their education plans will be able to take advantage of online courses offered through the Exchange. For more information on the EPI, go to www.CCCedPlan.org.

How does the Common Assessment Initiative (CAI) impact the OEI?
The CAI will develop a Common Assessment System for student assessment and placement, including test preparation, test delivery, test administration, data collection, and course placement guidance. The OEI and CAI teams are working together on the natural overlap so that online courses in the Exchange are aligned with placement guidance from CAI. For more information on the CAI, go to www.CCCAssess.org.

For more Information, go to the OEI website at www.cccOnlineEd.org and sign up for the TechEDGE eNewsletter.
1. **Title V - 55376. Instructor Contact.**

   . . . district governing boards shall ensure that:

   (a) All approved courses offered as distance education shall include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

   (b) All distance education courses shall be delivered consistent with guidelines issued by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to Title 5 '53200.

2. Absence of regular meaningful contact can be considered an "absence." Definition is valid for both students and faculty.

3. Meaningful regular contact may include, but is not limited to the following examples done at least once a week for a full semester class or within 48 hours for a short-term class:
   - submitting/grading assignments (students/faculty)
   - participating in discussions (students/faculty)
   - responding to emails / phone calls (students/faculty)
   - attendance at scheduled chats (students/faculty)
   - adherence to scheduled events in the syllabus (students/faculty)
   - logging into the virtual classroom, reviewing messages and responding to messages (students/faculty)
   - Web conferences or other live events scheduled for the class (students/faculty)
   - On-campus events or other locations where instructor and students meet for class; i.e. museum, observatory, etc. (students/faculty)

4. When students complain of lack of contact / response from instructor, the Division Chair or Department Head needs to be notified and he/she needs to investigate the situation. The instructor can be asked to provide documentation of instructor/student interaction to determine the amount, the regularity, and the type of meaningful contact that took place.

5. It is recommended that the Distance Education (DE) instructor define in his/her syllabus what constitutes an "absence" in the class and the policy for being dropped due to absences. When a student has multiple absences, the instructor
can drop the student from the class in the same way the student would be dropped from a class that meets on campus due to excessive absences.

6. Multiple complaints regarding lack of regular meaningful contact should be forwarded to the appropriate Division Chair or Department Head. If there is substantial evidence of multiple "absences" and lack of meaningful contact, the instructor can be removed from the list of approved distance education instructors.
Appendix D

(This is a suggested outline of content for your syllabus. Including this information will clarify the requirements of your course for improved student success. We suggest you use the Syllabus tool in Etudes to break up your syllabus into topics, the way this one is configured.)

Division: (ex: Language Arts)
Course name: (ex: English 28: Intermediate Reading and Composition)
Section: (ex: 9000) / Semester (ex: Winter 2016)

Instructor Name: J. Doe  
School Website: www.wlac.edu

Online  
9000 Overland Ave., Culver City, CA 90230

log in instructions: http://www.wlac.edu/online/login.asp

Office Hours: Monday, 9:30-10 am  
Wednesday, 8:30-9 pm

In the Chat Room of the course website

Welcome  See example below

This semester, you will work to develop your writing, reading, vocabulary and critical thinking skills. You will also learn and practice the fundamentals of grammar and mechanics. The goal is for you to be a better reader, thinker and more confident writer by the end of this course. The skills you learn here will help you succeed both in and out of class. However, your education is ultimately YOUR responsibility. YOU determine your level of success. Successful college students are self-motivated. Successful college students understand the importance of studying the material, coming to class prepared and practicing skills learned. YOU CAN DO IT and I’m here to help. 😊

All class activities take place online in Etudes (our course management system). There are detailed instruction for logging in at West's Online Learning website.

The course is divided into Modules. Always start in Modules for instructions and tips on how to do the rest of the work. Modules open before 8 AM every Monday. There are weekly assignments due every week, including open-book quizzes, essays, and written class discussions.

Everything is asynchronous (meaning that you do not have to participate at set times.) Assignments are due by 9 PM on Sundays.)
Course Description: (Use catalog course description or approved COR)

Place the catalog course description here and include how the students will benefit from the course, the specific content that will be covered, and how the course fits into the curriculum. Include UC/CSU notation. The course description for individual courses can be found on the Electronic Curriculum Development (ECD) System found at http://ecd.laccd.edu/CC_Search_1.aspx. Once you click on “find a course” you will be able to see the official Course Outline of Record. From there, you can copy a catalogue description of the course.

Required Texts

Inform students how to acquire material not found in the bookstore. Include links to materials available on the web. List required textbook and readings.

See example below: A Pocket Style Manual
Diana Hacker, ISBN ________

The Mis-Education of the Negro
Dr. Carter G. Woodson, ISBN ________

The Measure of Our Success
Marian Wright Edelman, ISBN ________

Recommended Materials

Include suggested readings and use of the library resources.

See example below
Dictionary – Webster’s New World College Dictionary or American Heritage College Dictionary
Thesaurus – American Heritage College Thesaurus or Roget’s

Required Materials See example below

List any software or equipment (e.g., a camera or scanner) needed for the online portion of the class. For a hybrid class, list materials students will need in class, e.g.:

- 1 three ring binder
- 8 ½ x 11 notebook paper (plenty)
- 2 Blue or Green Composition Books (WLAC bookstore)
- #2 pencils, blue or black pens, and highlighters
- Package of manila envelopes
- A stapler

Course Objectives:

Objectives will vary by course; use COR / ECD approved objectives http://ecd.laccd.edu/CC_Search_1.aspx

Upon successful completion of this course, students will be able to . . .
A. Identify and restate an author’s thesis or main idea, whether it is stated or implied, and identify an author’s main support points and organizing features.
B. Evaluate the quality and reliability of support.
C. Explain the author’s tone and how it functions in the text.
D. Recognize connections between two or more authors’ ideas.
E. Demonstrate mastery of subject/verb agreement and other common grammar and punctuation errors including: subject/verb agreement, past participle and illogical shifts in verb tense, punctuation (comma, semi-colon, and apostrophe), pronoun agreement, case, and reference.
F. Compose essays that respond effectively to a topic based on one or more assigned readings.
G. Prepare essays of 500-750 words that include clearly stated thesis statements and detailed support.
H. Assemble essays that have clearly organized introductions, bodies and conclusions, and develop well-supported arguments.
I. Employ vocabulary specific to convey intended ideas, as well as references to one’s own experiences, ideas and observations.
J. Differentiate rhetorical features such as compare-contrast, definition, description and argument, and analyze effective arguments.
K. Employ MLA style and revise writing for content and mechanics.
L. What campus resources can promote academic success and facilitate transfer to four-year colleges and universities.

**Student Learning Outcomes (SLO)**

**SLOs will vary by course**

At the very minimum you must include the course Student Learning Outcomes in the syllabus. Listing the SLOs on your syllabus is now part of your evaluation. See appendix C of the AFT contract. You may include the Institutional Student Learning Outcomes and the Program Student Learning Outcomes. You can find them in section VIII of the COR.

If you are going to be including all levels of outcomes in your syllabus it is best practice to also address all three levels of outcomes to students early in the course, and to refer to them as the course moves on.

Course SLOs are located on the West Los Angeles College SLO website. Please visit [http://bit.ly/1WVaNt](http://bit.ly/1WVaNt); be sure to bookmark it for future reference.

Follow the link on the page to the course SLO listing. Locate your Division on the tabs at the bottom of the window. Click on the tab and locate your course. Click on the arrow buttons on the right to see additional divisions. Be sure to plan for the assessment method (for example exam, quiz, paper, and project) for the SLO(s) you will be assessing in your class. If you have trouble locating this information, ask your Department Chair or SLO Coordinator Luis Cordova for help.

**Course Requirements and assignment guidelines** See example below
The course is divided into Modules—always start there for instructions and tips on how to do the rest of the work.

Quizzes
There will be a quiz every week to ensure that you are keeping up with the readings. Each will be available for at least 7 days. Missed quizzes cannot be made up. These will be multiple-choice, drawing on factual information in the readings. You can treat the quizzes like guided reading, if you like—read with the quiz open in front of you, and answer the questions as you encounter the facts. One reason there are so many quizzes is that I don’t expect you to memorize all these facts—just to be aware of them and where to find them. (You can look them up any time you need them.)

Note that some multiple-choice questions will require you to pick more than one correct answer.

Discussions
There will be a topic to respond to each week. By the end of the semester you will pick out the three best postings you have made and I will base your discussion grade on them, as well as on the regularity of your postings throughout the semester.

Essays
Essays provide you the opportunity to practice and demonstrate skills learned in class. You will submit your drafts and final essays in Assignments, Tests and Surveys. Grading rubrics will be attached to final essays.

Midterm and Final
The Midterm and the Final will be timed essays. You will be able to open the exams in Assignments Tests and Surveys at any time within a three-day window, but you will have to submit your exam within two hours of opening it.

Late Assignments
Each student is allowed one late essay assignment. It must be submitted in Assignments, Tests and Surveys within 48 hours of the due date to receive credit, and the grade will be reduced by one letter grade. DO NOT e-mail me your essays and other assignments. They will not be accepted.

| Grading |
|------------------|------------|-------------|-------------|------------------|
| Assignment Category | # of Assign. | Points Per Assignment | Total Points | % of Total Grade |
| Quizzes            | 16         | 7.5          | 120         | 10%              |
| Discussion postings| 16         | 5            | 80          | 10%              |
| Discussion portfolio| 1      | 100          | 100         | 10%              |
Class Policies

Attendance
This class is asynchronous, meaning that you can do the work when it fits your schedule. That does not mean it is self-paced. Because the discussions and exchange of drafts are an integral part of this course, we have to move through the semester as a group. You must keep up week-by-week. If you know you will miss a significant amount of time because of a planned event (like a business trip or a wedding), let me know in advance so I can open quizzes ahead of time for you. Students may be dropped from class for failure to participate during the first week of the class.

Preparedness
An online class can require more self-discipline than a face-to-face one. You need to do the assigned readings before posting to the discussions, and make time to give thoughtful responses to other students’ essays, to take in the responses you get from me and from your peers. You are responsible for finding the uninterrupted time to complete both the midterm and the final.

“Netiquette” and “Civilogue”
This semester, you will post weekly to the discussions as well as critique other student’s draft essays. The term “netiquette” is a combination of the words internet and etiquette. The term “civilogue” is a combination of the words civil and dialogue. Both terms, as well as the words used to create them, are essential to the class. You may not agree with the views and opinions expressed by your peers, but you don’t have the right to be disrespectful. Personal attacks, profanity, vulgarity and comments that are not productive additions to the conversation will be deleted and you will not receive credit for the assignment.

Contacting Me
Private Messages in the course website in Etudes is the best way to contact me. I check the course site daily, except for weekends, and will respond. Bear in mind that I am not promising to check my messages all day, every day. If you have a problem, do not let it snowball. Contact me immediately. Students are expected to ask questions and obtain help from instructor via email and/or during office hours.

For more information refer to the attached link:
http://bit.ly/1WVaJHD
College Policies:

Academic Integrity (Plagiarism)
In accordance with code 9803.28, academic dishonesty is prohibited and will not be tolerated in this class. Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when I have specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume your identity for the purpose of enhancing your grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, provides grounds for disciplinary action by me or by the college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

- Plagiarism will result in a zero for the assignment, possible dismissal from the class and disciplinary action from the college. You will not receive credit for any essay missing previous drafts, citations and/or a Works Cited page.

Campus Resources

See example below:
If you are having problems, don’t let them snowball. Send me a Private Message or come and talk with me and check out some of the campus resources available to you.

Office of Disabled Student Programs and Services (DSP&S)
Student Services Building (SSB) 320 | (310) 287-4450.
West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) provides support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology.

Instructional Support (Tutoring) & Learning Skills Center
Heldman Learning Resources Center (HLRC) | (310) 287-4486
Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center.
For online tutoring, visit http://www.wlac.edu/online/tutoring.asp

Library Services
Heldman Learning Resources Center (HLRC) | (310) 287-4269 & (310) 287-4486
The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos the Library has course textbooks which students may use while in the Library. Web access is available in Internet Research Lab (near the reference desk) as well as meeting rooms. The upper floors provide a beautiful view ideal for study.

For more information refer to attached link:
http://bit.ly/1WVaJHD
Follow the CourseMap

Be sure to check the academic calendar for holidays and exam period as you set up your course; find it at http://bit.ly/1Qs85sh.

Note that you can use CourseMap to require that students acknowledge having read and accepted the syllabus before they can continue further into the course. You can also require them to take a quiz on the syllabus.
RESOURCES

ACCJC Standards
http://bit.ly/1Uz2PF8

ACCJC Guide to Evaluating Distance Education

ACCJC Guide to Evaluating and Improving Institutions
http://bit.ly/1RoxXSo

Adding Student to West’s Online Classes
http://bit.ly/1QLJ3QF

AFT, Local 1521
http://www.aft1521.org/

California Community College Chancellor’s Office Distance Education Sub-Unit
http://bit.ly/1RHs05D

Programs, Services and Resources include:

Access Guidelines
http://www.htctu.net/dlguidelines/dlg_index.html

California Virtual Campus (CVC) http://www.cvc.edu/

Online Education Initiative
http://ccconlineed.org/

@One (Technology Training)
http://www.1onetraining.org/

California Education Code
http://bit.ly/1Ly1dcF

Cyber Teachers’ Institute
http://etudes.org/cti/

Etudes Development Shell Requests
http://etudes.org/help/site-request/

Etudes Faculty Resources
http://etudes.org/help/instructors/

Etudes Training
http://etudes.org/events/etudes-training/
High Tech Training Center’s Introduction to Distance Education
http://bit.ly/1TomUix

LACCD Sites

LACCD/AFT 1521 Collective Bargaining Agreement
http://bit.ly/1Rou2VD

LACCD Absence Certification Form
http://bit.ly/1L6a2dL

LACCD Conference Attendance Forms
http://bit.ly/1QmC7fS

LACCD Electronic Curriculum Development
http://ecd.laccd.edu/Default.aspx,

LACCD Faculty Log In for Rosters
http://bit.ly/1pnUeZY

Quality Matters’ Rubric for Online Instruction
(Requires a log-in; contact Eric Ichon for assistance)
https://www.qualitymatters.org/rubric

Work Requests (using Internet Explorer, log in and select “work requests”
https://myportal.laccd.edu:50001/irj/portal

West Sites

Academic Calendar
http://bit.ly/1Qs85sh

Committee Schedules
http://www.wlac.edu/committees/index.aspx

Digital Design Studio
http://bit.ly/1LxVBiF

Distance Education Committee
http://www.wlac.edu/online/committee.asp

Faculty Handbook
http://bit.ly/1ni7eih

Instructions on Adding an Online Class
http://www.wlac.edu/online/more_adding.asp
Online Student Resources
http://www.wlac.edu/online/students.asp

Online Student Helpdesk
http://www.wlac.edu/online/helpdesk.asp

Online Tutoring
http://www.wlac.edu/online/tutoring.asp

Online Writing Lab
http://www.wlac.edu/online/owl.asp

Resources for Online Instructors
http://www.wlac.edu/online/instructors.asp

Sample Completed LACCD Curriculum Forms
http://www.wlac.edu/online/forms.asp

Student Learning Outcomes Assessment
http://bit.ly/1oPIBuj

  Institutional SLOs
  http://bit.ly/1WVc69k

  Program SLOs
  http://bit.ly/1Uz4cDN

  Link for Course SLOs
  http://bit.ly/1WVaBrt

Tech Fair Schedule