

West Los Angeles College



Online Instructors' Handbook

WLAC Distance Education Committee

Approved by the

Academic Senate on 2/25/2020

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Introduction and Purpose

West Los Angeles College's Distance Education (DE) Committee has developed this Online Instructors' 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 Education Initiative (OEI), a project so ambitious that the former state Chancellor, Brice Harris, called it "herculean." Anyone teaching online—or even thinking about it—should keep informed about the OEI.

The Distance Education Committee

The DE Committee advises the Academic Senate in making decisions regarding distance education. 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://bit.ly/2uX06Ce> for meeting times and locations, plus minutes of past meetings.

Co-Chairs

Eric Ichon, Dean of Distance Learning, Instructional Technology & Library Services

Ana Figueroa, Spanish Faculty

Academic Senate Representatives

Nancy Brambila, EOP&S Counselor

Ryan Edwards, Library Science Faculty

DeAnna Gossett, Business Faculty

AFT Representatives

Linda Alexander, Communication Studies Faculty

Sandra Ruiz, Spanish Faculty

Ken Taira, Computer Science Adjunct Faculty

Alice Taylor, Art Adjunct Faculty

This Handbook presents advice, policies 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 contact 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 Online Education Initiative

What is the Online Education Initiative?

The Online Education Initiative (OEI) is a collaborative effort among California Community Colleges (CCCs) to increase student success and completion by working together to increase access to quality online courses and support services for students.

GOALS:

Ensure that more students can obtain certificates, degrees, and transfer to four-year colleges in a timely manner. Special attention is given to support services that are tailored the diverse needs of community college students.

KEY TO SUCCESS:

Strong involvement of stakeholders throughout the CCC system. The OEI Steering Committee includes leaders from all facets of our system, including faculty, distance education coordinators, support staff, administrators, and students. The initial implementation involves 24 pilot colleges representing the diversity of colleges. The OEI management team collectively has over 75 years of CCC experience.

BENEFITS:

- Expand student access to quality online courses by providing support for course improvements aligned with common quality standards and by facilitating cross-college enrollment
- Increase student success and completion with support and services such as tutoring, online learning readiness, and basic skills support
- Encourage faculty and staff involvement with professional development, instructional design support, networking, and content resources
- Improve access to courses and services through an innovative common online learning environment (Canvas)
- Leverage cost through system wide licensing

West is a member of the OEI Consortium and was one of the original OEI Pilot Colleges. As a Consortium member we receive access to a variety of resources that support online students and our faculty at no cost.

A compilation of all the resources provided by the OEI is available at <https://cvc.edu/ecosystem>

They include:

- The Course Design Academy which utilizes the CVC-OEI Course Design Rubric to improve the quality of online courses
- ConexEd Academic Communication System (includes Cranium Café), a virtual student services platform used for online counseling as well as by Admissions, Financial Aid, Business Office and Welcome Center staff
- NetTutor, online tutoring
- NameCoach, student recorded name pronunciation
- Notebowl, a social learning platform that integrates with Canvas
- Proctorio, online proctoring

How can faculty get involved? West is preparing to enter the OEI Course Exchange. You can have your course included in the Exchange by completing the Course Design Academy or completing the OEI Course Review Process. Get started by visiting <https://bit.ly/2V560vz>

West also plans to develop a Peer Online Course Review (POCR) process with Faculty Leads for each Division and a POCR Coordinator.

Curriculum Development

West offers almost 300 courses online, and most are also offered in the traditional face-to-face format (i.e. on-campus). Divisions decide to use distance learning 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 learning strategies and evaluation methods to help students achieve course objectives and demonstrate the student learning outcomes required for the course. 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](https://bit.ly/2uYXkw9) (ECD) at <https://bit.ly/2uYXkw9>, 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 include a Distance Education Approval form.

In this document, instructors must demonstrate how they will use online teaching strategies to achieve course objectives. The document must contain both online methods of instruction and online methods of evaluation.

In another section of the Approval Form signatures attest 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 substantive contact between instructor and students and among students. (Such contact is required by Title 5 of California law.)

These forms and completed examples are all online at <https://bit.ly/3bQTA0j>. Academic Affairs keeps hard copies on file. The form is also in section VIII of the COR. You can adapt an existing course for online or hybrid delivery by completing the DE Approval Form, but it usually makes sense to review and update the COR as you add the form since all courses must be updated periodically—every two years for Career Technical courses, and every six years for others. Both updating a COR (including adding the DE Approval Form) and creating a new course requires the formal approval of the Curriculum Committee.

Beraki Woldehaimanot, Chair of the Curriculum Committee, uses the ECD to track changes; after a Technical Review of your submission, you will need to present your course meeting of the Curriculum Committee. (For Committee schedules visit <https://bit.ly/39NP011>.) If you need to contact the Curriculum Chair, he may be reached at (310) 287-4524 and via email WoldehB@wlaac.

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 online, 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 Canvas, and there is an Instructional Assistant or Reference Librarian there to help students get up to speed.

Learning Management System Hosting

Canvas is West's Learning Management System for online and hybrid classes and is available for web-enhanced classes. Since Canvas uses servers independent of LACCD; College server maintenance or malfunctions will not affect your classes. Make sure your students know how to log in without consulting West's website. One way to do this is to copy the appropriate instructions from <https://bit.ly/2SNAEZ3> into an email to the whole class. All online and hybrid course instructors receive a draft Welcome Letter prior to each semester including these instructions. Customize it and use the Student Information System to email it to your students.

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, including useful links. You can download it from <https://bit.ly/31whpFL>

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 Canvas certification. Certification training is offered in both online and hybrid formats. West also offers a one-day hybrid Canvas workshop for instructors who want to web-enhance their on-campus classes. For information about hybrid Canvas certification training at West visit <https://bit.ly/32etdwl> @ONE offers Canvas certification fully online without cost. Visit <https://bit.ly/2uQxCdj> to register. You can always locate training

information, request Canvas sites and access other Canvas resources at <https://bit.ly/2HIARWN>.

All online instructors are strongly encouraged to complete an online pedagogy class in addition to Canvas certification. West offers Introduction to Teaching Online and Hybrid Classes fully online at no cost, and @ONE offers Introduction to Online Teaching and Learning for \$65.00. You can use the professional learning funds allocated each year by the Academic Senate to be reimbursed for the fee. Visit <https://bit.ly/38LD4Ne> for the procedures and required forms for reimbursement.

Please see the Professional Learning section of this Handbook on page 22 for additional Canvas resources.

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 <https://bit.ly/2SZurrz>. Consult the evaluation form in Appendix C for 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 her by email at ShewfeO@wlaac.edu or by phone at (310) 287-4223.

Peer Evaluation of Online Classes

The faculty member being evaluated adds the evaluators as observers 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. Visit <https://bit.ly/2Vf7aoa> to complete a request to have evaluators/observers added to your Canvas site(s).

Student Evaluations of Online Classes

The Division Chair notifies Distance Learning Program staff to set up an online "Student Evaluation of Online Instructor" which uses 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. They will contact you to insert the course evaluation into your modules and suggest making it a prerequisite to increase student participation.

When the survey period ends, the compiled student survey responses go automatically to the evaluator via email as per Article 19, G.4.d. of the CBA.

Attendance and Class Activity

Los Angeles Community College District policy requires instructors to interact with online students at least weekly, though it is best to plan on much more frequent interactions with your students. 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 of this Handbook for the LACCD Absence Policy.) Forms for reporting those absences are available online at <https://bit.ly/2HMoqJv>. Expect any legitimate complaints about instructor absence or unavailability to be reflected in instructor evaluations.

Federal regulations and accreditation standards also require regular, substantive, instructor-initiated contact between students and instructors in distance learning classes.

Substantive contact can include email, private messaging, instant messaging, online chat, threaded discussion, phone or web conferencing. Instructors are required to provide individualized feedback on assignments and assessments to each student. 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 possible 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@wlaac.edu. It's a good idea to do this before the semester starts, to allow time for review by prospective students. If you teach more than one section of a class, you only need to provide one syllabus. There is a model syllabus in Appendix B of this Handbook.

Assistance for Online Instructors

The Distance Learning Program

West has long been a leader in distance learning. Eric Ichon has helmed West's DE efforts since joining the faculty as a librarian 1997. The DE Team includes:

Eric Ichon - Dean of Distance Learning, Instructional Technology and Library Services
ichone@wlaac.edu
310-287-4558

Cyrus Helf - Multimedia Specialist
helfco@wlaac.edu
310-287-4592

Hadi Dabbagh - Online Technical Support
dabbagh@wlaac.edu
310-287-4306

Cyrus is an excellent contact if you are interested in using Open Educational Resources, want to develop multimedia content for your courses or if you need assistance using Canvas. 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."

But, as we know, no one can do this alone. Hadi, a West CSIT alum, adds knowledge and skill to help professors and their students when they have any questions about using Canvas or have problems with the SIS system. Hadi also creates Canvas course sites and sets up student evaluations for online classes.

The Distance Learning (DL) 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 offices on the fourth floor of the HLRC, the DL 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 just 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, when the staff can help with major projects.

Distance Learning staff provide technical support to both students and faculty, and facilitate 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 System--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://bit.ly/38WlQvH>, features resources for instructors including:

- Information on Accessibility
- Video repositories, instructional software, Web 2.0 tools and tutorials from Lynda.com
- Canvas information and links to video tutorials
- Training workshop handouts
- SIS Faculty Portal Training
- Information on Online Education Initiative (OEI)
- Curriculum forms and examples
- Templates for DE Addendum
- 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/2HLUNbj> and select "Work Request."

In the Library and Learning Resources Division, Leo Calderon, Instructional Media Specialist, distributes and maintains audio visual equipment for classrooms. As you might imagine, this keeps him busy, so you should give him as much lead time as possible. His phone is 310-287-4414.

Also in the Library Division, Scott Kecken runs the Digital Design Studio. 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 310-287-4567. As he says on the DDS webpage: "just ask!" <http://bit.ly/2v8lv1q>
Scott and Cyrus collaborate. Follow their lively blog, West LA Digital: <https://bit.ly/2uQA2bT>.

The Distance Learning Program does not schedule classes or assign/evaluate instructors. 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 instructors trained in Canvas, and other factors.

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.C. of the 2017 – 2020 Collective Bargaining Agreement (CBA—the AFT Faculty contract). Online courses are extremely popular and most fill quickly. Students who want to add classes that are full need to get on the wait list and email the instructor in order to get a permission number.

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.
- You might want to add students who have been motivated enough to email you before a drop opens up an empty space for a student who is clicking through schedule looking for an empty spot.

If you want to add a student, respond to their email request to add by providing a permission number from the list of permission numbers at the very end of your course roster along with this link to a video that demonstrates how to use the permission number, <https://youtu.be/nFIF-6I2L24>.

It is important to provide each student with a unique permission number, so you may want to print the list out to keep track of which students are assigned which numbers.

If you aren't sure how or where to access the permission numbers for your course visit <https://youtu.be/CplW2nHY1E0>.

Once the student receives your permission number, they must log into the SIS in order to add the class.

If the student has any difficulties adding the class with the permission number, they should contact the Admissions Office at 310-287-4501.

Increasing Your Class Enrollment Cap

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

Or, you might want to ask for a class of 80, to be eligible for extra pay. Article 40 of the CBA (page 152) lays out the process for increasing your enrollment cap to 80 for additional compensation.

Each instructor can teach one 80-student online class per semester. Your chair and the dean must agree to your request. Here's the CBA language

If approved, the instructor of the class shall be compensated for the large class as follows:

- a. If the large DL class has an enrollment of 50 - 59 at census (or the appropriate apportionment date), the instructor will receive a Large DL Class Stipend of \$500 per Standard Hour for the semester/academic term.
- b. If the large DL class has an enrollment of 60 - 69 at census (or the appropriate apportionment date), the instructor will receive a Large DL Class Stipend of \$1,000 per Standard Hour for the semester/academic term.
- c. If the large DL class has an enrollment of 70 - 80 at census (or the appropriate apportionment date), the instructor will receive a Large DL Class Stipend of \$1,500 per Standard Hour for the semester/academic term.

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 Disabled Students Services and Programs (DSPS) website in your syllabi:

<http://www.wlac.edu/dsps>

The DSPS website includes the Application for Services, a Student Orientation, Faculty Resources and more. The DSPS office is on the third floor of the Student Services Building, (SSB 320). DSPS staff can be reached at (310) 287-4450 or via email to dsps@wlac.edu

When DSPS staff contacts you on behalf of a student, you need to trust their professional judgment regarding what kind accommodations that particular student is entitled to. Canvas is designed to provide accommodations (such as longer time on timed exams), and our 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 (DDS) can help with this. You can reach the DDS at (310)287-4567 or via email at Keckensa@wlac.edu. To make an appointment online visit <https://bit.ly/39UarxE>.

Provide alt tags for any images. Make this a habit as you upload images. Screen readers will tell students what you'd written about the images, so you should describe what you expect students to learn from the image. Learn how to create alt tags in Canvas at <https://bit.ly/2vNrX7Q> or click on Creating Accessible Content with the Rich Media Editor.

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

Visit <http://bit.ly/2vSvB0k> for accessibility guidelines, video tutorials, OEI accessibility resources and to learn how to make your files accessible.

The California Community College Accessibility Center has great resources which are available at <https://cccaccessibility.org>. Their resources include videos, recorded webinars, an Accessibility Help Desk, accessibility evaluation tools and a step-by-step guide to make PDFs and MS Word documents accessible.

The California Community College Technology Center has a list of keyboard commands and other resources at <http://bit.ly/39QSWOz>

Assistance for Your Online Students

Technical Support

Technical assistance is available to students online at <https://bit.ly/2SK9qIR>, by phone at (310) 287-4305, on-campus in the Distance Learning Center in the Heldman Learning Resource Center (HLRC) 4A and in the Library Internet Research Lab (LIRL) near the Reference Desk on the second floor of the HLRC. The Distance Learning Center is open Monday – Thursdays from 8:30 a.m. – 6 p.m. and Fridays from 9 a.m. – 1 p.m.

Canvas also provides excellent technical support by phone. Let your students know that they can contact Canvas Technical Support 24/7 Helpline at (844) 303-5590.

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 their own blog, yet not know how to attach a document or 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 a free Online Writing Lab (OWL) through the Learning Center, located on the first floor of the HLRC.

The OWL offers support for any course requiring writing assignments and for other student writing needs such as scholarship essays. OWL tutors are current or former West students who also have experience tutoring on-campus. For information on how to access the OWL, please visit <https://bit.ly/3bQjgdD>.

Online Subject Tutoring is available through NetTutor, a free service found within your Canvas learning management system whether you teach online, hybrid or web-enhanced classes in Canvas.

To access a tutor through NetTutor, follow these steps:

- Log in to Canvas
- Click on your online or hybrid course, or the Canvas course that's been set up to enhance a face-to-face course
- Go to the Left Navigation Bar of your course
- Click on NetTutor

Students will be asked to choose a subject after logging on. Specific subjects include Accounting, Anthropology, Astronomy, Child Development, Computer Science, Economics, English, Geology, Humanities, Mathematics, Philosophy, Political Science, Psychology, Sociology, Spanish and Statistics. Tutors are willing to help with related fields. For example, English tutors can help students writing discussion posts in other subjects.

Then, the student may schedule an appointment for tutoring or receive live help (there may be a short wait time for live help).

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-scheduled chats. Students are able to read tutor comments and review suggestions on previously completed assignments. Online tutors track students' writing improvement.

Students enrolled in on-campus classes, but are not currently enrolled in a web-enhanced, hybrid or online course can still get access NetTutor. The Learning Center Director, Chase Selby, at can set up students to use NetTutor.

Online Student Services

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 <https://bit.ly/2PcF9tJ>. West's Distance Learning Program's website offers a collection of online resources at <https://bit.ly/2V8UO19>.

- 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

HOW-TO VIDEOS <https://bit.ly/37JpiJy>

- Portal Log-On & Student Email
- How to Login the Student Portal (PDF)

- Registration Appointment
- To Clear Holds
- Enrollment Using My Planner
- Enrolling from Requirements
- Click the image below for more info.
- Enrolling from Class Search
- Adding a Class
- Adding to a Waitlist
- Adding a Class by Using a "Permission Code"
- Dropping a Class

Admissions: <https://bit.ly/37Mk7sp>

Student Services Building, 2nd Floor (SSB 220) | (310) 287-4501

- How to Apply & Enroll in Classes directions
- Forms
 - [Application for Admission](#) (for students age 12 or younger)
 - [Enrollment Verification](#)
 - [California Nonresident Tuition Exemption Req. \(AB540\) For Eligible California High School Graduates](#)
 - [Change Home College and / or Major](#)
 - [Grievance Procedure & E-55 Form](#)
 - [High School Graduation Update Form](#)
 - [Loss of Enrollment Priority and/or BOGW Fee Waiver Appeal](#)
 - [Student Information Change Form](#)
 - [Supplemental Application for Admission of a Student in Grades K-12](#)
 - [Supplemental Residency Questionnaire](#)
 -
- Petitions
 - [Petition - Academic Renewal](#)
 - [Petition - Course Repetition/Lineout](#)
 - [Petition - Credit by Exam](#)
 - [Petition - Credit \(aka Transcript Evaluation\)](#)
 - [Petition - General](#)
 - [Petition - Grade Review](#)
 - [Prerequisite Challenge Form](#)
 - [Prerequisite & Assessment Completion Form](#)
 - Graduation Petitions
 - Degree
 - Certificate

- Online Services:
 - Online forms/petitions submissions: Appeals@wlaac.edu
 - Graduation Petition submission: GradPetitions@wlaac.edu

Welcome Center: <https://bit.ly/2VaUE9k>

Student Services Building, 4th Floor (SSB 420) | (310) 287-7251, email: wlaac-success@laccd.edu

- Online orientation

Bookstore: <https://bit.ly/3bV0OQY>

Student Services Building (SSB), 1st Floor | (310) 287-4560

Buy books and supplies for your courses, plus snacks, cards and gift items. Visit the [ONLINE BOOKSTORE](#) anytime

- Students can purchase books online
 - Delivered to home
 - Pick up in bookstore
 - Textbook Rentals

Counseling: <http://bit.ly/2vRwwOs>

Student Services Building (SSB 350) | (310) 287-7242

- Online Counseling- Virtual Counseling in Real Time
 - Live Chat
 - Quick counseling related questions
 - Change of Major
 - Update educational goal
 - Virtual Walk-In
 - Educational Plan (abbreviated/comprehensive)
 - Graduation Petitions
 - CSU/IGETC Certifications
 - Clarification of college procedures and policies
 - Certificate, Degree, and transfer requirements
 - Transferability of WLAC courses
 - Review of out-of-district transcripts
- Counselors and their contact information
- Hours, office location and FAQs
- Online student transfer information system (ASSIST) link
- Associate Degree checklist

- California State University checklist
- University of California General Education checklists
- College Catalog with degree requirements
- Assistance with transfer, degree and certificate completion

The Transfer Program: <https://bit.ly/2V7SRlq>

Student Services Building (SSB), 3rd Floor

- 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.

Financial Aid: <https://bit.ly/2HEpCi3>

Student Services Building (SSB 210) | (310) 287-4532

- 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

Make an Appointment with Financial Aid: <https://bit.ly/2wyYCOV>

Mobile Phone Apps

- Grad Guru: <https://bit.ly/2PaDmW8>

GradGuru is an award-winning mobile platform that increases community college student persistence and completion by delivering free nudge notifications, and so much

more, right to their smartphones. Notifications include academic deadlines, college transfer required steps, success tips and financial aid deadlines.

- West App: <https://apple.co/38KYyJT> (iPhone), <http://bit.ly/2V5DXw5> (Android)

The West phone app provides easy one-touch access to the most visited places on the WLAC website including a link to the Student Portal, a campus directory and map, the class schedule, campus services, news and events, campus social media and more. Be sure to select the only official West app – the one with the yellow background and blue logo “West LA College”

- West TV: <http://bit.ly/2T7PRTI>

West TV provides helpful how-to videos including how to apply, register for classes, navigate the Student Portal, complete forms, request transcripts and apply for graduation.

- Canvas App: Available in the App Store (IOS) and the Play Store (Android)

The Canvas Student mobile app lets students access your courses on the go and in the classroom. From any device, students can now:

- View grades and course content
- Submit assignments
- Keep track of course work with to do list and calendar
- Send and receive messages
- Post to discussions
- Watch videos
- Take quizzes
- Receive push notifications for new grades and course updates, and more!

Professional Learning

When you have finished Canvas training, be sure to request a [Development site](http://bit.ly/2PcvCD4) at <http://bit.ly/2PcvCD4>. This provides you with an empty Canvas site where you can experiment and develop online courses. It's a good practice to have a Development site for each class that you teach. That way you always have a Development site that is a “work in progress” in addition to your live sites that are populated with your current students.

WLAC Distance Learning Resources

WLAC instructors have access to extensive resources and materials for hybrid and online teaching. From information on Canvas certification to Instructional Software to Information on Open Education Resources, instructors are encouraged to explore the “[For Instructors](#)” section of our Online & Hybrid Classes website at <http://bit.ly/38WlQvH>

Open Educational Resources

West is the leading college in the LACCD in the use of OER which eliminates financial barriers for our students and improves their opportunities for academic success.

Cyrus has developed dozens of Canvas sites with embedded OER as well as an extensive directory of OER resources at <http://bit.ly/32elrmT>

In addition, West is now offering an Introduction to Open Educational Resources (OER)

This course serves as an introduction to OER providing faculty with new options for selecting textbooks and other resources so they can make the best decisions for their students.

Consisting of approximately 25 hours of online research and coursework, participants will create tangible products based on their learning. At the end of this course successful participants will be able to:

- Properly identify the creative commons (CC) license on a resource and describe how this resource can & cannot be used.
- Discuss the advantages and disadvantages of open resources using current research in the field as evidence.
- Research, analyze and review repositories of open resources.
- Effectively search for open resources in an OER repository.
- Create an open resource by remixing multiple existing resources and designate license to this new resource based on the licenses of multiple resources use.

Please check the searchable schedule for more information. <http://bit.ly/3bVq6OU>

Lynda.com

Lynda is an excellent resource for in-depth training on all kinds of software. The Vision Resource Center, supported by the California Community Colleges Chancellor's Office is now providing unlimited access to Lynda.com for all California Community College

employees at no cost. Lynda.com is an online library of courses on software tools and skills.

Here are just a few of the benefits to using Lynda.com

- Courses include a wide variety of technology and disciplines
- Up-to-date content helps to keep your skills current
- New courses are added every week
- Access to instructors' exercise files let you follow along as you watch tutorials
- Closed captioning and searchable, time coded transcripts for increased comprehension
- Beginner to advanced courses to learn at your level
- Watch complete courses or individual tutorials as you need them

For more information on how to register for Lynda.com watch the video at <http://bit.ly/3bZZo7Z>

Canvas Learning Community

Once you've gotten Canvas certification, you have access to an active Canvas Learning Community. Resources there include accessible documentation for each Canvas feature and a Discussion Board where users address best practices and answer questions virtually around the clock, seven days a week.

You may find you can answer other users' questions, but if you can't, someone on Canvas' staff will be chiming in soon.

You can visit the [Canvas Learning Community](http://bit.ly/2Pc8NQ1) at <http://bit.ly/2Pc8NQ1>

Canvas also offers 24/7 Technical Support for Faculty at (844) 303-5590. Students use the same number for their issues.

“Growing with Canvas” Course

Canvas offers a training course “[Growing with Canvas](#)” for instructors who wish to be up to date with the Learning Management System's functionality and features. The course is self-paced and FREE.

“[Growing with Canvas](#)” has five modules of content that will take users through everything they need to know about using Canvas at their institutions - no matter what grade or level. The course uses a combination of Canvas Video Guides and Canvas Guides to teach the content. Participants in the course will try out a number of concepts through the practice activities.

OEI Rubric for Online Instruction

The OEI (Online Education Initiative) has created a rubric to establish standards for course design, interaction, and collaboration, assessment, learner support, and accessibility. Courses must meet these standards to be offered in the OEI Course Exchange which West will be participating in starting in Fall 2019.

The OEI has partnered with @ONE (Online Network of Educators) to offer professional development to assist faculty and staff with aligning online courses with the OEI course design standards. For more information on the [OEI course design rubric](#) and @ONE's [Course Design Academy](#) (CDA) visit <http://bit.ly/2HDw6Oq>

@ONE Courses

Faculty have access to @ONE professional development courses. They offer two certificates in online educator training and pedagogy:

- 1) Online Teaching Principles
- 2) Online Course Design Fundamentals

@ONE also offer individual courses for faculty interested in further developing courses and teaching methods. The courses have a variety of costs, for more information on certificate programs, course catalogue, and current offerings <http://bit.ly/2V8aRw1>

Except for instructors who are grandfathered in (because they have taught online for West steadily since the policy was enacted) “*Introduction to Teaching with Canvas*” is required to teach an online class for West.

Recommended courses include:

“*Online Teaching and Learning*”

“*Culturally Responsive Teaching*”

“Introduction to Course Design”

@ONE's “Introduction to Teaching with Canvas” is free, but “Introduction to Online Teaching & Learning” costs \$65.

Instructors are eligible for up to \$150 each academic year for professional learning activities (and can receive an additional \$600 in donations from other instructors) through the Academic Senate. For the complete policy, required forms and instructions visit <http://bit.ly/38PVLiM>

Online Teaching Conference

As part of CCC TechConnect (3C Media Solutions, CCC Confer, and the Online Teaching Conference) this conference is funded by the California Community Colleges (CCC) Chancellor's Office, Digital Infrastructure and Innovation Division, under the Shared Infrastructure Projects (SIP) Grant. CCC TechConnect provides a coordinated platform of technology products, services, trainings, and support to students, faculty, and staff throughout the California community colleges' decentralized infrastructure. Specifically, the Online Teaching Conference is an event for faculty, staff and administrators who are engaged or interested in online education, including delivery of online services, emerging technologies, student success, and library support. As an inter-segmental conference focused on curriculum, pedagogy and technology to better online instruction, learning, and student success, the Online Teaching Conference is an opportunity for educators to network with colleagues, share knowledge, impart and receive best practices, and develop professionally.

For more information about conference dates and registration visit <http://bit.ly/2V9Tw64>

Appendices

Appendix A. Course Design Rubric for the Online Education Initiative

[Course Design Rubric for the Online Education Initiative](#)

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.

Sub-category	Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
1. Objectives	<ul style="list-style-type: none"> Objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit or module) Objectives are clearly written at the appropriate level and reflect desired outcomes Objectives are written in measurable outcomes (students know what they are expected to be able to do) 	<ul style="list-style-type: none"> Objectives are located within the course syllabus or the individual learning units Objectives are written to reflect desired learning outcomes, although not all are written as measurable outcomes Students understand of what is expected of them 	<ul style="list-style-type: none"> Objectives are not easily located within the course Objectives are not written at the appropriate level to match the desired outcomes Objectives are not clearly written in measurable learning outcomes Students may be unsure of what they are expected to be able to do 	<ul style="list-style-type: none"> Objectives are not easily located within the course Some are missing and others poorly written The level does not match the desired learning outcomes
2. Content Presentation	<ul style="list-style-type: none"> Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules) Navigation is intuitive and content flows in a logical progression Content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, and/or multimedia, etc.) 	<ul style="list-style-type: none"> Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules) Navigation is somewhat intuitive, but some “exploring” is required to determine the flow of content Content is presented using a variety of mechanisms (content modules, single pages, links to external resources, RSS 	<ul style="list-style-type: none"> Some content segments are overly large (or possibly too small) for the specified objectives Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined The design does not avail of the content presentation tools (content modules, single pages, links) Only a few tools (of those available within the CMS) are used in a way that streamlines access 	<ul style="list-style-type: none"> Content is not “chunked” into manageable segments; Navigation is not intuitive and the flow of content is unclear The design does not avail of the content presentation tools (content modules, single pages, links) Tools that could reduce the labor-intensity of online instruction are not utilized Tutorial materials explaining how to navigate the CMS

	<ul style="list-style-type: none"> ● 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) ● Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included 	<p>Feeds, print material)</p> <ul style="list-style-type: none"> ● CMS tools are made available to assist students, but could be organized or arranged for even greater usefulness ● Clearly labeled tutorial materials that explain how to navigate the CMS and the specific course are included 	<p>to materials and activities for students</p> <ul style="list-style-type: none"> ● Tutorial materials that explain how to navigate the CMS and/or the specific course may be evident, but not easily found 	<p>or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete</p>
<p>3. Learner Engagement</p>	<ul style="list-style-type: none"> ● It is clear how the instructional strategies will enable students to reach course objectives ● Course design includes guidance for learners to work with content in meaningful ways ● Individualized learning opportunities, remedial activities, or resources for advanced learning activities are provided ● Tools available within the course management system (CMS) are used to facilitate learning by engaging students with course content ● Technologies are used creatively in ways that transcend traditional, teacher-centered instruction ● Learners have the opportunity to give anonymous feedback to the instructor regarding 	<ul style="list-style-type: none"> ● Instructional strategies are designed to help students to reach course objectives, although this relationship may not be obvious to learners ● Guidance is provided, but could be improved with greater detail or depth ● Individualized learning opportunities (such as remediation) may be available on a limited basis ● Tools available within the CMS could be utilized more (or more creatively) to engage learners with course content ● Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction ● Learners have the opportunity to give 	<ul style="list-style-type: none"> ● It is not clear how the instructional strategies will help learners achieve course objectives ● Guidance in using content materials may only be provided on a limited basis ● Individualized learning opportunities are not provided, although there may be supplementary content resources available ● Tools available within the CMS are not used to their full extent or not used when it would be appropriate to do so ● Technologies within the CMS are used primarily by instructors and not students ("students as recipients of content" model) ● Learners have the opportunity to give feedback to the instructor regarding course design or 	<ul style="list-style-type: none"> ● Instructional strategies do not provide students with skills needed to achieve course objectives ● Content is provided but it is not clear what students are expected to do with it ● No supplementary resources or activities are provided for remediation or advanced study ● Technologies used within the CMS do not engage students with learning ● Students are not expected to use technologies available within the CMS ● Learners do not have the opportunity to give feedback to the instructor regarding course design or course content

	course design and course content both during course delivery and after course completion	anonymous feedback to the instructor regarding course design and/or course content, but only after course completion	course content, but only after course completion, or the feedback is not anonymous	
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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.

Sub-category	Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
1. Communication Strategies	<ul style="list-style-type: none"> Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.) Expected response time for email replies (or other communication tool) is included The instructor’s role within the course is explained (for example, instructor participation in discussions and activities, role—if any—in tech support, etc.) The instructor’s methods of collecting and returning work are clearly explained 	<ul style="list-style-type: none"> Contact information for the instructor is included and contact information includes more than one type of communication tool Expected response time for email replies is included Instructor’s role within the course is clearly spelled out to students The instructor’s methods of collecting and returning work are clearly explained Several communication are included to reinforce the desired learning outcomes 	<ul style="list-style-type: none"> Contact information for the instructor is provided but not easy to find and includes only one way to reach the instructor Information concerning response time for email replies is not included Little or no information is given regarding the instructor’s role in the course The instructor’s methods of collecting and returning work are evident but not clearly explained. Communication strategies are included, however, 	<ul style="list-style-type: none"> Contact information for the instructor is sketchy, at best Information concerning response time for email replies is not included Information regarding the instructor’s role in the course is not included Instructor’s methods of collecting and returning work are confusing or non-existent. Little to no attention has been devoted to communication strategies Interaction activities that are included do not invoke

	<ul style="list-style-type: none"> • There are plentiful opportunities for interaction, as appropriate • 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) 	<ul style="list-style-type: none"> • Communications sometimes require reflection or other higher order thinking • Interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers 	<p>they may not consistently reinforce desired learning outcomes</p> <ul style="list-style-type: none"> • Communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.) • Interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities 	<p>critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</p>
2. Development of Learning Community	<ul style="list-style-type: none"> • Instructors have a plan for initiating contact prior to or at the beginning of class and at regular intervals during the course duration • Communication activities are designed to help build a sense of community among learners • Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor • Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building 	<ul style="list-style-type: none"> • Communication activities may help learners build a sense of community, but do not appear to be designed with this in mind • Some student-to-student interaction is built into the course • Students interact with the instructor, although primarily as a result of instructor-initiated contact • Collaboration activities (if included) support some team-building skills, but may not purposefully integrate these elements 	<ul style="list-style-type: none"> • Effort has been devoted to fostering a sense of community in the course, but only minimally • More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions 	<ul style="list-style-type: none"> • Little to no attention has been devoted to building a sense of community in this course
3. Interaction Logistics	<ul style="list-style-type: none"> • Guidelines explaining required levels of 	<ul style="list-style-type: none"> • Expectations of student participation in 	<ul style="list-style-type: none"> • Instructor expectations of 	<ul style="list-style-type: none"> • Few or no guidelines are provided to

	<p>participation (i.e., quantity of interactions) are provided</p> <ul style="list-style-type: none"> • Expectations regarding the quality of communications (e.g., what constitutes a "good" answer) are clearly defined • A rubric or equivalent grading document is included to explain how participation will be evaluated • The instructor plans to participate actively in communication activities, including providing feedback to students • The instructor plans to use communication tools effectively to provide course updates, reminders, special announcements, etc. 	<p>communication activities are given, but would benefit from more detail</p> <ul style="list-style-type: none"> • Expectations regarding the quality of communications are included, but may be sketchy and lack detail or illustrative examples • Minimal information may be provided regarding grading criteria for communications activities • The instructor is occasionally involved in communication activities • The instructor sometimes takes advantage of CMS tools to post announcements, reminders, etc. 	<p>student interactions are not made clear</p> <ul style="list-style-type: none"> • Little information is provided regarding what constitutes a "good" response or posting • Students are not given a clear set of criteria for how communications activities will be graded • The instructor appears to be largely absent from communication activities • Few announcements, reminders, or other updates are provided 	<p>students regarding the desired quantity or quality of communications/interactions within the course</p> <ul style="list-style-type: none"> • The instructor does not participate in communications activities with students • The instructor does not provide announcements, reminders, or other updates
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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.

Sub-category	Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
1. Expectations	<ul style="list-style-type: none"> • Assessments match the objectives • Learners are directed to the appropriate objective(s) for each assessment • Rubrics or descriptive criteria 	<ul style="list-style-type: none"> • Assessments match the objectives • Rubrics or descriptive criteria for desired outcomes are included for some assessment activities 	<ul style="list-style-type: none"> • Students are assessed on the topics described in the objectives • There may be some explanation of how assessments will be scored/ graded, however, 	<ul style="list-style-type: none"> • Assessments bear little resemblance to objectives • Expectations or grading criteria are not provided • Instructions are limited or absent

	<p>for desired outcomes are provided (models of "good work" may be shown, for example)</p> <ul style="list-style-type: none"> ● Instructions are written clearly and with sufficient detail to ensure understanding 	<ul style="list-style-type: none"> ● Instructions are written clearly, with some detail included 	<p>instructions lack detail that would help students understand how to complete the assessments</p>	
2. Assessment Design	<ul style="list-style-type: none"> ● Assessment activities have "face validity" (i.e., they appear to match the curriculum and are explained using appropriate reading level and vocabulary) ● Higher order thinking is required (e.g., analysis, problem-solving, etc.) ● Assessments are designed to mimic authentic environments to facilitate transfer ● Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner ● Multiple types of assessments are used (research project, objective test, discussions, etc.) ● Opportunities for student self-assessment are plentiful, and provide feedback that allows students to seek additional help when necessary 	<ul style="list-style-type: none"> ● Assessment activities have "face validity" (i.e., they appear to match the curriculum) ● Some activities involve higher order thinking ● Assessment activities may focus on tasks similar to real-world application of skills ● Multiple assessments are included; at least three different types of assessments are used ● Opportunities for student self-assessment are present, and provide feedback that allows students to seek additional help 	<ul style="list-style-type: none"> ● It is not clear whether the assessment activities actually measure the desired skill ● The vast majority of assessments require only low-level thinking (memorization, for example) ● Assessment activities typically do not include tasks that are relevant beyond the scope of this course ● Two types of assessments are included, at a minimum ● Opportunities for student self-assessment are present, but it may not be evident to the student how they should use the results 	<ul style="list-style-type: none"> ● 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 ● No higher-order thinking skills are required to complete assessment activities ● There is little or no evidence of authenticity built into assessments ● Assessments are too few and far apart for the course content ● Students are not provided activities or resources for self-assessment

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.

Sub-category	Distinguished to Exemplary (5-6)	Satisfactory to Accomplished (3-4)	Promising (2)	Incomplete (1)
<p>1. Supplemental Software</p> <p><i>It is permissible to award this sub-category a 6 if the course does not require software beyond the CMS and browser.</i></p>	<ul style="list-style-type: none"> ● Clear explanations of optional and/or required software including any additional costs are provided within the course ● Software required to use course materials is listed with links to where it can be captured and installed ● Links are located within the course where learners will use the software (i.e., near the materials requiring its use) 	<ul style="list-style-type: none"> ● Clear explanations of optional and/or required software (in addition to the CMS) are provided within the course ● 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 	<ul style="list-style-type: none"> ● Software (in addition to the CMS) required to use course materials is mentioned, but not explained ● Links to where it can be captured and installed are provided, although they may not be conveniently located 	<ul style="list-style-type: none"> ● The need for additional software required to use course materials may be mentioned ● Links to software may be missing or incomplete
<p>2. Course/ Institutional Policies & Support</p>	<ul style="list-style-type: none"> ● Software used for the course is adequately supported by the institution, including information for students on where they can obtain help ● 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 ● Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find; 	<ul style="list-style-type: none"> ● Links to 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 ● Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion ● Links to institutional services such as the library, writing center, or financial aid office may be included but 	<ul style="list-style-type: none"> ● Links to some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are included but are difficult to find ● Course/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detail ● A few links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find 	<ul style="list-style-type: none"> ● Links to some institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are not included ● Some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail ● Links to institutional services such as the library, writing center, or financial aid office are not included

	<p>links (if present) allow easy navigation from the course to the information and back</p> <ul style="list-style-type: none"> • Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion • Links to institutional services such as the library, or writing center, are clearly labeled and easy to find 	<p>require searching to find</p>		
<p>3. Technical Accessibility</p> <p><i>This sub-category will not be reviewed by the peer online course reviewers; it will instead be reviewed by accessibility specialists as part of the initial review process.</i></p>	<ul style="list-style-type: none"> • Course materials are compliant with Section 508 and WCAG 2.0 (AA) and can be effectively used with equal ease by all students • All non-text communications technologies support multiple digital channels with automatic provision of alternate media accommodations in real time • Course materials are HTML-based and employ formatting styles to create semantic structure that facilitates consistent meaning and sequencing across all digital media types • 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 	<ul style="list-style-type: none"> • Course materials are compliant with Section 508 and WCAG 2.0 (AA). • All non-text communications technologies support multiple digital channels for the provision of alternate media accommodations in real time • Course materials employ formatting styles to create semantic structure that allows for consistent meaning and sequencing across all digital media types • All instructional materials can be opened via free and accessible programs or applications • Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load 	<ul style="list-style-type: none"> • Course materials fail to meet all Section 508 and WCAG 2.0 (AA) criteria completely • Some non-text communications technologies support limited means for the provision of alternate media accommodations • 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 • Most instructional materials can be opened via free and accessible programs or applications • Most quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load 	<ul style="list-style-type: none"> • Course materials are significantly non-compliant with Section 508 and WCAG or add cognitive load via inadequate accessibility supports • Non-text communications technologies do not support multiple digital channels for the provision of alternate media accommodations • Course materials do not employ formatting styles to create semantic structure, nor consistent meaning and sequencing across digital media types • Instructional materials use proprietary and inaccessible media formats • Quiz and assessment activities cannot be completed with the keyboard or assistive technologies, and/or extra cognitive load is introduced through

	<ul style="list-style-type: none"> 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 			<p>inadequate accessibility supports</p>
<p>4. Accommodations for Disabilities</p> <p><i>This sub-category will not be reviewed by the peer online course reviewers; it will instead be reviewed by accessibility specialists as part of the initial review process.</i></p>	<ul style="list-style-type: none"> There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, a DSPS approved plan for accommodation is in place and ready to be provided as necessary for each inaccessible learning activity or instructional media Course CMS settings are configurable by faculty to allow individual student-based accommodations to be provided within the CMS Links to CMS technical support as well as contact information for DSPS 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 An instructional material inventory of any inherently inaccessible learning objects is 	<ul style="list-style-type: none"> There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, faculty and DSPS have agreed to work with OEI to formulate an acceptable plan of accommodation for each inaccessible learning activity or instructional media 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 DSPS Links to CMS technical support and DSPS support are provided, and easy to find An instructional material inventory of any inherently inaccessible learning objects is 	<ul style="list-style-type: none"> 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 Some of the CMS settings can be configured by faculty or CMS System Administrator to allow student accommodations to be provided within the CMS CMS technical support is provided, or a link to DSPS department web page, but not always easy to find An instructional material inventory of any inherently inaccessible learning objects is provided 	<ul style="list-style-type: none"> There may be learning activities or instructional media that are inherently inaccessible, or there is no DSPS approved plan for accommodation. CMS settings cannot be configured to allow student accommodations to be provided within the CMS. CMS settings are not configurable to allow for student accommodations No link to technical support or DSPS department is provided Inherently inaccessible learning objects have not been identified, and no accommodations have been conceived or approved

	provided, and referenced to the accompanying course outline with plans for accommodating students with disabilities for each inaccessible learning object or activity	provided, along with some potential accommodations for each learning object or activity		
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Appendix B. Online Education Initiative FAQs



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**.

[About the OEI](#)

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 <https://cvc.edu/>

Appendix C. LACCD Online Absentee Policy

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. WLAC Model Syllabus

Download the model syllabus via the link below:

<http://bit.ly/2vWWyjb>

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 Canvas to break up your syllabus into topics, the way this one is configured.

Resources

ACCJC Standards

<http://bit.ly/2HN5IH7>

AFT, Local 1521

<http://www.aft1521.org/>

California Community College Chancellor's Office, Distance Education

<http://bit.ly/2SIPrEe>

California Virtual Campus (CVC) – Online Education Initiative (OEI)

<http://cvc.edu/>

@One (Technology Training)

<http://bit.ly/2P9Kz8O>

California Community Colleges Accessibility

<http://bit.ly/2VfzqY9>

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://bit.ly/2SV06dC>

LACCD Faculty Log In for Rosters

<http://bit.ly/1pnUeZY>

Work Requests (using Internet Explorer, log in and select “work requests”

<http://bit.ly/2T1rozB>

West Sites

Academic Calendar

<http://bit.ly/2V6XXye>

Committee Schedules

<http://bit.ly/37JUecE>

Digital Design Studio

<http://bit.ly/1LxVBiF>

Distance Education Committee

<http://bit.ly/37JUecE>

Faculty Handbook

<http://bit.ly/1ni7eih>

Online Student Resources

<http://bit.ly/2T2Shmj>

Online Student Helpdesk

<http://bit.ly/2Pbpafn>

Online Tutoring

<http://bit.ly/2vQ118O>

Online Writing Lab

<http://bit.ly/2V8fwy1>

Resources for Online Instructors

<http://bit.ly/38WlQvH>

Sample Completed LACCD Curriculum Forms

<http://bit.ly/39L9Fmi>

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>