LACC OE Handbook for 2024-2026
Revised May 2024
Approved by Senate October 2024

Revision approved by the EPPIC Committee: September 18, 2024

Revision approved by the Academic Senate: October 3, 2024

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A. Introduction

The purpose of this Handbook is to serve as a resource for faculty teaching online (synchronously or asynchronously), hybrid, hyflex, and face-to-face classes with enhanced online components. For faculty who may have an interest in teaching online, the Handbook also provides information about resources, support, policies, and procedures regarding Online

Education at Los Angeles City College. The Handbook was prepared by the Online Education Committee and approved by EPPIC and the Academic Senate.

The Role of the OE Committee

The Online Education Committee is a subcommittee of the Academic Senate. The purpose of this committee is to share information and resources to faculty teaching online, including local and district policies on certification, regular and substantive interaction, and best practices for effective online instruction.

Approved OE Modalities at LACC

The college supports the following OE modes: online only courses, both synchronous (using Zoom) and asynchronous, hybrid courses, and Hyflex.

Based on the descriptions given in the for classes in the district, these are the following OE modalities offered at LACC:

Online: No real-time meetings are required. All activities are online.

Online Live: Real-time meetings are required. All activities are online.

Hyflex: Students can choose to join each scheduled class session in person or online live.

Hybrid: Some in-person meetings are required as scheduled. The remaining activities are online.

Online Only Courses

- A course labeled "online" is only offered online. Content is presented through Canvas, our current Course Management System (CMS). Synchronous online classes may also include an online lecture platform, such as Zoom. In addition, online classes should include, but not be limited to, various aspects typically found in a face-to-face classroom such as: accessible course material, a syllabus, assignments, discussions, personalized feedback, modules, pages with course material, rubrics, and quizzes or exams. All class meetings, assignments, lectures, and assessments are to be completed online.
- Courses that are offered synchronously or asynchronously do not require students to attend on campus. All instructional aspects of the course including lectures, assignments, projects, discussion board activities, assessments, and communication options are presented online only. This information needs to be included in the syllabus and available for students to see.
- In the schedule of classes, this modality is indicated by "TBA" under "Days" and "CITYCANVAS" appears under "Room."

Hybrid

- A hybrid course is a course that is taught online using Canvas, our current Course Management System (CMS). Some portion of the course meeting time is conducted synchronously during scheduled hours as stated in the Class Schedule. Faculty are

required to lecture during the scheduled hours that they are assigned. The remaining percentage of the class is conducted asynchronously with additional class material that equates to meeting the minimum number of hours stated in the Class Schedule. Asynchronous activities may include discussions, quizzes, additional assignments, and pages that include pre-recorded lecture material as well as pages with embedded videos.

- In the schedule of classes, the portion of the class that is in person and synchronous will share a required time under "Days" and a location under "Room." The portion of the course that is online and asynchronous will indicate "TBA" under "Days" and "CITYCANVAS" under "Room."

Hyflex

- In the Hyflex modality, students may choose to attend the class in person or via Zoom.
- In the schedule of classes, the class will be listed with meeting times and a room assignment, but the description will indicate that the course will be offered in the Hyflex modality. The faculty email will be included in the description in case students have questions.

B. Mission Statements

College Mission Statement

The mission of Los Angeles City College is to promote accessible and equitable learning to benefit the diverse local and global communities we serve. We empower students to achieve their educational and career goals by providing pathways to support their completion of associate degrees, certificates, transfer requirements, career and technical education, and foundational skills programs.

OE Mission Statement

The mission of Online Education at LACC is to promote accessible and equitable online learning to benefit the diverse local and global communities we serve. We empower students to achieve their educational and career goals by providing pathways to support their completion of associate degrees, certificates, transfer requirements, career and technical education, and foundational skills programs. Online Education strives to meet the needs of all Los Angeles City College's students and provides support for instructors teaching in online modalities.

Congruence with College Mission

Los Angeles City College's Online Education Mission Statement parallels Los Angeles City College's Mission Statement and states that Online Education "strives to meet the needs of all Los Angeles City College's students," while providing "support for instructors teaching in online modalities. "Although the Mission Statement does not specifically mention Online Education, Los Angeles City College offers online instruction as part of its commitment to offering broad educational opportunities to its students. Each of the educational components of the Mission Statement— "completion of associate degrees, certificates, transfer requirements, career and

technical education, and foundational skills"—is enhanced through the availability and opportunities provided by online courses. The purposes of offering courses online are to satisfy student demand and provide additional opportunities for current students to complete their educational goals.

Online Education Vision Statement

Online Education offers students preparation for success in the modern world of technology and global accessibility. It serves as an expression of Los Angeles City College's commitment to embracing student diversity and equity, while providing students with the best educational opportunities to help them reach their educational goals.

C. Proficiency for Teaching OE

LACCD Policy on Proficiency for All Faculty Teaching online courses

Before teaching an online or hybrid class for the first time, faculty must complete training for certification and approval to teach online. The LACCD requires two courses for certification in online teaching: Introduction to Teaching with Canvas (ITC), and Introduction to Online Teaching and Learning (IOTL). These courses are currently offered through the district. Instructors who have training and experience teaching online from other districts can petition for equivalency through their campus OE Coordinator. The District Distance Education Committee (DDEC) has already assessed the reciprocity of many local training programs. For those that have not yet been evaluated, applying faculty will share information with the DDEC about their training (including any badges, syllabi, or topics covered). The Committee will examine this information and then forward a recommendation to the campus OE Coordinator.

LACC's local Peer Online Course Review (POCR) offers online faculty the opportunity to deepen their knowledge of online teaching. The POCR process will be covered in detail later in the handbook.

According to the 2023-2026 AFT Contract:

a. Each DL Committee shall have the responsibility of determining learning management system (LMS) proficiency. Faculty seeking to teach DL courses shall demonstrate their proficiency by fulfilling at least one of the following:

a. Training/certification or direct demonstration of skills with the college's LMS
b. Evidence of prior online teaching/experience using the college's LMS
c. Faculty with a State approved CVC-OEI Course will be deemed approved.

Recommendations for Faculty Teaching Web-Enhanced Courses

As with fully online and hybrid OE courses, web-enhanced courses will also utilize Canvas, our current course management system (CMS). A web-enhanced course is a traditional course delivered in a classroom environment, in which the instructor chooses to use the CMS to share with students such items as the syllabus, course assignments, videos, or other ancillary materials online. Faculty teaching traditional courses who wish to use the CMS to web-enhance their courses must show a minimum level of proficiency on the CMS. The DDEC strongly recommends that faculty teaching web-enhanced courses complete at least the Introduction to Teaching with Canvas (ITC) course. Furthermore, if a course is face-to-face, faculty cannot require students to engage with material in Canvas. We recommend that faculty create clear language (in the syllabus at minimum) that explains how Canvas will be used, but also provides alternatives, if students require them.

Professional Development and Continuing Education in OE

Faculty are responsible for keeping current on the CMS platform and with developments in OE pedagogy. OE at LACC recommends that faculty who teach online dedicate a percentage of their professional development engaged in Flex activities that support their online teaching. For example, an instructor teaching a 6-hour OE assignment either fall semester or spring semester may expect to dedicate 3 flex hours to OE training and/or online pedagogy training.

The district's DE/OE Coordinators and their support staff regularly conduct short, informal workshops open to all faculty on subjects relating to online pedagogy, new tools, and updates to the CMS. LACCD, in conjunction with the CVC-OEI, also provides free access to longer, more in-depth courses on pedagogical topics like accessibility, humanizing online learning, and equity and cultural responsiveness in online learning.

Support for faculty seeking to continue education in OE will find many learning opportunities (related to the CMS and online pedagogy) provided by the Vision Resource Center. The mission of the Vision Resource Center (VRC) is to provide faculty and staff with training and technical assistance to support instruction, with an emphasis on using technology to increase teaching effectiveness and student learning. The VRC offers training in multiple aspects of online teaching and learning both preliminary through advanced as well as various other Professional Development (PD) opportunities.

D. Accessibility of OE Courses

Regardless of modality, all courses given at LACC must be accessible to all students. In planning or revising an OE course, it is important to be aware of possible accessibility concerns that may arise for students with disabilities. Faculty may wish to design courses with these accessibility concerns in mind so that the result reflects the principles of Universal Design for Learning (UDL). This means that the course is designed to be usable and accessible to all students. Ensuring accessibility expands the market for OE courses and supports the open enrollment policies of the California Community College system. In addition, there are policy and legal mandates regarding access, including:

- The Federal Rehabilitation Act of 1973, section 504, which prohibits discrimination on the basis of disability in educational settings which receive federal funding,
- The Federal Rehabilitation Act of 1973, section 508, which requires equal access to telecommunications, which is defined to include services and program delivered via the Internet. The State Attorney General for the CCC has ruled that this section applies to distance education offered by the CCC system schools. Instructors bear the responsibility of making their classes accessible to all students prior to the start of the class. Students with disabilities should not have to request special accommodations because the course is not accessible, nor are they required to reveal their disability.
- The Federal Americans with Disabilities Act (ADA), which requires programs and services, including educational programs, to be accessible to qualified persons with disabilities. It requires also that all telecommunication must be equal and equally effective.
- California Title 5, which prohibits discrimination on the basis of disability.

Best practices include:

- providing closed-captions for all video whether original or third-party
- designing and testing instructor-created pages with the accessibility tools built into Canvas
- including alt text for all included images (except decorative images)
- replacing any images that include embedded text, which cannot be read by page readers
- Using descriptive links for URLs instead of using the entire web address
- avoiding blue font color for any text that is not an actual link
- avoid low-contrast colors

- using proper heading hierarchy to help screen readers navigate through pages properly
- providing proper headings for columns and rows in all tables
- using Canvas pages instead of PDFs when possible; testing necessary PDFs for readability using accessibility tools build into Adobe
- See appendices A through C to see course design rubrics that address accessiblity

CCC Chancellor's Guidelines

The Office of the Chancellor for the California Community College System has issued a document The guidelines are comprehensive and include strategies for addressing access concerns with all modalities, including online education. The guidelines also address changes in laws that pertain to OE.

Course Content vs. Course Design/Format

The Curriculum Committee process at Los Angeles City College is designed to review and approve course content, learning goals, etc., which is different from the issue of accessible design. Regardless of the course content presented, all material must be accessible for all students. In recognition of the importance of accessibility, the ITC and IOTL certification classes emphasize the accessibility of all materials created in these courses. The OE Office, with the Office of Special Services (OSS), provides support for faculty who need help creating accessible material for their online classes.

Professional Development Resources for Designing Accessible Online Courses

The Vision Resource Center provides information about accessibility issues in Online Teaching for faculty. Trainings, courses, webinars, workshops, etc. about accessibility may be offered district-wide, within a particular school, or through third-party sources like @One. The VRC also houses pre-recorded webinars on accessibility issues. has relevant and constantly updated content and numerous help videos and FAQs. Faculty may get help directly from Canvas by clicking the "Help" icon on the universal navigation menu in Canvas.

E. Policies and Expectations of Instructors

LACC Policy on Use of the Course Management System

All fully online, hybrid, and in person courses will use a common course management system housed on the LACC server or delivered by a vendor under contract with LACC. Our current CMS is Canvas, and all faculty using Canvas must be properly trained to use this system. Training is offered on an ongoing basis, and faculty can register for classes on the VRC. In person classes do not require the use of Canvas, but we will create Canvas shells for all courses. Faculty teaching in person but who are using Canvas to house the syllabus, resources, and other pedagogical material are strongly encouraged to take the Introduction to Teaching with Canvas (ITC) course.

In asynchronous courses especially, faculty are strongly encouraged to use the features and tools in Canvas for their classes including Canvas pages to house course content, Canvas assignments for classwork, discussions for student-to-student and student-to-instructor contact, announcements for the dissemination of important and timely information, the speedgrader for feedback, and the Canvas gradebook to keep track of grades.

LACCD Policy on Use of Cameras in Online Courses

If a course requires a webcam (for any reason, including test proctoring), the course must be flagged in the schedule of classes. If the course is an online synchronous course, the notes for the class may say: "This class requires students to be online and interacting with their instructor during the times shown in class schedule in addition to completing assignments. A webcam will be required for certain portions of this course."

In addition, the district recommendations on the use of cameras in classes and in online proctoring can be found in [Section AP 4105 at the Board Docs site](#).

LACC Policy on OE Faculty Evaluations

Classes offered in online modalities will be included in comprehensive faculty evaluations.

Additional Information on OE Faculty Evaluations

All faculty, regardless of teaching modality, are evaluated regularly. The agreement between the Los Angeles Community College District and the Los Angeles College Faculty Guild can be seen in the PDF of the latest contract. ([Please find the contract at the AFT 1521 site](#).) For faculty who teach all or part of their assignment remotely, student evaluations will be conducted using the appropriate form in the contract. Surveys will be distributed and received through Canvas. Managers, deans, chairs, and faculty will use the OE Committee's rubric to evaluate courses taught online, especially in terms of proving syllabus distribution and regular and substantive interaction.

A rubric addressing online teaching methods that may be used by members of tenure and evaluation committees can be found in the Appendices.

LACC Policy on Regular and Substantive Interaction

All Online Education courses at LACC, whether hybrid or fully online, will include regular and substantive interaction. This contact (initiated by the instructor) must occur regularly through a combination of the elements below:

- Instructor welcomes students via LACCD email and through Canvas (Inbox) prior to course start date and includes a link to student resources in Canvas.
- Announcements are posted on a regular basis and may include a learning experience (clarifying and/or amplifying a course topic). Announcements are also used to remind students of important logistical expectations.
- Instructor encourages student-to-student contact and instructor-student contact with regular discussion threads that relate to the course material.
- Instructor responds to discussion replies with both individualized feedback and a summary response for the class that addresses the most common themes of the students' postings.
- Instructor provides timely and individualized feedback/comments on assignments.
- Students are aware of instructor intent regarding feedback and its timing.
- Instructor uses online web conferencing to teach synchronous classes, provide office hours, or hold (optional) study sessions for their class.
- Instructor provides a threaded discussion set aside for general questions about the course.
- Instructor replies to student inquiries on a regular basis and shares this information in the syllabus and other communications (i.e. daily for short-term classes, within 24-48 hours for regular classes, except on weekends).

The frequency of contact will be at least the same as would be established in a face-to-face course. The number of instructor contact hours per week (asynchronous and/or synchronous) should at least be the same as those available for face-to-face students in the same class. Given the nature of asynchronous instructional methodologies, contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur as often as is appropriate for the course.

It is expected that for short-term classes instructors reply to student inquiries daily (except weekends) and at least three times per week for full-term classes. Faculty office hours are a contractual obligation beyond the required weekly teaching load and cannot be used to meet the obligations under this Regular and Substantive Interaction policy.

Additional Information on Regular and Substantive Interaction

In addition to open-ended question forums on Canvas, instructors are encouraged to use district-approved LTIs through Canvas that increase instructor-student and student-to-student contact. Instructors may also choose to use other forms of communication, as mentioned in section 55204 of Title 5 ("Any portion of a course conducted through distance education includes regular

effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.") Courses and office hours may be conducted using Zoom through Canvas.

Instructors who would like to stay current with new and emerging technology and be aware of which LTIs have been approved by the LACCD should contact the OE Coordinator for more information.

California Code Title 5, Section 55204 – Instructor Contact

In addition to the requirements of California Title 5, section and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular and substantive interaction between the instructor(s) and students, (and among students, if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

(b) "Substantive interaction" means engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:
   1. Providing direct instruction;
   2. Assessing or providing feedback on a student's coursework;
   3. Providing information or responding to questions about the content of a course or competency;
   4. Facilitating a group discussion regarding the content of a course or competency; or
   5. Other instructional activities approved by the institution's or program's accrediting agency.

(c) Regular interaction between a student and instructor(s) is ensured by, prior to the student's completion of a course or competency:
   1. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
   2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

(d) Regular and substantive interaction is an academic and professional matter pursuant to sections et seq.

(e) For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

1. The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
2. The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

Absences, and Regular and Substantive Interaction

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

Faculty absences

If the instructor must be out of contact for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e., more than three or four days) a substitute instructor should be sought, with Department Chair and area Dean approval, who can assist students while the instructor is unavailable.

If students complain about a lack of contact/response from the instructor, the Chair can ask the instructor to provide documentation of instructor/student interaction to determine the amount, the regularity, and the type of meaningful contact that took place. Multiple complaints regarding lack of regular meaningful contact should be forwarded to the appropriate Department Chair or area Dean. If there is substantial evidence of multiple absences and lack of meaningful contact, the instructor can be removed from the list of approved OE instructors.

F. Policies and Expectations for Students

Participation Policy

It is recommended that faculty define in the syllabus, welcome email/announcement, and other places the ways that students are expected to be active participants in online classes.

Student Absences and Lack of Participation

It is recommended that the OE instructor define in the 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 face-to-face class due to excessive absences.

For a student to be counted as present in a synchronous online class meeting (on Zoom, Pronto, etc.), they would have to do all of the following:

- Attend the synchronous online session
- Interact verbally, visually, or in writing/chat to class prompts
- Turn in the required assignments on Canvas or as specified by the instructor

For a student to be counted as present in an online class without a synchronous component, they would have to do a combination of the following on an ongoing basis:

- Complete the check-in assignment in a timely manner
- Participate in discussions by sharing original content
- Hand in required assignments on Canvas or as specified by the instructor
- Communicate through the Canvas inbox or discussion forum
- Participate in peer reviews or other required group work
- Log into the class regularly

The Federal government has not issued formal guidelines regarding what constitutes the "Last Day of Attendance" in the online classroom. However, because of the potential for financial aid fraud in online programs, the US Department of Education has determined that there should be "regular and substantive interaction between students and faculty" in online courses.

It is not enough to evaluate a student's attendance based solely on the number and frequency of logins or through course statistics on the CMS. The guidelines are meant to protect the institution from students who are receiving financial aid assistance but who are not participating in class. Although guidelines have yet to be created, instructors must drop students based on their participation in class. "Attendance" (through logins) is not the same as participation. Participation means actively completing course activities in the CMS such as assignments, assessments, posting on discussion forums, etc. Participation policies and what constitutes the 'first day of class' must be clarified in the online syllabus.

It is suggested that the instructor establish a drop policy and a policy for how participation relates to attendance. A best practice is a Check-In Assignment, such as a discussion forum, a syllabus quiz, or a self-assessment. Simply having the student login for the first day of class is not enough. Federal guidelines to prevent financial aid fraud state that student logins do not count as participation.

Some suggestions include:

- State the last day for Check-In to occur. For example, the second or third day after the course begins.
- Require students to complete all assignments in the first learning unit by the due date.
- Define in the syllabus how student participation relates to attendance
- Be specific as to the exact day, date and time of your drop deadline. Include time zone information (e.g., PST/EST) so that there is minimal confusion for students.
- If a student has not checked in, it is best to send an email before the drop deadline to inform them that they are in danger of being dropped if they do not respond by the deadline.

Per LACCD correspondence from August 2023:
As we approach the start of the fall 2023 term, below are instructions on how to determine an estimated last date of attendance for a student in an online DE class and how this "exclusion date" also known as "withdrawal date" is used to determine a student's Title IV (Financial Aid) eligibility.

In accordance with AP 5070 *Attendance*, all instructors must record attendance through census, and submit Mandatory Exclusion Roster(s) at census, even if no students are to be excluded. Instructors must also submit the Active Enrollment Roster before the last day to drop with a "W." Students who never attended ("no show"), or are no longer participating in the class as of census, must be excluded prior to the census date. Even though students are responsible for dropping themselves after census; instructors may make additional exclusions using the supplemental exclusion roster through the course mid-point.

Federal Audit Finding

Vasquez & Company conducted a student financial assistance audit at three LACCD Colleges for the 2020-21 aid year. The auditors noted in their findings that DE instructors incorrectly determined the student's exclusion dates for classes, which directly impacts students federal financial aid eligibility resulting in over/underpayments.

Title IV funds may be disbursed only towards the education of the students who can be proven to have been in attendance at the institution. In a distance education context, documenting that a student has logged into an online distance education platform or system is not sufficient, by itself, to demonstrate attendance by the student. To qualify as a last date of attendance for Return of Title IV purposes, an institution must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question, or uploading an assignment or exam into the Canvas learning management system.

Remedy

To determine an estimated last date of attendance for a student in an online DE class, the instructor needs to review the student's performance in the online Canvas platform and enter into the student information system (SIS) exclusion roster the last date the student actively participated in the online class and engaged in an academically related activity to accurately reflect the student's exclusion date in the system.

To determine a student's last date of academic participation in Canvas, follow these steps:

1. **On your Canvas shell home page, click the gray New Analytics button.**
2. **Next, click on the Students tab.**
3. **The date in the column titled Last Participation should be used as the date the student last actively participated in the online class.**

G. Peer Online Course Review (POCR) Information

POCR Resolution Submitted and Approved by EPPIC in the Fall of 2023 and in Spring 2024 by the Academic Senate:

In an effort to promote the highest standards for online course design and increase student success, we propose that the LACC Senate adopt the California Virtual Campus – Online Education Initiative (CVC-OEI) Course Design Rubric. Adoption of this rubric requires the establishment of a local Peer Online Course Review (POCR) team to assist and guide faculty in developing their courses to align with the rubric before submission to the CVC-OEI for review and eventual acceptance. POCR-aligned courses are promoted and branded as quality courses in the CVC-OEI Consortium, which enhances enrollment and student completion rates in online education. Data from the first decade of POCR suggests that it has significant value in increasing success and retention rates for students in certain demographics, and that its influence overall increases student success.

Whereas, faculty who are volunteering to serve as a reviewers in the local POCR team must first undertake a 40-hour training course offered by the CVC-OEI on the POCR review process; and

Whereas, faculty who are volunteering to participate in the LACC POCR process are doing so on their own time and are expected to spend a substantial amount of time revising and redesigning their courses to align with the Course Design Rubric; and

Whereas, faculty POCR reviewers and faculty with prospective courses will meet several times to review and revise the course, likely over the course of a semester, with the expectation that the whole process will take no more than 4 months;

Be it resolved that funding will be made available through equity-related sources to provide to each POCR review team member a $500 stipend upon successful completion of the CVC-OEI POCR training; and

Be it resolved that each faculty member with a prospective course who has worked with the POCR team that is successfully submitted to the CVC-OEI be provided with a $1000 stipend for their time and effort; and

Be it further resolved that each faculty POCR reviewer who works with a faculty member with a prospective course that is successfully submitted to the CVC-OEI be provided with a $1000 stipend for their time and effort.

Local POCR workflow will be developed over the Spring and Fall of 2024, with an aim to securing a reliable funding source to support the development of LACC's status as a Certified POCR school with the CVC. .

The current OEI Rubric can be accessed . The most recent rubric will appear in the appendices of this document. The Peralta Equity rubric will appear in the appendices as well; this rubric was designed to be used in conjunction with the OEI rubric.

H. AI, Proctoring, and Academic Honesty in OE

Online Education strives to support faculty as they navigate issues with generative AI (GenAI) in their online teaching. The local OE office, in collaboration with the District Distance Education Committee, will offer periodic workshops that deal with the issues of GenAI in the classroom and disseminate useful information and best practices in the lead up to each semester. Furthermore, the LACCD supports tools for AI detection and will continually update these tools in accordance with district policy.

The OE Office strongly suggests that faculty members include language in their syllabi that outlines the policy for AI usage in their classes.

Proctored Exams

Faculty may require at their discretion that exams be taken with the use of proctoring software that has been approved by the district Online Education Committee. Faculty cannot require students to take exams in person if the course is conducted entirely online. Faculty must list the technological needs for proctoring (i.e. a webcam) in the description in the schedule of classes.

I. OE and Curriculum Procedures

[Note: In eLumen, that the shortened term "DE" (Distance Education) is used in place of "OE." In this section "DE" is used to conform with the title in eLumen.]

Any change to the OE status of a course requires a r**evision** of that course that must go through the full curriculum process. For specific Curriculum procedures including applicable dates and deadlines, please consult with the Curriculum Chair.

All courses to be offered in the online modality must complete the DE section in eLumen, which outlines the specific practices to be used in teaching that class online. The form can be filled out in eLumen and will then be reviewed by the Curriculum Technical Review Committee.

The form asks the faculty member teaching the course to list the following:

- Regular Effective Contact Methods
- Instructor-Student and Student-Student Interaction
- Strategies for Methods of Instruction
- Strategies for SLOs/Objectives
- Strategies for Methods of Evaluation
- Strategies for Participatory Activities

The faculty is also asked to pledge acknowledgement of Accessibility and Universal Design.

The Accessibility pledge says: Acknowledged: All methods of instruction and evaluation used in DE sections conform to all of the following: 1) Alternative text or alternative descriptions will be provided for all images. 2) Instructional videos will have accurate closed captioning. 3) Transcripts will be provided for all audio recordings. 4) Pages will use structured headings (such as Header 2 for section headings) accessible to a screen reader. 5) Hyperlinks will be presented using meaningful link text rather than URLs. 6) Content will provide adequate color contrast (such as black and white background), font size (such as 12-14 points), and font style (such as Arial or Tahoma) to ensure readability. 7) All PDF files will be text-based, not scanned, and use true headings (such as those created with the Styles menu in MS Word for saving as PDF).

The Universal Design pledge says: Acknowledged: All methods of instruction and evaluation used in DE sections conform to all of the following: 1) Provide an uncluttered interface with consistent layout and navigation. 2) Avoid moving or flashing images and self-starting video or audio. 3) Ensure access for people with diverse abilities. 4) Accommodate a wide range of individual preferences and abilities. 5) Communicate necessary information to the user regardless of ambient conditions or the user's sensory abilities.

OE Curriculum Planning and Evaluation

Planning to Offer an OE Course

Through ongoing planning efforts and awareness of external mandates, departments work strategically to increase their online course offerings with different modalities. The decision to offer a course online is a product of comprehensive annual program review.

Courses offered online for the first time must be submitted in a timely matter to accommodate the scheduling deadlines of Deans, Chairs, and Faculty. For information on dates and deadlines for approval of OE addenda, please contact the Curriculum Chair.

Process for Approval of an OE Course

For general information about developing and adopting courses, please see

The timeline for development of an online course depends on many factors such as whether the course is new or if the DE section in eLumen has already been completed for an existing course. Generally, a revision to an existing course that includes the completed DE section should be presented to the Academic Senate Curriculum Committee at least two months prior to the course being presented to the OE Committee. However, if the completed DE section in eLumen is to be included as part of a course update, then plan at least one semester before being presented to the OE Committee. Consult your Department Chair and/or Curriculum Committee Chair for specifics.

Process for Evaluation of an OE Course

Online courses are evaluated in the same manner as traditional courses, which includes annual and comprehensive program review; it also includes faculty and student evaluations. As part of program review, units assess the effectiveness of OE courses and the programs to which those courses align, and units compare success rates in OE and traditional courses.

Los Angeles City College has an institution-set standard for satisfactory course completion: the expectation for course completion is the same as for traditional courses. As part of this review, Los Angeles City College analyzes disaggregated student achievement data to review disproportionate impacts that online courses have based on gender, ethnicity, socioeconomic status, and cohort group. The institution-set standards for student achievement and disproportionate impact are the same as for the College as a whole.

Assessment and analysis of course SLOs are required components of program review. The SLOs for course sections taught online are identical to the SLOs for sections taught in the face-to-face modality. Assessment in online courses follows the procedures described in the CSLO Assessment Handbook, so the process is identical to that for traditional courses. Faculty input scores into eLumen, and using eLumen reports, can view course SLO results for sections taught online.

Faculty can also view a comparison of SLO results between course sections taught face-to-face and online (both synchronously and asynchronously). Based on these results, faculty create and implement action plans to improve courses, and, after implementation, the SLO is reassessed to determine if the action plan was effective. The intention is for the evaluation of course action plans to lead to improvements in sections taught online.

The College requires that OE courses include multiple types of student assessments. In the DE section in eLumen, which is required for all OE courses and approved by the OE Committee and Curriculum Committee, faculty must justify why the course is being offered online, how the interaction between students and instructor is regular and substantive, how the course content is

adapted for the online modality, and how students are evaluated. RSI is essential for a successful OE course.

The OE Committee chair, as a member of the Curriculum Technical Review Committee, reviews DE sections in eLumen and provides comments and suggestions to new OE instructors to ensure alignment between OE and in person sections and to ensure that the modes of delivery addresses multiple learning styles.

J. OE Course Enrollment

Per the most recent Collective Bargaining Agreement (2023-2026) Article 12 Class Size state: "at enrollment, the class size limit at the time of schedule development shall not exceed 40 students." Information on raising class size limits or wait lists are accessible in the Agreement.

K. Services and Resources for OE Students

Support Services Available to OE Students

All students, including those taking online courses, may access information on academic freedom, student financial aid, and available learning resources at the school's website and the college Catalog. Additional information is provided at the ["For Students" page on the website](#). Here students will find links to all available student services, academic resources (including the library and all academic departments). The [Online Education homepage](#) has specific resources for students taking online classes.

L. Verification of Student Identity

Los Angeles City College follows the Los Angeles Community College District authentication process. The College will authenticate and verify that the student who registers for an OE course is the same student who participates in and completes the course or program and receives the academic credit. (34 C.F.R. § 602.17.)

One or more of these methods will be used to authenticate or verify a student's identity:

- Secure credentialing/login and password, or
- Students access OE courses using their unique ID and password

CMS Login Process

Canvas requires students to use their student ID as their Username. The Password is comprised of 88mmdd (or 88+month+day) the student was born (for example, 880101 for January 1 birthday).

Appendix A: Rubric to Evaluate OE Course Shells – Local

OE course shells must meet 'Effective Level' scores to meet OE Committee criteria. Ideally, OE course shells will be reviewed a semester before the course is offered. OE course shells will be

reviewed every three years. In order for a course to be offered through OE, 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. The rubric follows the specifications established by OEI Prior to the submission of a course for peer review; 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.

Our updated rubric is drawn from the California Virtual Campus – Online Education Initiative rubric.

Course Shell Evaluation Rubric 2023-2025

Instructor Name:

Course Name and Number:

Semester:

Evaluator(s):

I – SYLLABUS ITEMS	
1.1	Syllabus is accessible via Syllabus course navigation link. This provides easy access for the students, especially for students using mobile devices.
1.2	For accessibility and ease of use on mobile devices, the syllabus should be a page created in Canvas rather than a link to a document.
1.3	SLOs are explicitly written in syllabus (not just available in the syllabus addendum).
1.4	SLOs match those on the Course Outline of Record.
1.5	Instructor defines "No Show" for online students including a deadline for participation and a date and time you will be dropping students (similar to first-day exclusion in face-to-face classes). "For example, "Students who do not complete the check-in assignment by Friday, September 10th by 11:59 PM (PDT) will be excluded as a 'No Show.'"
1.6	Instructor defines how participation translates into attendance (for exclusion purposes).
1.7	Weekly, real-time office hours are specified (may be combined with face-to-face/on-campus office hours). Must not be "by appointment only." Office hours are a contractual obligation, and every effort should be made to keep a consistent schedule throughout the semester.
1.8	At a minimum, information about accommodations _and_ financial aid must be included on the syllabus. You may wish to include links to other services as well, or at least direct students to the "For Students" page on the LACC website.
1.9	Syllabus should encourage all correspondence with students be via Canvas Inbox (preferred) or LACC email. For FERPA reasons, do not list a personal email address or personal phone number. Instructors should discourage students from using their personal email when contacting them.
1.10	Response time to student inquiries is specified. ("Within 48 hours or less.") The wording may be something like "Usual response time for messages is between 24-48 hours—perhaps longer over weekends/holidays."
1.11	Instructor indicates availability, if any, during weekends. Weekend logins are not required of instructors. Whether you plan to be active in Canvas on weekends (or not), please share this information with students so that they can have an expectation of your availability.
1.12	All information from the syllabus addendum is available to students. The syllabus addendum may be included in full within the body of the syllabus (preferred method) or presented as a separate page in Canvas. A link to the syllabus addendum may also be provided within the syllabus.
II – REGULAR AND SUBSTANTIVE INTERACTION	

2.1	Instructor-initiated contact occurs on a regular and ongoing basis (i.e. weekly). Instructors must engage with their online courses regularly.
2.2	Instructor uses discussions to encourage student-to-student interaction. Discussions are the most successful method for satisfying ACCJC-required regular and effective contact as they provide an opportunity for the exchange of ideas between the instructor and all students.
2.3	Instructor uses discussions to encourage instructor-to-student interaction.
2.4	Announcements are used to create regular and effective contact. Announcements can fortify regular and effective contact if they do more than explain assignment logistics or serve as due date reminders. If a course topic is clarified and/or amplified and students can comment, announcements can create a meaningful dialogue opportunity.
2.5	Announcements are used regularly to update students on important course-related deadlines or changes in schedule. Announcements—especially when configured by students to show up as push notifications—bring important information to students.
2.6	Instructor specifies expected feedback time within assignments ("papers will be graded in the week following the due date"). This may clarify a timeline for students, hopefully avoiding the "did you get my assignment" messages.
2.7	Instructor provides personalized feedback when appropriate. Personalized feedback and comments are an opportunity to bolster ACCJC-required regular and effective contact. If the plan is to provide comments, mention this to students in the syllabus or on individual assignment pages.
2.8	Instructor uses rubrics within assignments/activities to explain how participation will be evaluated. Rubrics are a great way to clarify for students exactly how they can be successful in an assignment or activity. If used in grading, a student can see exactly how they lost points.
Recommended items	
2.9	Instructor uses group work or peer reviews if appropriate.

III – NAVIGATION AND WELCOME

3.1	Instructor welcomes students via LACCD email, through Canvas (Inbox), Canvas home page, and/or Canvas announcements no later than course start date. Some students do not know how to access their courses in Canvas. Be sure to contact all students via the SIS no later than the morning of the first day of the semester to ensure they know how to access Canvas. Repeat this welcome message in the course announcements for anyone adding after the start date.
3.2	Links to services, tech support, information, and instructional videos are included where they are most relevant (i.e. a link to the Writing Center within a paper assignment). This keeps students from having to hunt for the policy or resource in the syllabus or welcome module.
3.3	Students are given a clear roadmap for the term via a weekly schedule, weekly task lists, etc. This provides a big picture overview as well as a smaller list of the tasks at hand. This will help a student create a workflow that is appropriate for the course, staying on top of short-term assignment as well as longer-term projects.
3.4	Unit-level learning outcomes are included at the beginning of each module to focus and direct student learning. It is useful to clarify the learning outcomes for a module or a week. Student can shape their expectations as to how to spend their time.
3.5	Course information is "chunked" (meaningfully segmented and grouped) to facilitate student learning. Each module page should be an easily digestible chunk of information. If the information requires a lot of scrolling, create another page. "Chunked" information allows built-in breathing room for student, reducing cognitive overload.
3.6	Instructor provides FAQs and how-tos (sending messages in Canvas, submitting assignments, etc.)
Recommended items	
3.7	Instructor provides a welcome module with important information for student success (rules of engagement in online discussions, resources for student assistance, etc.). A Welcome module is a

	great place to house important information or links to key resources for the class. It is also a good place to lay out rules of engagement for discussions, group work, and interpersonal communication.
3.8	A variety of learning modalities are provided and available for diverse student learning styles. If you would like to know more about different learning modalities, please contact the OE Coordinator.
3.9	Open Educational Resources are used to facilitate student learning. If you would like to know more about OERs, please contact the OE Coordinator.
3.10	Course content has been authored or customized by the instructor. We encourage instructors to author the information on their pages whenever possible.

IV – ACCESSIBILITY

4.1	Proper heading styles are used to aid navigation throughout the course. Assistive technology, like screen readers rely on headings to know when sections begin. Using just a change in font size or format (bold, italics, etc.) will not signal a screen reader that there is a new section beginning.
4.2	Lists are created using the bullet or numbered list tools (and are not formatted manually). Screen readers need the formatting of bullets and numbered lists to announce to their users that there is a list being read.
4.3	Links are identified with meaningful and unique text (URL is not displayed). A screen reader will read out an entire URL, so please highlight and link descriptive text. Not just "click here."
4.4	In tables, column and row headers allow screen readers can read the cells in order. Headings within tables assist screen readers to read the table in a logical way for someone using this technology. A table without proper headers is useless to a person who cannot see or read it.
4.5	There is sufficient color contrast between foreground and background; color is not used as the only way to convey information or add emphasis. Color contrast must be high to assist students with visual impairments. Color by itself should not be used to convey emphasis or meaning.
4.6	All images have appropriate alt text; blinking or flashing content (including GIFS) should only be used when instructionally necessary. All non-decorative images should have an appropriate description in alt text. Do not begin your description with "picture of" since a screen reader will announce that it is a picture.
4.7	Reading order should be observed whether in pages or in slides. One should be especially mindful when creating slides in presentation software. If there are multiple text boxes, screen readers will not know the proper order of text. When creating slides, use built-in accessible slide layouts with each slide having a unique title. All text is visible (and ordered) in the outline view so that it can be read by assistive technology.
4.8	Spreadsheets include labels for rows and columns, detailed labels for charts, and include textual descriptions highlighting cells, trends, or totals.
4.9	All video must have accurate captions. Auto-generated captions are not sufficient because they may be inaccurate and/or missing punctuation. If a video has no audio or instructionally relevant soundtrack, an accompanying note should explain this.
4.10	All audio files must be accompanied by complete and accurate transcripts.
4.11	Attached documents (Word, PDF, etc.) must be accessible. For more information about creating accessible documents for classes, contact OSS.
4.12	To the extent that it is possible, external sites used should be accessible.

The OEI Course Design Rubric was developed in 2014 by the OEI Professional Development work group to ensure that all courses offered as part of the initiative promote student success and meet existing regulatory and accreditation requirements. It has undergone revisions and updates since then in response to changes in available instructional technology and feedback from both instructors and reviewers.

Courses that are peer reviewed and aligned to the OEI Course Design Rubric:

The Rubric is divided into four sections.

SECTIONS A-C

Section A: Content Presentation

The 14 elements for quality course design in this section address how content is organized and accessed in the course management system. Key elements include course navigation, learning objectives, and access to student support information.

Section B: Interaction

The six elements in this section address instructor-initiated and student-initiated communication. Key elements of quality course design covered in this section include regular effective contact, both between and among instructors and students.

Section C: Assessment

The eight elements in this section address the variety and effectiveness of assessments within the course. Key elements include the alignment of objectives and assessments, the clarity of instructions for completing activities, and evidence of timely and regular feedback.

Following a review by a team of trained faculty peer reviewers, each element in Sections A-C will be marked in one of three ways:

Incomplete:

The element is missing or present to a degree that does not adequately support student success in online learning.

Aligned:

The element is present and effectively designed to support student success in online learning.

Additional Exemplary Elements:

This designation recognizes design choices that are aligned *and* go even further to enhance the student experience in the online learning environment.

SECTION D

Accessibility

The 16 elements in this section are reviewed to determine if a student using assistive technologies will be able to access the instructor's course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as "508 Compliance"). The accessibility elements in Section D focus on instructor-generated content that is primarily under the control of faculty when developing a course. Since Section D addresses elements that are required to be present, the elements in this section, when applicable, are only marked as **Incomplete or Aligned**.

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In addition to preparing courses for the CVC Exchange, the OEI Course Design Rubric is licensed under a Creative Commons Attribution 4.0 International License and can be used as:

- A roadmap for instructors designing new online courses.
- A tool for instructors seeking to update or improve existing courses.
- The foundation for starting a campus-based POCR (Peer Online Course Review) process.

Visit CVC.edu for more information on the OEI, the Rubric, and the Course Review Process. We welcome your feedback and suggestions.

Section A: Content Presentation - Learner Support

Incomplete	Aligned	Additional Exemplary Elements
A1: Placement of Objectives		
☐ Objectives are not included in individual learning units.	☐ Objectives are included in the individual learning units.	☐ Objectives are consistently placed and easy to locate in each learning unit.
A2: Clarity of Objectives		
☐ Objectives do not include demonstrable learning outcomes.	☐ Objectives consistently include demonstrable learning outcomes.	☐ Objectives are written in language that is student-centered.
A3: Alignment of Objectives		
☐ Learning unit content is not aligned with or sufficient to meet unit objectives.	☐ Content is clearly aligned with and sufficient to meet the learning unit objectives.	☐ The connections between content and learning unit objectives are made explicitly clear to the students.

Section A: Content Presentation - Use of the CMS

Incomplete	Aligned	Additional Exemplary Elements
A4: Course Navigation		
☐ Navigation and content flow are not easily determined.	☐ Navigation and content flow are easily determined by the user.	☐ Clearly labeled tutorial materials explaining how to navigate the specific course are included.
A5: Unit-level Chunking		
☐ Content is not presented in distinct learning units or modules.	☐ Content is meaningfully segmented into distinct units or modules to aid learning.	☐ Learning units or modules are consistently structured and sequenced to reduce cognitive load.
A6: Page-level Chunking		
☐ Page content is not chunked in manageable segments using headings, making online reading difficult.	☐ Page content is chunked in manageable segments using headings that facilitate online reading.	☐ Page content uses descriptive headings and subheadings that enhance student understanding of the material.
A7: Effective Use of Course Management (CMS) Tools		
☐ CMS tools that could reduce the labor intensity of learning are not used effectively.	☐ CMS tools are used to reduce the labor-intensity of learning and streamline access to materials and activities for students.	☐ CMS tools are used to provide integrated and innovative learning materials and activities for students.
A8: Effective Use of Multimedia		
☐ Content is presented primarily using one medium.	☐ A variety of media, such as text, audio, video, images and/or graphics are used throughout.	☐ Multimedia is used creatively throughout the course to facilitate student-centered learning.

Section A: Content Presentation - Learner Support

Incomplete	Aligned	Additional Exemplary Elements
A9: Instructions		
☐ Instructions for working with course content are missing or incomplete (e.g., links to articles or videos are provided without any guidance for how the student should work with the material).	☐ Course design includes instructions for learners to work with content in meaningful ways (e.g., guiding students to take notes during a video; explaining what to look for in an article, etc.).	☐ Instructions are directly embedded with the content.
A10: Learning Support		
☐ There are few or no individualized learning opportunities, such as remedial activities or resources for advanced learning.	☐ Individualized learning opportunities, such as remedial activities to support Basic Skills or resources for advanced learning, are provided.	☐ Frequent individualized learning opportunities are provided throughout the course.
A11: Learner Feedback		
☐ Learners do not have an opportunity to give anonymous feedback to the instructor regarding course design and/or course content.	☐ Learners have the opportunity to give anonymous feedback to the instructor regarding course design and/or course content after course completion.	☐ There are opportunities to give anonymous feedback both during course delivery and after course completion.

Section A: Content Presentation - Institutional Support

Incomplete	Aligned	Additional Exemplary Elements
A12: Course Policies		
☐ Institutional/instructor policies relevant for learner success are not included or are difficult to find.	☐ Policies relevant for learner success (e.g., academic honesty, course drop/withdrawal, computer use, etc.) are included and easy to find.	☐ Institutional/instructor policies are provided in units or activities where they are most relevant.
A13: Student Services		
☐ Links to institutional services are not included, thus requiring students to exit the course to find support resources.	☐ Links to institutional services (such as disability services, online counseling, online tutoring, online readiness, the library, etc.) are included and clearly labeled.	☐ Links to institutional services are provided in the modules, assignments, and/or activities where they may be needed most.
A14: Technology Support		
☐ Information about and links to technology support are not included or easily found.	☐ Technology support is explained to students, and relevant contact information and/or links are easily found.	☐ Links to technology support and trouble-shooting tips are provided where they may be needed throughout the course.

Section B: Interaction - Instructor Contact

Incomplete	Aligned	Additional Exemplary Elements
B1: Pre-Course Contact		
☐ Instructor does not initiate contact prior to or at the beginning of the course.	☐ Instructor initiates contact prior to or at the beginning of course.	☐ Instructor provides multiple resources to help students successfully start the course.
B2: Regular Effective Contact		
☐ The course design appears to be lacking opportunities for regular effective student contact initiated by the instructor.	☐ The course design includes regular instructor-initiated contact with students using CMS communication tools.	☐ The course design includes ample opportunities for regular effective contact using a wide variety of communication tools.
B3: Student-Initiated Contact		
☐ Instructor contact information, including expected response times, is missing or not easy to find.	☐ Students are encouraged to initiate contact with the instructor through easily accessed contact information that includes expected response times.	☐ Students are provided with multiple means of contacting the instructor and are encouraged to do so throughout the course.

Section B: Interaction - Student-to-Student Contact

Incomplete	Aligned	Additional Exemplary Elements
B4: Student-Initiated Contact with Other Students		
☐ Students are not given opportunities to initiate interaction with other students in the course.	☐ Opportunities for student-initiated interaction with other students are available and encouraged.	☐ The course makes a variety of tools and methods available for student-initiated interaction to accommodate a variety of communication styles.
B5: Regular Effective Contact Among Students		
☐ Students have no or limited opportunities to engage in regular effective contact with other students (e.g., limited to a single Q&A Discussion Forum only).	☐ Regular effective contact among students is designed and facilitated to build a sense of community among learners.	☐ The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community.
B6: Participation Levels		
☐ Guidelines explaining required levels of student participation are not provided.	☐ Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided.	☐ A rubric or equivalent grading document is included within assignments/activities to explain how participation will be evaluated.

Section C: Assessment - Effective Assessment

Incomplete	Aligned	Additional Exemplary Elements
C1: Authenticity		
☐ There is little or no evidence of authenticity built into assessments.	☐ Assessment activities lead to the demonstration of learning outcomes.	☐ Assessments are designed to mimic authentic environments to facilitate transfer.
C2: Validity		
☐ Students are evaluated on performance unrelated to the stated objectives.	☐ Assessments appear to align with the objectives.	☐ Assessments match the objectives and learners are directed to the appropriate objective(s) for each assessment.
C3: Variety		
☐ Assessments are limited primarily to one type of assessment (either formative or summative).	☐ Both formative and summative assessments are used throughout the course.	☐ Multiple types of formative and summative assessments are used (research project, objective test, discussions, etc.).
C4: Frequency		
☐ Assessments are few and infrequent.	☐ Multiple assessments are administered during the duration of the course.	☐ Frequent assessments occur at regular intervals throughout the course, providing students with timely feedback on learning and performance.

Section C: Assessment - Guidance and Feedback

	Incomplete		Aligned		Additional Exemplary Elements
C5: Rubrics/Scoring Guide					
☐	Rubrics or descriptive criteria for desired outcomes are not included for most assessment activities.	☐	Rubrics or descriptive criteria for desired outcomes are included in most or all assessment activities.	☐	Rubrics and/or descriptive criteria for desired outcomes include models of "good work."
C6: Assessment Instructions					
☐	Assessments include little or no instructions.	☐	Instructions clearly explain to students how to successfully complete the assessments.	☐	Instructions are written clearly and with exemplary detail to ensure understanding.
C7: Feedback					
☐	There is little to no evidence of meaningful feedback on student assessments.	☐	The course includes a clear description of how meaningful, timely feedback on assessments will be provided.	☐	Students are given clear instructions on accessing feedback in the CMS and guidance on applying feedback to improve learning and performance.
C8: Self-Assessment					
☐	There is little to no evidence that students are provided opportunities for self-assessment	☐	Opportunities for student self-assessment with feedback are present.	☐	There are multiple opportunities for student self-assessment that encourage students to seek timely additional help.

Section D: Accessibility

Instructors need to verify that content they create or add to their courses is accessible to all students. Third party tools and platforms (publisher content, LTI/Apps, etc.) procured by the college or department represent an institutional responsibility. It is important for faculty, administration, and vendors to work together to ensure that such proprietary course materials meet prevailing accessibility standards. The following were noted in this course and may require additional accessibility review by the college:

LTI/Apps   ☐ Media Player   ☐ Links to 3rd party websites ☐ Publisher content

Because the review of course accessibility is a snapshot in time, instructors and administrators should engage in an on-going effort to ensure that equitable access to instructional content is maintained in the course and that all areas of accessibility are addressed.

For information on the accessibility of services and tools made available through the California Community College Chancellor's Office CVC-OEI grant, please visit CVC.edu. For other web and information technology accessibility needs, please visit the CCC Accessibility Center.

D1: Heading Styles
Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles.

D2: Lists

Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader.

D3: Links

Links are identified with meaningful and unique text in place of displaying the URL.

D4: Tables

Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables.

D5: Color Contrast

There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision.

D6: Color and Meaning

Color is not used as the only means of conveying information, adding emphasis, indicting action, or otherwise distinguishing a visual element.

D7: Images

All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain "image of", "picture of" or file extension (e.g., ".jpg").

D8: Reading Order

Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies.

D9: Slides

Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology.

D10: Spreadsheets

Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals.

D11: Accessibility Checkers

Files and content pages pass any built-in accessibility check available in the software.

D12: Video

All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video.

D13: Audio

Audio files must be accompanied by complete and accurate transcripts.

D14: Flashing Content

Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds.

D15: Live Captions

Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested.

D16: Auto-play

Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume.

Online Equity Rubric

Version 3.0 – October 2020

	Incomplete	Aligned	Additional Exemplary Elements
E1: Technology	Course structure & activities do not yet mitigate digital divide & technology access issues.	Course structure & activities mitigate digital divide & technology access issues (a) by clarifying how required technologies support learning, and (b) by providing alternative pathways to complete course activities if students face barriers.	Technologies are used in ways that amplify student voices and foster an inclusive course community.
E2: Student Resources and Support	Course does not yet highlight how student services support wellness and success.	Course highlights the ways that student services support student wellness and success.	Students access relevant support services or resources, at the college or elsewhere, as a part of course-related activities.
E3: Universal Design for Learning (UDL)	Course content and activities are not yet aligned with UDL principles.	Course content and activities are aligned with core principles of UDL-- i.e., multiple means of representation, action & expression, and/or engagement.	Students identify UDL principles that support their learning and/or are invited to make suggestions about how to improve course activities with UDL.
E4: Diversity and Inclusion	Communications and activities do not yet demonstrate that diversity is valued.	Communications and activities demonstrate that students' diverse identities, backgrounds, and cultures are valued.	Students analyze how diversity improves learning in classrooms, workplaces, and communities.

	Incomplete	Aligned	Additional Exemplary Elements
E5: Images and Representation	Images and representations of people are homogenous and/or stereotypical, without acknowledgment or explanation.	Images and representations in the course reflect broad diversity; exceptions are explained and discussed.	Students analyze how images and representations impact inequalities.
E6: Human Bias	Human biases are not yet addressed.	Human biases are identified in course content and activities.	Students analyze and discuss human biases as part of course activities.
E7: Content Meaning	Connections among course content, students' lives, and students' futures are not yet clear.	Communications and activities draw connections among course content, students' lives, and students' futures.	Students connect course content to their identities, backgrounds, and cultures, and/or the identities, backgrounds, and cultures of others.
E8: Connection and Belonging	Communications and activities do not yet foster care and connection among students, or with the instructor.	Communications and activities foster care and connection among students, and with the instructor.	Students connect with other class participants, college or community members, and/or professionals in the field.

The criteria above, E1 – E8, are designed to be used in conjunction with, and not separate from, the California Virtual Campus - Online Education Initiative (CVC-OEI) Course Design Rubric.

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Suggested citation:
Peralta Community College District. (2020). Peralta Online Equity Rubric, version 3.0 [Creative Commons license: BY-SA]. Retrieved from https://web.peralta.edu/de/peralta-online-equity-initiative/equity/

For more info about the PCCD Online Equity Rubric, visit Peralta Online Equity Initiative or contact Didem Ekici dekici@peralta.edu or Inger Stark istark@peralta.edu

Appendix D: Approved Definitions of DL/DE/OE

Section 55200 of the California Education Code defines distance learning as:

Distance education means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

The Accrediting Commission for Community and Junior Colleges defines Distance Education as:

1) Education that uses one or more of the technologies listed in paragraphs 2(a) through (d) to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.
2) The technologies may include:
   a) the internet;
   b) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
   c) audioconferencing; or
   d) other media used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c).
3) For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.
4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following—
   a) Providing direct instruction;
   b) Assessing or providing feedback on a student's coursework;
   c) Providing information or responding to questions about the content of a course or competency;
   d) Facilitating a group discussion regarding the content of a course or competency; or
   e) Other instructional activities approved by the institution's or program's accrediting agency.
5) An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—
   a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and
   b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive

interaction with the student when needed on the basis of such monitoring, or upon request by the student.

From the ACCJC "Policy on Distance Education and on Correspondence Education from January 2024

Additionally, Correspondence Education means:

(1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor;

(2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student;

(3) Correspondence courses are typically self-paced; and,

(4) Correspondence education is not distance education.

The important difference between distance education and correspondence education is that interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.

Los Angeles Community College District Office of the Chancellor Administrative Regulation E-89 defines distance education as:

Distance education is defined, for the purpose of accreditation review, as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies.

Article 40 of the 2023-2026 agreement between the Los Angeles Community College District (LACCD) and the Los Angeles College Faculty Guild (AFT) defines distance learning as:

Distance learning is a formal mode of interaction which uses one or more technologies to deliver instruction to students who are separated from the faculty member and which supports regular and substantive interaction between the students and faculty member, and student-to- student if described in the course outline of record or distance education addendum, either synchronously or asynchronously.

AP 4105 Appendix A: LACCD Regular Substantive Interaction Guidelines
Approved by DAS February 9, 2023

The following apply to online courses, including both synchronous and asynchronous online courses, as well as the online portion of hybrid and HyFlex courses.

 In order to comply with state, federal, and accreditation standards, an online course offering must include instructor-student interactions that meet both of the following criteria in addition to any other types of interaction. All types of interactions should be accessible and equitable to every participant in the class.

4. For purposes of this definition, substantive interaction is that between instructor(s) and student(s) during teaching, learning, and assessment of course content and also includes at least two of the following—
    a. Providing direct instruction; typically, this takes place in synchronous online courses;
    b. Assessing and providing feedback on students' coursework, NOT including interactions provided by artificial intelligence, adaptive learning systems, or other forms of interactive computer-assisted instructional tools such as automatically graded quizzes or automatically generated feedback;
    c. Providing information and responding to questions about the content of a course or competency;
    d. Facilitating and participating in group discussions regarding the content of a course or competency; or,
    e. Providing other instructional activities approved by the institution's or program's accrediting agency if applicable.

2. The instructor(s) will ensure regular interaction between student(s) and the instructor(s) throughout the duration of the course, as published in the Schedule of Classes, by implementing both of the following:
    a. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
    b. Monitoring student academic engagement and success and promptly and proactively engaging in substantive interaction with the student when needed or upon request by the student.

3. Interaction among students: The instructor(s) will provide opportunities for student-to-student interaction as appropriate for the course. The frequency of student-to-student interaction in a Distance Education section will be at least the same as would be established in its onsite counterpart. Ensuring regular and substantive interaction among students provides the

opportunity for the students to receive the benefit of peer interaction in the learning environment. Instructors will use a variety of means to enable student-to-student interaction, including but not limited to the following:

  a. Threaded discussion forums and other asynchronous interaction tools.
  b. Group projects.
  c. Peer review activities.
  d. Peer presentations.
  e. Synchronous (live) online interactions.
  f. Collaborative documents and other tools for knowledge-building and sharing.

Title 5, 55202. Course Quality Standards.
The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process. Determinations and judgments about the quality of distance education under the course quality standards shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2.

NOTE: Authority cited: Section 66700 and 70901, Education Code. References: Sections 70901 and 70902, Education Code.

Guideline for Section 55202
This section emphasizes the extent to which course quality depends upon the full involvement of faculty in the design and application of OE courses. Course quality standards apply to all courses, regardless of modality.

55204. Instructor Contact
In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

(a) Any portion of a course conducted through distance education includes regular effective contact between instructor and students, and among students, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

(b) Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55204
This section defines what contact must be maintained between instructor and student. This is an ongoing discussion.

Subdivision (a) stresses the responsibility of the instructor in an OE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term "regular effective contact" has recently been updated to "regular and substantive interaction," which, in this context, suggests that students should have frequent opportunities participate in various ways, and will be able to ask questions and receive answers from the instructor of record.

The last published DE Guidelines, August 15, 2008, issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors, as referenced in subdivision (b), establishes the principle that for OE courses there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts and/or colleges define "substantive interaction" including how often, and in what manner instructor-student interaction is achieved. It is important to document regular and substantive interaction and how it is achieved. Since regular and substantive interaction was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the Academic Senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55206) as well as during faculty evaluations, student surveys, and program review.

Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each OE course/section or session. Local policies should establish and monitor minimum standards of regular effective contact.

Background: In hybrid or fully online courses, ensuring Regular and Substantive Instructor/Student Interaction guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when they answer questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits.

Title 5 regulations do not make a distinction between regular and OE courses beyond the need to have a separate approval process and the need to ensure regular and substantive interaction. The guidelines do say that quality assurances within the regulations apply to all OE courses, which include hybrid courses. Therefore, it is assumed that those qualities of regular and substantive interaction described above for the face-to-face environment, should also be applied to the OE modality. The OE Guidelines require colleges to develop a policy regarding regular and substantive interaction that addresses "the type and frequency of interaction appropriate to each OE course/section or session."

Board Rule

During the first week of classes, the faculty members teaching classes shall provide students and the department chair with a syllabus. Faculty will use a supported tool for the building of syllabuses (currently, Simple Syllabus), which will ensure that required information appears in each document, in accordance with accreditation procedures. The uploaded syllabus is a public document. We also recommend:

- Defining "No Show" for online students (akin to "no show" in face-to-face classes).
- Defining how participation translates into attendance (for exclusion purposes).
- Including instructor contact information.
- Specifying office hours (this is a contractual requirement).
- Specifying mode(s) of delivery used for office hours (consider holding a percentage online that is commensurate with the percentage of your classes that are online).
- Indicating the frequency and timeliness of instructor-initiated contact in their syllabus (example: "I will open up a new module each week and send out an announcement every Monday morning. Feedback for assignments will be given in the week after an assigment is due.")
- Including an accommodation statement for students registered through the OSS/DSPS office.
- Specifying and encouraging the use of the Canvas Inbox for communication, especially student-initiated communication.
- Indicating how and when the instructor will respond to student questions in a regular and timely manner including specific response time (example: "I will respond to messages within 24 hours during the week, and on Mondays for messages received on the weekend.")
- Including a reference to the student code of conduct as it relates to academic dishonesty (Board Rule 9803.28).
- Including faculty policy on the use of AI in the class in general and on specific projects, including the consequences of non-adherence to the policy.

BEST PRACTICES RELATED TO CANVAS COURSE SHELLS

COURSE SHELL ACCESSIBILITY

- Use Canvas pages for course material and use Popetech to check for accessibility issues.
- Use proper heading styles in every page.
- Provide alt text for all non-decorative images.
- Use descriptive text for links, rather than including the entire URL.
- Use proper color contrast for all text.
- Ensure that all tables have proper headings and descriptive captions.

- Ensure that all videos have proper closed-captioning (auto-generated captions are not adequate for accessibility).
- Replace any images that include embedded text, which cannot be read by page readers.
- Avoid using blue font color for any text that is not an actual link.
- Avoid PDFs, but if absolutely necessary, please remediate for accessibility. Contact the OE Coordinator for information.
- Remember that any website or other source material you link to in your class must also be accessible.

WELCOME PAGE/ORIENTATION MODULE
- On your Welcome Page:
  - Provide a properly captioned welcome video.
  - Tell students the best way to get in touch with you (including expected response times)
  - Include what students can expect in the first week.
  - List the required text/materials for the class.
  - Provide learning outcomes for the class and for the first unit of learning.
  - Link to an assignment (perhaps a required Check-in assignment) or page where students can begin the coursework (consider using language like "Start Here" in your link text).
  - Consider changing this welcome page each week with new unit outcomes and a new video.
- In your Welcome/Orientation Module
  - Include a humanized "Meet the Instructor" page with a picture and a personalized greeting.
  - Provide a "road map" for the semester that explains to students how to navigate the course, where to find course content and assignments, etc.
  - Share community guidelines for online interactions.
  - Include a page explaining and linking to college-wide resources for students.

SYLLABUS ITEMS
- Syllabus must be published in Canvas one week prior to course start date.
- Include SLOs that match the course outline of record
- Promote Student Services
- Define "no show," "how participation related to attendance," and "drop policy."
- Include actual office hours in your syllabus; more than "by appointment"
- Include attendance expectations (in general and for purposes of initial exclusion)
- Include your anticipated response time to student inquires/requests/concerns (not to exceed 48 hours)

ANNOUNCEMENTS
- Utilize announcements for more than logistical information such as due date reminders.
- Make announcements an opportunity for teaching.

- Announce general "findings," for example: "I noticed from the assignment submissions that many students did not understand concept X." Then, go on to provide additional information, resources, etc. to illuminate the concept.
- Announce newsworthy items that are relevant to the general course topic or to the course topic of a particular week, lesson, or reading.
- Announce campus events that are relevant to your course.
- Announce off-campus and online events that are relevant to your course and encourage students to participate together. There may be, for example, a cultural activity or community meeting related to your course content.

GENERAL
- Test your external links.
- Use web-hosted documents rather than downloadable files (check the accessibility of all documents).
- Promote/encourage use of approved tutoring resources and integrated tools.
- Provide rubrics for assignments.

COMMUNICATING WITH INDIVIDUAL STUDENTS
- Use Canvas to contact students and encourage them to do the same.
- Keep record of communications within the CMS for accreditation purposes.
- Provide robust, individualized feedback for assignments

DISCUSSIONS
- Create and lead a discussion on a weekly basis.
- Go beyond simple conversations; use discussions to expand the scope of the week's material or crowdsource information and resources on the weekly topics.
- Use discussions as part of regular and substantive interaction. It's important for instructors to be involved in discussions in productive ways.
- When grading discussions, post constructive feedback as soon as possible after the due date.
- Consider posting a summary response that addresses the most common themes of the students' postings.

USE A VARIETY OF TEACHING MODALITIES
- Use video and audio in addition to text (post accessible lectures, podcasts, and ancillary materials, etc.).
- Encourage students to share their assignments in different modalities (videos, text, timelines, slide deck presentations, etc.).

BEST PRACTICES BEYOND THE COURSE SHELL

CONTACT STUDENTS PRIOR TO THE START OF THE SEMESTER
- Send an official email from the course roster in SIS
- Inform them when the course content will be published or "go live"
- Give them textbook information in advance
- Advise them of any additional materials that may be required or optional for the course

ONLINE INSTRUCTOR TRAINING
- We recommend that if you teach online, that a percentage of your professional development is proportionate to the amount of teaching you do in online modalities (e.g. if you teach 40% of your courses online, use 40% of your PD time attending workshops and educational opportunities relating to online teaching)
- Continually update your course content to align with the most current trends in online teaching and learning.
- Consider getting involved in the local POCR process on campus either as a reviewer or as a reviewee.
- Get in touch with the OE coordinator for questions about educational opportunities in online education.

ENROLLMENT-RELATED
Voluntarily increase enrollment caps to offset higher attrition rates of online classes

RETAINING STUDENTS
- Have weekly expectations for student participation
- Reach out to students who aren't participating or who miss important assignments
- Maintain a growth mindset in the online classroom

STUDENT SUCCESS
- Provide timely and individualized feedback on student work and house student grades in the gradebook so that students can keep track of their performance in the class overall
- Ensure that course navigation is easy and logical.
- Put resources where they are most needed (e.g. link to information about citation guidelines on the assignment page).
- Use instructor-created videos to humanize your class.
- Use welcoming, positive language in all aspects of your course.
- Consider allowing students opportunities to revise and resubmit assignments.
- Look for opportunities for students to collaborate and communicate with each other.

Statement of Authorship
This revised document was approved by the OE Committee on May 21, 2024; reviewed by the Educational Policies and Program Integrity Committee (EPPIC) on September 18, 2024;

approved by the Academic Senate on XXXXX; and approved by the President of LACC on
_____.

The Academic Senate, through its OE subcommittee, and the Vice President of Academic Affairs are jointly responsible for ensuring the accuracy of all contents.

OE Handbook
An earlier version of the DE Handbook was approved in fall 2021. It was significantly edited for this document to reflect the updates that have taken place in the last four years.

Approval and Revision

This document is approved by mutual agreement between the Academic Senate of LACC, effective Fall 2024. Revisions shall be by mutual agreement between the Academic Senate of LACC and the President of LACC and shall be consistent with the Collegial Consultation Agreement approved by the board of Trustees.