LASC
DISTANCE EDUCATION PLAN
2014 - 2017
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Dear Colleagues:

The Distance Education Committee is pleased to present the *Distance Education Plan* (2014-2017) for Los Angeles Southwest College’s Distance Education Program.

The Plan was initiated to fulfill the recommendation requirements outlined by the ACCJC at its team visit in 2012.

The DE Committee has dedicated approximately one year to carefully create and craft this document, which outlines a solid plan of action that focuses on parity with key student services for online and on-campus students, ACCJC’s compliances for distance education, and a practical and focused approach to fully engage faculty in online learning to ensure the success of distance education students.

This *Distance Education Plan*, along with updates of the *Distance Education Guidance, Policies and Procedures Manual (2011)*, and the Los Angeles Southwest College DE website, as well as parity of student services for tutoring, counseling, and library use, demonstrate that Los Angeles Southwest College is committed to providing the community it serves with a comprehensive online program.

Many thanks to the Distance Education Committee members, Curriculum Committee members, Department Chairs, and the Academic Senate for their support and hard work during this long and arduous process.

Sincerely,

Angela Cranon-Charles
Distance Education Chair/Coordinator
DISTANCE EDUCATION PLAN FOR 2014 to 2016

SIGNATURES AND APPROVALS PAGE

Submitted by the LASC Distance Education Committee

The Los Angeles Southwest College (LASC) Distance Education Plan is designed to provide a framework for planning, decision-making and implementing policies and regulations of distance education at LASC. We certify that there was broad participation and approval of the LASC Distance Education Plan by distance education members, the Curriculum Committee and the Academic Senate.

Signed:

__________________________________________________________
Dean Stephanie Brasley, Distance Education Dean

___________________________________________________________
Angela Cranon-Charles, Distance Education Chair/Coordinator

___________________________________________________________
Dr. Allison Moore, Academic Senate President

Approved by Academic Senate on March 25, 2014.

Approved by Distance Education Committee on April 3, 2014
# Distance Education Committee Members

<table>
<thead>
<tr>
<th>Distance Education Committee Members</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Brasley, M.L.S.</td>
<td>Online Education Dean</td>
</tr>
<tr>
<td>Angela Cranon-Charles, M.A.</td>
<td>DE Chair/Coordinator/Faculty/BSS</td>
</tr>
<tr>
<td>Linda Brady, M.L.I.S.</td>
<td>Library</td>
</tr>
<tr>
<td>Jonathan Bremen, D.M.A.</td>
<td>Faculty/Chair Department of the Arts</td>
</tr>
<tr>
<td>Kimberly Carpenter</td>
<td>Admissions</td>
</tr>
<tr>
<td>Kathi Cliff, M.A.</td>
<td>Faculty/Child Development</td>
</tr>
<tr>
<td>Jessica Drawbond, M.A.</td>
<td>Faculty/English</td>
</tr>
<tr>
<td>Vibha Gupta</td>
<td>Manager, IT</td>
</tr>
<tr>
<td>Majid Haghoo, M.S.</td>
<td>CSIT</td>
</tr>
<tr>
<td>Christopher Herwerth, M.S. P.E.</td>
<td>Faculty/Engineering</td>
</tr>
<tr>
<td>Syed Hussain, M.A.</td>
<td>Faculty/Student Services</td>
</tr>
<tr>
<td>Carolyn Magee, M.S.</td>
<td>Faculty/CAOT/Technology Committee Co-Chair</td>
</tr>
<tr>
<td>Traci Tippens</td>
<td>Senior Secretary</td>
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</tbody>
</table>
HISTORY OF LASC DISTANCE EDUCATION

Los Angeles Southwest College began offering online classes in 2007, at the same time many other colleges in the Los Angeles Community College District started their program.

LASC faculty, staff and administrations firmly believe that it is the college’s responsibility to serve, reach out to, and to educate the community at large in a traditional and non-traditional forum.

As a result, distance education at LASC was launched. The college shared the purchase of MOODLE, a learning management system (LMS), with other district colleges, and begin the process of training instructors on the system, and providing pedagogy consultation through the 2007-2011 CAOT 134 class (Computer Assisted Office Technology), “How to teach an online course.” In addition, this course was made available to students desiring to take courses online to better understand the LMS and to be introduced to this DE methodology.

This process effectively prepared its students and faculty to successfully enter into an unfamiliar learning environment to achieve a common goal. That goal has proven to have met the demands of the local community unable to take part in a traditional learning environment due to work, transportation, or disabilities. Therefore, LASC created a very structured, stable and accomplished online learning environment that has sustained for nearly 6 years.

To assist with maintaining the online program, the Curriculum Committee has been charged with reviewing and approving all online courses prior to being released. Meanwhile, the Distance Education Committee (DEC) was formed to ensure that all DE courses met the Federal Acquisition Regulation (FAR) section 508 Standards, which “…address access for people with physical, sensory, or cognitive disabilities.” The committee was charged with addressing faculty and student concerns, implementing policies and regulations per ACCJC guidelines, and regulating the effectiveness of the LMS. DEC members meet the third Monday of the month regularly.

More than a decade later, the Distance Education Program at LASC has become a successful tool to uniquely educate the community of learners. Students have taken advantage of the variety of courses available online.
In 2011, the Distance Education Committee created the *Distance Education Guidelines, Policies and Procedures Manual* (see Appendix A), which provides checklists, guidance, and standards that meet ACCJC’s DE compliances.

Also in 2011, the DEC decided to compare its current Learning Management System (LMS), MOODLE, to more updated systems to better support its faculty and students technologically. Through a three month review process, LMS candidates had to respond to a 20 question survey and present written material outlining their services. In addition, finalists had to participate in a one-day orientation workshop where faculty received a demonstration of each system before casting a vote of their choice. Etudes was selected, but before a contract was secured, 10 faculty members participated in a Pilot Program and taught an online course in Spring 2012 using Etudes. As a result, Etudes was elected to serve as the new LMS for the campus and to date, 116 LASC faculty have been certified to teach in Etudes.

To teach an online course, all instructors must be Etudes certified. Etudes offers a 30-hour intensive online training program to ensure that all faculty are proficient with the LMS and understand the process that allows faculty to successfully initiate participation, effectively and frequently communicate with students, and to prepare interactive activities through distance education learning via announcements, discussions, assignments, tests, surveys, and emails. In addition, more student resources through links, videos, photos, and other technical tools are accessible. Identical to resources available to on-ground students, LASC offers library, tutoring, and technical support for both faculty and students through the LMS.

In 2011, LASC continued offering on-campus faculty continuing education training workshops for the purpose of reviewing the LMS, online teaching expectations, and accreditation guidelines.

In 2014, the goal is to conduct a mandatory on-campus orientation and certification training for new online faculty that will focus on pedagogy and DE methodologies to make certain that DE students receive the same educational experience as students in a traditional setting.

United States Access Board, www.access-board.gov
In 2006, the Distance Education program launched at LASC. Since, the demand and trend for online studies has steadily increased over the years.

In a 6-year period, the number of online courses has jumped from 32 sessions to over 86 sessions total per year. Online student enrollment has jumped from 1,185 per year to more than 2,753 today. Approximately 80 percent of students who are enrolled in online courses actually live within a 50 mile radius of the campus. (see 5-year Trends: Enrollment and Achievement chart)

LASC continues to serve its community through an online program in an effort to meet the needs of and to fulfill an ongoing trend of students seeking education with a flexible schedule that does not interrupt their day-to-day obligations. In addition, this program helps to maintain and/or grow enrollment at LASC, as well as reduce the impact of congested computer labs, parking and classrooms.

Furthermore, the Curriculum Committee has seen a steady trend of requests from faculty seeking course addendum of traditional classes to be taught online and/or via hybrid.
Southwest offers a variety of online services that allows you to access campus support 24/7 from anywhere.

Counseling
Ask a Counselor is our quick-question, e-mail service that lets you ask our counselors general questions about degree requirements, transfer information, course offerings and more.

Library Services
Visit our Library for online catalogs and electronic resources.

Register Online (Admissions)
- Continuing students: register for classes online
- Prospective students: apply for admissions
Once the semester begins, all registration and admissions processing takes place in the Office of Admissions and Records

Pay My Fees
Pay your fees through the Student Information System

Tutor Services
TutorTrac
Need to make a tutoring appointment at the Student Success Center from home? go to TutorTrac online tutor scheduling for easy access. TutorTrac lets you check tutor availability and make appointments instantly 24/7.

Contact the Student Success Center for more information in SSEC 110 A-B or at 323-241-5455

StudentLingo®
Focused On Student Success
Student Lingo offers workshops related to personal management, academic exploration, learning strategies, reading/writing strategies, test-taking skills, and much more. Some workshops are available in Spanish.

Contact the Student Success Center for more information in SSEC 110 A-B or at 323-241-5455

smartthinking
Through our Smartthinking Online Tutoring system, you can connect with our online tutors to get help on a number of subjects. Connect with us to schedule a personal session with a tutor, submit questions and get help with your assignments.

Smartthinking lets you:
- Work one-on-one, in real-time with a tutor
- Submit your question to a tutor and schedule an appointment
- Receive helpful feedback to help you improve the quality of your work

Contact the Student Success Center for more information in SSEC 110 A-B or at 323-241-5455
## Data Request Report

### Distance Education - 5 Year Trends: Enrollments and Achievement

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>On Campus (F2F)</th>
<th>Online</th>
<th>Total</th>
<th>% Online Enrolls</th>
<th>% Online FTES</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td># Courses</td>
<td># Sections</td>
<td># Enrolls</td>
<td>% Retained</td>
<td>% Success</td>
</tr>
<tr>
<td>2007-</td>
<td>2007-08</td>
<td>97</td>
<td>225</td>
<td>6,494</td>
<td>90.7%</td>
<td>69.3%</td>
</tr>
<tr>
<td>2008-</td>
<td>2008-09</td>
<td>104</td>
<td>272</td>
<td>7,643</td>
<td>93.6%</td>
<td>71.6%</td>
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<tr>
<td>2009-</td>
<td>2009-10</td>
<td>221</td>
<td>541</td>
<td>16,882</td>
<td>86.0%</td>
<td>56.7%</td>
</tr>
<tr>
<td>2010-</td>
<td>2010-11</td>
<td>52</td>
<td>76</td>
<td>2,970</td>
<td>94.6%</td>
<td>72.3%</td>
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<tr>
<td>2011-</td>
<td>2011-12</td>
<td>203</td>
<td>439</td>
<td>15,309</td>
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<tr>
<td>Yearly Total</td>
<td>580</td>
<td>1,328</td>
<td>42,804</td>
<td>88.1%</td>
<td>60.6%</td>
<td>63</td>
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<tr>
<td>2012-</td>
<td>2012-13</td>
<td>62</td>
<td>91</td>
<td>3,998</td>
<td>93.8%</td>
<td>73.1%</td>
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<tr>
<td>2013-</td>
<td>2013-14</td>
<td>221</td>
<td>485</td>
<td>17,967</td>
<td>87.2%</td>
<td>57.3%</td>
</tr>
<tr>
<td>2014-</td>
<td>2014-15</td>
<td>202</td>
<td>2</td>
<td>62</td>
<td>95.2%</td>
<td>93.5%</td>
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<tr>
<td>2015-</td>
<td>2015-16</td>
<td>218</td>
<td>447</td>
<td>16,954</td>
<td>85.5%</td>
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</tr>
<tr>
<td>Yearly Total</td>
<td>503</td>
<td>1,025</td>
<td>38,981</td>
<td>87.1%</td>
<td>58.5%</td>
<td>63</td>
</tr>
<tr>
<td>2016-</td>
<td>2016-17</td>
<td>62</td>
<td>77</td>
<td>3,232</td>
<td>91.9%</td>
<td>70.2%</td>
</tr>
<tr>
<td>2017-</td>
<td>2017-18</td>
<td>215</td>
<td>456</td>
<td>17,407</td>
<td>86.5%</td>
<td>60.0%</td>
</tr>
<tr>
<td>2018-</td>
<td>2018-19</td>
<td>1</td>
<td>1</td>
<td>20</td>
<td>90.0%</td>
<td>85.0%</td>
</tr>
<tr>
<td>2019-</td>
<td>2019-20</td>
<td>219</td>
<td>427</td>
<td>15,908</td>
<td>87.7%</td>
<td>60.4%</td>
</tr>
<tr>
<td>Yearly Total</td>
<td>497</td>
<td>961</td>
<td>36,567</td>
<td>87.5%</td>
<td>61.1%</td>
<td>70</td>
</tr>
<tr>
<td>2021-</td>
<td>2021-22</td>
<td>41</td>
<td>59</td>
<td>2,516</td>
<td>90.3%</td>
<td>78.1%</td>
</tr>
<tr>
<td>2022-</td>
<td>2022-23</td>
<td>196</td>
<td>403</td>
<td>13,684</td>
<td>87.1%</td>
<td>63.8%</td>
</tr>
<tr>
<td>2023-</td>
<td>2023-24</td>
<td>2</td>
<td>2</td>
<td>34</td>
<td>97.1%</td>
<td>91.2%</td>
</tr>
<tr>
<td>Yearly Total</td>
<td>446</td>
<td>903</td>
<td>30,096</td>
<td>87.0%</td>
<td>64.4%</td>
<td>80</td>
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</table>

**Data Sources:** DEC SIS_RDB COURSE_SECTION, COURSE_SECTID, STUD_ENROLLMENT and CEN_RDB WSCCH and DSCH tables

**LASC Institutional Research 4-4-2013**
**DE PLAN PURPOSE**

1. The DE Plan positions the college to respond effectively and efficiently to growth in demand for Distance Education and to the rapidly changing technological opportunities within the field of e-learning.

2. The DE Plan also fulfills the accreditation requirements to support student learning and services, to improve institutional effectiveness and to integrate technology planning and budgeting with institutional planning and budgeting.

3. Build, strengthen, and improve DE programs and services due to current high demand, growth beyond the walls of the college, and to enhance opportunities of e-learning to improve the success and retention of all students.

4. A comprehensive plan considers the roles and responsibilities of all stakeholders, and serves as a mechanism to guide the College in implementing the plan. The DE Plan establishes five integrated strategic goals as a comprehensive plan for maintaining, improving, and growing DE at Los Angeles Southwest College. The DE Plan provides:
   A. Greater student success in DE courses.
   B. Promote greater attention to SLOs and their assessment.
   C. Expand student access to DE
   D. Integrate DE in college operations and planning.
   E. Improve faculty preparedness for delivering effective learning now and in the future.
MISSION

The Distance Education Mission is to create educational opportunities and diverse learning options by using communication technology to achieve student learning outcomes.

DEFINITION OF DISTANCE EDUCATION

“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.


Classifications and Definitions:

Course classifications and definitions currently are:

1. Web-Enhanced: Is a regular class (face-to-face) that utilizes web or the designated college adopted Learning Management System course shell for resource material, instruction, syllabus, and uploads of assignments only. Classes must meet as scheduled on campus. No in-class time can be substituted for time spent in the LMS course shell for resources. A web-enhanced course does not require Curriculum Committee approval. However, if a student needs to use any technology for a face-to-face class, such information must be stated in the syllabus clearly. If the information is not stated in the syllabus, students will not be required to use technology for the course.

2. Hybrid: If one or more class sessions (up to 50%) is replaced with online content and/or activities, it is considered a Hybrid course. The instructor must not hold the class 100 percent online. Teaching must be a combination of face-to-face instruction and online teaching through the college adopted LMS (not to exceed 50 percent). A Hybrid course can utilize features of the Learning Management System, such as course documents, discussion boards, virtual classrooms, groups, assignments, external links, digital drop boxes and grade books, etc. The course can be offered during regularly scheduled class times or with Online components that replace some of the regularly scheduled class meetings. Notice of face-to-face class sessions will be given by instructors in their syllabus. Hybrid courses must be approved by the Curriculum Committee and noted as such in any published schedule of classes.
3. Online: An Online course is offered 100% online. Instructors must not require students to meet face-to-face at any time, including, but not limited to office hours, homework, tests, and distribution of resource materials. Students cannot be required to attend a physical classroom when participating in an online course. An online course shall utilize features of the Learning Management System, such as course documents, discussion boards, virtual classrooms, groups, assignments, external links, digital drop boxes and grade books, etc. All course instruction, materials, assignments, and discussions are posted and done online. Online courses require of the student and instructor the same amount of course work and hours outside of the classroom as traditional courses; they are offered in a more flexible and independent environment. Online courses must be approved by the Curriculum Committee and noted as such in any published schedule of classes.

NOTE: LASC INSTRUCTORS MAY TEACH AN ONLINE CLASS AND REQUEST A SHELL, ONLY IF THEY HAVE BEEN CERTIFIED WITH LASC’S CURRENT LMS.

Marketing

LASC markets its online program via the college’s website, catalog and schedule. Information about the program is publically announced.

LASC Learning Management System (LMS): Etudes

MOODLE was the college’s first learning management system. However, in 2011, the College undertook a process to select and procure a new LMS. After review of LMS products and vote of the faculty, Etudes was chosen as the new LMS for the College. Instructors desiring to teach online must complete an online course and become Etudes certified. Instructors at LASC began a pilot training program in November 2011. Ongoing certifications of instructors continue.

The LASC Distance Education Guidelines, Policies and Procedures Manual

In early 2011, the Distance Education Committee began the process of developing a manual to guide the College’s distance education program. The committee drafted a document entitled, “2011 Distance Learning Guidelines, Policies and Procedures Manual.” These guidelines, policies, and procedures were based on the ACCJC’s “Guide to Evaluating Distance Education and Correspondence Education,” and the LASC Technology Committee’s plan. This plan complements the manual by providing a plan of action for the DEC’s and the College’s work in this area.

Faculty Development

In this 2014-2016 plan, the distance education committee reaffirms the ideals expressed in the prior plan concerning faculty development. The team further agrees that it is important for faculty, based on our guiding principles, as outlined in the Distance Learning Guidelines, Policies and Procedures Manual, to have:
1. Proficiency with learning theory and pedagogy for effective online teaching.
2. A solid understanding of the standard LMS system for the College, which is currently Etudes.
3. Mastery of technical skills to provide the required course content using the College’s authorized LMS system.

**Student Support Services**

LASC offers online courses and Hybrid courses to meet the needs of our students. Online classes are held entirely over the Internet. Hybrid classes combine traditional classroom time with Internet activities.

The LASC website includes information that gives an overview of the online studies, information on how to succeed as an online student, and outlines computer requirements needed to be successful in an online classroom.
To meet the needs of students and faculty, and to maintain ACCJC compliance for distance education, DE Best Practices are outlined and followed.

Purpose: This document is intended to serve as a guide and resource for all Los Angeles Southwest College Online courses.

Course Quality and Best Practices Guidelines

To ensure quality online instruction and to meet the needs of student services, guidelines can be referenced to the 2011 Distance Learning Guidelines, Policies and Procedures Manual and this 2014 DE Plan. These documents outline guidelines, best practices, and policies that equip faculty with the necessary tools to teach DE courses successfully.

To assess achievement of desired outcomes of distance education courses there are several steps LASC takes to ensure that it maintains a quality program.

1. Online faculty are evaluated by the Department’s Chair on the same expectations as on-ground faculty. Participation, course development, student learning outcomes, and assessments, are just a few areas that are inspected. In addition, students participate in an “online faculty evaluation survey” in which the results are shared with the Department Chair and faculty member through the evaluation period based on Article 19 of the LACCD & AFT Agreement 2011-2014.

2. Before approved, each course must develop student learning outcomes and follow the college-wide annual schedule for outcome assessments, which is subject to approval by the Curriculum Committee, after a rigorous review to meet the ACCJC requirements.

3. Course retention is monitored. Courses with low retention rates are monitored, and can be taken through the evaluation process again to determine if the course should be offered online or dropped as an online course.
Basic Assumptions:

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<tbody>
<tr>
<td>1.</td>
<td>The courses offered online will adhere to the same course outline requirements as the courses offered in traditional classrooms.</td>
</tr>
<tr>
<td>2.</td>
<td>LA Southwest Department Chairs or their designees and Administration will ensure that all courses, including Online courses, as presented by instructors are adhering to course outline requirements.</td>
</tr>
<tr>
<td>3.</td>
<td>Online courses should be subjected to neither additional nor fewer requirements or regulations beyond those applied to traditional courses.</td>
</tr>
<tr>
<td>4.</td>
<td>Online courses at LASC will be provided in an asynchronous-paced mode, using the Internet.</td>
</tr>
<tr>
<td>5.</td>
<td>The requirements set down here are intended to foster Online course offerings, not to inhibit them.</td>
</tr>
<tr>
<td>6.</td>
<td>Online classes are intended to accommodate students who cannot or do not wish to attend on-campus sessions. These students may be encouraged, though not required, to physically attend on-campus sessions stipulated by instructors in their syllabi and in the schedule of classes.</td>
</tr>
<tr>
<td>7.</td>
<td>Online classes may, at the discretion of the instructor, include proctored examinations whereby the student is required to take such examinations face-to-face, either on campus or overseen administered by instructor-approved proxies at locations off campus.</td>
</tr>
<tr>
<td>8.</td>
<td>Hybrid classes are by nature a mixture of on-campus and Online content. Hybrid classes should be clearly identified as such by instructors in their syllabi and in course listings in the schedule of classes.</td>
</tr>
<tr>
<td>9.</td>
<td>Teaching Online is fundamentally different from that of teaching traditional courses. Once a course is created and the Online content developed, the instructor must have command of Online pedagogy and technical skills.</td>
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The Basic Assumptions above are central to the Seven Guiding Principles that follow.

Seven Guiding Principles:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Encourage Student-Faculty, Student-Student contact</td>
</tr>
<tr>
<td>2.</td>
<td>Encourage Student Cooperation</td>
</tr>
</tbody>
</table>
3. Encourage Active Learning
4. Give Prompt Feedback
5. Emphasize Time on Task
6. Project High Expectations
7. Respect Diverse Talents and Learning Styles

ACCJC ACCREDITATION COMPLIANCE

The goal of LASC is to stay in compliance with ACCJC’s guidelines for distance education (under the ACCJC Guide to Evaluate Distance Education Manual) by providing evidence that LASC is operating a solidified distance education program.

Compliance and On-Campus Parity: In order for faculty to understand the responsibility of teaching online courses, faculty can attend workshops, review the Distance Education Guidelines, Policies and Procedures Manual, which is located on the LASC DE Committee website page, along with other online accreditation, policies and procedures. Faculty also can regularly communicate with the DE Coordinator and the DE Committee, as well as become an active member of the DE Committee. For technical questions of the LMS, instructors can access the help desk directly with Etudes.

Students Support Services:

• Students can only use their lasc.edu email addresses to register and add classes for both online and on-ground courses.

• Students have access to LASC’s customized “Student Orientation” videos within Etudes courses and/or on the DE Committee website page.

• Students have access to online resources and/or within Etudes courses or on the DE Committee website page.

• Links for tutorials, the library, student success services, and the help desk, in parity to on-campus resources, are available to online students.

• LASC Counselors provide distance education, in parity with on-campus students, meeting hours (via telephone or emails), materials, course and program guidance, and information.

• Library: The collection contains print and electronic books, and newspapers in both English and Spanish. For library assistance, students may contact the reference desk contact at (323) 242-5236 or email the library at LASClibrary@lasc.edu The hours of operation are Monday -
Thursday: 7:00 a.m. - 7 p.m., Friday: 7:45 a.m. - 1 p.m., and on occasion Saturday: 8 a.m. - 12 p.m. For more library information, students can go to the main LASC library website at [http://lasc.edu/students/library/about_library.html](http://lasc.edu/students/library/about_library.html)

- **Online Library:** The [on-line computerized library catalog](http://lasc.edu/students/library/about_library.html) is accessible both on and off campus. Library research may now be done at home using one of the many remote access electronic databases.

- [Libguides](http://lasc.edu/students/library/about_library.html), accessed through the library for online resources, is another student service LASC offers to provide students with online databases and resources, which is located at [http://libguides.lasc.edu/home](http://libguides.lasc.edu/home).

- All library information provided to distance education and on-campus students can be found at [http://lasc.edu/students/library/about_library.html](http://lasc.edu/students/library/about_library.html)

- **Business office:** Tuition, parking, and all other campus-related fees can be paid online to accommodate the online student.

- **Bookstore:** Books can be purchased through the LASC.edu website under the bookstore link, which can be accessed 24/7.

- **Student Services Offices** can be accessed through the website by individual links to accommodate the distance education student. Those offices include Admissions and Records, assessment and matriculation, the bookstore and business offices, CalWorks/Gain program, counseling, disabled students programs and services, EOPS/CARE, financial aid, freshman year experience, and the health center. Additionally, various specific services like international student program, outreach and recruitment, Passage Program, Puente Program, and various TRIO programs, such as Educational Talent Search, TRIO STEM, TRIO Scholars, and Upward bound. Information about veterans services is also available via LASC website.

- **Distance education** students can access these links through [http://lasc.edu/administration/student_services/index.html](http://lasc.edu/administration/student_services/index.html)

**Faculty Training:**

- In order to teach an online course, faculty must complete a formal two-week comprehensive Etudes course management system training program and receive a certificate of completion. To successful complete this training, faculty dedicate between 12 and 20 hours per week of instruction delivered via the Etudes course management system, by participating in numerous online activities, readings, and tests.
• Various emails and materials are distributed to all faculty on a regular basis with updates on online instruction, policies, requirements, and other information to ensure compliance and faculty success with online teaching.

• In 2014, a series of formal workshops and training programs for online faculty will be held to maintain a solid level of proficiency in the areas of the LMS, pedagogy, effective online teaching practices, and skill-building.

• Conferences, outside training programs, and online-related webinars is distributed to faculty via emails as relevant information becomes available.

• Faculty are encouraged to use the sample syllabus, which clearly outlines weekly participation in the forums, lists resources availability, information about ADA compliance, course objective and description, SLOs, faculty office hours, grading scale and online etiquette. (see Appendix B-Sample Syllabus)

FERPA
The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. For Distance guidelines on FERPA, see http://ets.fhda.edu/call_center/portalFERPA and Administrative Procedure AP 5045.

FERPA gives students the right to (1) inspect and review their educational records, (2) restrict the disclosure of their record, and (3) seek to amend their record. Students’ educational records are kept confidential and can only be disclosed with permission from the student or under provision of the law.

Faculty and staff members guidelines to comply with FERPA regulations and District policy include the following.

A. In general, faculty and staff have limited access to student information.
B. Faculty have access to students email addresses, i.e. LASC.edu or LACCD.edu
C. Faculty are to be responsible for protecting educational records, such as grades, submitted material, personal emails, and records.
D. Faculty may not provide copies of transcripts to students. Only the Office of Admissions and Records may release such information about or to a student.
E. Information obtained for and from students is not to be shared with a third party.
F. Do not share non-directory information from a student’s education record such as grades or class schedules with a third party, including parents. Such requests must be referred to the Office of Admissions and Records.
G. In case of an emergency, requests for student information should only be addressed to the Office of Admissions and Records.
H. Refer all judicial orders, subpoenas and other written requests for access to information or data to the Office of Admissions and Records.

**ADA Section 508 Accessibility:**
- Faculty are required to put the following information in the syllabus for online and on-ground classes to comply with ADA - for students with disabilities.
  “Disability-Related Accommodations - If you have a documented disability and will require disability-related accommodations, please contact the DSP&S Office at 323-241-5480.”

When developing and disseminating learning material electronically, certain accessibility requirements need to be met. See Distance Education: Access Guidelines for Students with Disabilities from the Chancellor’s Office California Community Colleges.

ADA Section 508 mandates that learning materials, including interfaces, images multimedia elements, images, and all other forms of information should be made available to all students, regardless of disability.

Community colleges, as required by both State and Federal law, are to make accessible to students with disabilities all programs and activities. Under the CCC DE Access Guidelines, Chapter 6, Standards and Criteria for Courses, Section 55200 (“Definition and Application”), CA Code 11135, and Section 508 of the Rehabilitation Act as amended in 1998, the Access Board has established standards for electronic and information technology.

At LASC, a student may request accommodations from the ADA office. If approved, a formal notification from the ADA office is distributed to the instructor in writing via email or delivered by the student to the instructor. LASC faculty makes every effort to provide accommodations for distance education students. This can be done by providing videos of lectures, information, and material, the use of closed captioning, extended time for assignments and tests, and open communication with the student to further access his/her need to be successful in an online course.

**Evaluation of Online Faculty and Courses**

LASC provides chairs and deans with specific guidelines, evaluation procedures, and checklists to conduct evaluations for online instructors.

**Procedure Followed for Student Online Faculty Evaluation:**
- Notice is sent by the Distance Education Coordinator to the Academic Affairs for a list of instructor names to be evaluated.
- The list of names is distributed to Department Chairs.
- A form (see appendix A) is emailed by the Distance Education Coordinator to Department Chairs to officially list faculty to be evaluated, which includes their names and courses teaching.
- The list is emailed to the IT Department.
- The IT Department gives access to the Distance Education Coordinator to upload the official student online faculty evaluation survey questions.
- The anonymous survey is opened to students for seven days.
- The surveys are automatically routed to a designed evaluation email address accessed only by the Department Chairs.
STRATEGIC GOALS

To stay in compliance with ACCJC, LASC will also attempt to meet set goals. The DEC of LASC has outlined strategic goals to achieve measurable outcomes in a timely manner. This strategy will accomplish deliverables that directly enhance the online program, provide solid faculty and student support, give specific guidance on online preparedness for both faculty and student, and successfully achieve parity with on-campus and online students.

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Action Plan</th>
<th>Measurable Outcome &amp; Timeframes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet ACCJC legal requirements for distance education delivery.</td>
<td>• Post compliance requirements on DEC website.</td>
<td>The number of faculty in compliance increases by at least 20% by Spring 2015.</td>
</tr>
<tr>
<td></td>
<td>• Email instructors reminders of requirements.</td>
<td>Increase compliance of ADA Section 508 guidelines for accessibility by at least 20% by Spring 2015.</td>
</tr>
<tr>
<td></td>
<td>• Encourage faculty to work closely with DEC</td>
<td>Increase compliance with copyright laws, fair use, and the TEACH Act by at least 20% by Spring 2015.</td>
</tr>
<tr>
<td>Strategic Goal</td>
<td>Action Plan</td>
<td>Measurable Outcome &amp; Timeframes</td>
</tr>
<tr>
<td>---------------</td>
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<td>---------------------------------</td>
</tr>
</tbody>
</table>
| 2. Increase student success and retention | • Make it mandatory that LASC’s LMS student orientation videos be part of the navigation bar of the LMS for the purpose of fulfilling online student orientation goals.  
• Continue providing online student support comparable to campus students, such as tutoring services, library access, student success services, counseling, and online registration.  
• Collect yearly data on student retention for each online DE course; conduct semester/term faculty and student end-of-the-course surveys.  
• Implement a process to ensure that DE courses meet all requirements for accessibility.  
• Continue to follow the 2012 Distance Education Policies and Procedure Manual, which outlines online standards for DE course deliverables and ensures that DE courses adhere to all standards and best practices (Located on the DE Committee webpage of LASC.Edu). | Determine measurable outcome of student success in online courses by gathering, analyzing, calculating and providing statistics of increases and decreases per online course to determine student success and retention in DE courses over a five year period of the strategic plan 2014 to 2019. |
| 3. Ensure student learning outcomes (SLOs) are clearly outlined and implemented in all DE courses. | • Continue to follow measurable SLOs.  
• Curriculum Committee regularly assesses them.  
• Align DE -SLOA plans and reports with college SLOA plans and reports.  
• Conduct semester surveys for faculty discussion/feedback of SLO assessment in order to modify course deliverables and practices when appropriate. | All SLOs for DE courses will be revisited, examined and assessed every two (2) years by the Curriculum Committee.  
Results will be compiled in a report on the assessments. |
<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Action Plan</th>
<th>Measurable Outcome &amp; Timeframes</th>
</tr>
</thead>
</table>
| 4. Student preparedness is met for success in online courses.               | • Encourage faculty to follow closely checklists in the DE Guidelines, Policies and Procedures Manual (see Appendix A) that give specific tasks to teach online courses successfully.  
• Create a “How to be successful in an online class” video for the DEC website.  
• Encourage faculty to link in their shell the “Etudes Student Orientation Video and the “How to be successful in an online class video,” supported by a quiz taken the first week of class that will prepare and measure students potential success in the online course.  
• Encourage faculty to send via email and post in the announcements a Welcome message the first day of class. The standard Welcome message provided to faculty will:  
  a) direct students to the videos and first week quiz;  
  b) introduce student success services, tutorial, counseling, library links and other resources available to them as online students;  
  c) participation requirements to avoid being dropped or withdrawn from the class;  
  d) information on the ADA requirements and services available for accommodation for disabilities. | DEC sends guidelines for student preparedness to all faculty via email prior to the school term and throughout the first two weeks regarding Welcome message requirements. To be implemented by 2014.  
Etudes Student Orientation Video posted on the DEC website by Spring 2014. At least 50% faculty to implement by Spring 2015.  
“How to be successful in an online class” video for students created and posted on DEC website by Spring 2014. At least 50% faculty to implement by Spring 2015.  
Video links posted on DEC website by Spring 2014.  
Links to specific online student services placed in shells by at least 50% faculty by Spring 2015.  
Etudes Student Orientation Video created in 2011. |
<table>
<thead>
<tr>
<th><strong>Strategic Goal</strong></th>
<th><strong>Action Plan</strong></th>
<th><strong>Measurable Outcome &amp; Timeframes</strong></th>
</tr>
</thead>
</table>
| 5. Enforce parity for online students, faculty, and courses with on-campus students, faculty, and courses. | - Make it mandatory to insert customized links in navigation bar to increase student access to such services as tutoring, counseling, library, and orientation-instruction videos for all online courses.  
- DE Committee to monitor and evaluate opportunities for improvement with services for student success in DE courses and programs.  
- Create guidelines to ensure that faculty implement required documents, links, and student services within course shells.  
- Encourage faculty to engage regularly with online students.  
- Integrate distance learning concepts, programs, policies and procedure with on-campus plans.  
- Communicate with staff implementing student services to ensure that information, technology, and access is available to online students.  
- Communicate with college committees the need for parity of services with on-campus students.  
- Encourage faculty to announcement campus activities, programs, and updated information in shells to avoid exclusion of online students.  
- Provide end-of-the semester student surveys to evaluate parity of student services. | DEC monitor and place as an agenda item at least twice a year to review resources available to on-campus students and compare if those same services are available to online students, i.e., tutoring, counseling, library, orientation. (started in 2011)  
Hold at least one per semester informational workshop for instructors to outline the importance of parity within an online class to an on-campus class. The goal is to outreach to at least 50% faculty by Fall 2014.  
Create a Student DE Handbook by Fall 2015 and post on DEC website and in shells.  
DEC work closely with Student Services for parity of services. (started 2012)  
Create an end-of-the semester student survey to gather feedback and data from online students regarding parity of services. The goal is to have 100% of faculty to make survey available to students. The results of the survey will be directed to a specific email address. The DEC will gather and evaluate results to identify the lack of or the success of parity services to online students. |
<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Action Plan</th>
<th>Measurable Outcome &amp; Timeframes</th>
</tr>
</thead>
</table>
| 6. Increase faculty training in DE methods, technologies, and assessment | • Continue conducting workshops on specific subject-related information for online teaching, i.e., LMS refresher training, online faculty orientation, policy and procedures, and faculty end-of-the-course surveys.  
• Implement accreditation expectations workshops.  
• Implement a once-per-year informal online or in-person discussion process for faculty exchange of methods, approaches, technologies, data, and ideas aimed at improving the effectiveness of DE courses. | Provide more opportunities for training and increased discussion among DE faculty by providing faculty end-of-the-course surveys, student end-of-the-course surveys, training workshops, and faculty focus group online discussion forums about assessment and improvement of DE courses. The goal is to hold two to 3 workshops per year with the assistance of the Professional Development Committee.  
Maintain one college wide learning management system. |
| 7. Contract a permanent DE Coordinator, part-time or full-time to chair and coordinate Distance Education. | • Establish permanent funding for a Distance Education Coordinator.  
• Measure the results of not having a DE Coordinator/Chair to help manage the DE program.  
• Establish a budget for DE Coordinator to attend conferences, workshops, training to generate ideas and to provide information and suggestions to the DE Committee to make improvement in college DE program. | Budget funding for a permanent DE Coordinator position for a minimum of .4 hours by Spring 2014. |
| 8. College Learning Management System. | • Annually evaluate Learning Management System (LMS), currently Études to determine if it meets student needs.  
• Maintain one learning management system for the college campus.  
   • All faculty must teach online classes on college wide LMS (Études).  
• Maintain adequate online instructors.  
• Maintain adequate number of online classes.  
• Carefully screen, through data collected, success of courses taught online.  
• Provide on-going technical support for faculty and students.  
• Continue to make improvements. | Data collected related to the percentage of students taking an online course will help to measure the effectiveness of the LMS. Data and surveys collected from the results of students and faculty conducted by end-of-the-semester surveys will also provide measurable outcomes. |
As LASC puts into place and implements Strategic Goals, it unveils past objectives that have been achieved, and future ones to be implemented, to further increase the effectiveness of the college’s online program. The DEC’s action plan, which originated in 2011, identifies key areas where essential features have been met and/or are in progress, which identifies deliverables and evidence of such accomplishments.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities</th>
<th>Responsible Parties</th>
<th>Deadlines/Milestones</th>
<th>Deliverables/Evidence</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update to an LMS that provides improved technical, operational, and student support</td>
<td>1. Review potential new LMS vendors 2. Selected and implemented new LMS; Etudes.</td>
<td>1. DE Committee 2. College Admin. 3. Academic Senate</td>
<td>2010-2011</td>
<td>New LMS - Etudes</td>
<td>2011</td>
</tr>
<tr>
<td>Task</td>
<td>Steps</td>
<td>Start Date</td>
<td>End Date</td>
<td></td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Develop and implement student-centered online learning materials to improve retention in online classes</td>
<td>1. Develop material and links to be placed on the DE website page 2. Identify material needed 3. Implement parity with on-campus student services</td>
<td>On-going</td>
<td>On-going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assess the DE Program at LASC to identify areas of strength and growth, and those needing improvement</td>
<td>1. Conduct faculty Survey 2. Conduct student Survey 3. Conduct IT Survey 4. Analysis of data</td>
<td>Spring 2012 - Student surveys for faculty evaluation implemented  Spring 2014 - Faculty survey  Spring 2014 - IT survey - Spring 2014 - Analysis of data</td>
<td>In progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review the “E-Learning” mission created in 2008 to align with revised college mission statement</td>
<td>1. Review mission based on the vision and goals of the DE program 2. Curriculum Committee 3. Academic Senate</td>
<td>Fall 2013</td>
<td>Fall 2012</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2008-2011 - E-LEARNING PLAN

Also presented as evidence, between 2008-2011 faculty followed a solid E-Learning Plan and met objectives. Objectives, goals, funding, and achievable timelines were put into place. All of these mentioned Plans, both present and past, serve as evidence that LASC continues to strive to make improvements to better serve its students and faculty. The dedication of college committees, administrators and staff is ongoing and obvious as strategies, action plans, and goals are constantly being implemented, followed, and updated. This Updated Fall 2012, E-Learning Plan 2008-2011 is another example of LASC moving in a positive direction to meet and exceed ACCJC’s standards.


Mission Statement: The E-Learning mission is to create educational opportunities and diversify learning options by using communication technology to achieve student learning outcomes.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>TIMELINE</th>
<th>EVIDENCE/ONTIME</th>
<th>FUND SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actvate small Senate E-Learning team</td>
<td>a.) Expand offerings</td>
<td>a.) 2008-09</td>
<td>a.) 140 courses by 2011</td>
<td>a.) 6,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b.) Approve Addenda</td>
<td>b.) 2008-11</td>
<td>20/Fall 2009 42/Spring 2010 40 Fall 2011</td>
<td>b.) N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b.) Addenda via Curriculum – ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>90 Faculty on board via “How to Teach an Online Class”</td>
<td>a.) Offer “How to Teach an Online Class”</td>
<td>a.) 2009 b.) 2010 c.) 2011</td>
<td>a.) 60 faculty enrolled thru 2011 20 – 2009 20 – 2010 20 – 2011</td>
</tr>
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<tr>
<td></td>
<td>D</td>
<td>Identify a Faculty liaison</td>
<td>a.) Secure Release Time for Liaison b.) Select Liaison</td>
<td>a.) 2009 b.) 2009</td>
<td>a/b.) Process Liaison selected</td>
</tr>
<tr>
<td></td>
<td>E</td>
<td>Training and support operations</td>
<td>a.) Purchase and practice “Quality Matters” b.) Hold seminars</td>
<td>a.) 2009 b.) 2010-11</td>
<td>a.) 60 participants in continuous training 10 – 2009 20 – 2010 30 - 2011</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Maintenance of the operational and technical aspects of the system</td>
<td>a.) Keep software, networks, platforms, degree works current and functional</td>
<td>a.) 2009 b.) 2010 c.) 2011</td>
<td>a.) Smooth, easy, accessible system utilization - Update system 2009 - Update system 2010 - Update system 2011</td>
</tr>
</tbody>
</table>

Moving forward, in 2013, more guidelines to provide a solid structure and parity with on-campus and online students have been rolled out as outlined in Article 40.
and Title 5, section 55376 and US Department of Education (USDE) guidelines section 602.3 (definitions). This has been done by updating and adding to the existing plan essential features to teach online classes and by providing a more structured program to ensure that both faculty and students have clear directions and guidelines, and accessibility to necessary learning and teaching tools.

The following table outlines these essential features and elements that validate LASC’s efforts to maintain a viable operational DE program.

**Recommended Components of an Online Course:**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Course Content</th>
<th>Student/Faculty Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td>Clearly written guidelines</td>
<td>Discussion forums</td>
</tr>
<tr>
<td>Learning objectives</td>
<td>Links, i.e. videos, articles, websites that align with course objectives</td>
<td>Office hours</td>
</tr>
<tr>
<td>ADA information</td>
<td>Clear guidelines and instructions for all assignments/tests</td>
<td>Email communication/responses</td>
</tr>
<tr>
<td>Participation standards</td>
<td>Reading assignments</td>
<td>Announcements</td>
</tr>
<tr>
<td>Grading criteria</td>
<td>Deadlines</td>
<td>Weekly activities/participation</td>
</tr>
<tr>
<td>Plagiarism policy/consequences</td>
<td>Statement on plagiarism</td>
<td>Discussion forum</td>
</tr>
<tr>
<td>Assignment submission</td>
<td>Clearly described upload links</td>
<td>Faculty feedback and grading</td>
</tr>
<tr>
<td>Course readings/required textbook</td>
<td>Reading assignments</td>
<td>Discussion forum, Email communication/responses</td>
</tr>
<tr>
<td>Discussion forum criteria</td>
<td>Discussion forum etiquette and rules</td>
<td>Discussion forum as necessary</td>
</tr>
<tr>
<td>Technical support information</td>
<td>Link to technical support</td>
<td>Email communication/responses</td>
</tr>
</tbody>
</table>
SYLLABUS:

A comprehensive syllabus is strongly recommended to faculty and may include the following information. These specific components provide a clear understanding of course material, policies and regulations, assignment requirements, and deadlines.

<table>
<thead>
<tr>
<th>Syllabus Includes:</th>
<th>Suggested Syllabus Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description:</td>
<td>Use the exact description as outlined in the approved course outline, which is located on the LACCD page.</td>
</tr>
<tr>
<td></td>
<td><strong>Example:</strong> To study the roles of women in politics, their perspectives and powers in relationship to the United States Government and globally.</td>
</tr>
<tr>
<td>Course Objective:</td>
<td>Use the exact description as outlined in the approved course outline, which is located on the LACCD page.</td>
</tr>
<tr>
<td></td>
<td><strong>Example:</strong> Examines political theories and public policies which shape the various possibilities and strategies for women’s political participation in the United States and elsewhere. Examines the political institutions, processes, and problems of the national, state, and local government.</td>
</tr>
<tr>
<td>Syllabus Includes:</td>
<td>Suggested Syllabus Content</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Learning Outcome:</td>
<td>1. To have a firm understanding of roles of women in politics.</td>
</tr>
<tr>
<td></td>
<td>2. To possess a theoretical and practical understanding of how women influence global politics.</td>
</tr>
<tr>
<td></td>
<td>3. To develop a firm understanding of the many facets of relations of women around the world and with international leaders.</td>
</tr>
<tr>
<td>Disability-Related Accommodations</td>
<td>If you have a documented disability and will require disability-related accommodations, please contact the DSP&amp;S Office at 323-241-5480.</td>
</tr>
<tr>
<td>Course Material:</td>
<td>Textbook</td>
</tr>
<tr>
<td></td>
<td>Computer/lab requirements</td>
</tr>
<tr>
<td></td>
<td>Etudes access</td>
</tr>
<tr>
<td></td>
<td>Note: Faculty teaching web-enhanced, online or hybrid classes are required to inform the student in the syllabus if he/she will need access to a computer.</td>
</tr>
<tr>
<td>First Week Participation Requirements:</td>
<td>If the instructor does not see the required participation activities within the first week of class, the student is subject to being dropped by the instructor. If the student does not participate in the class on the drop deadline, the student will be dropped from the class by the instructor. If the student shows little activity throughout the course, the student will be dropped from the class and will receive a W on the transcript.</td>
</tr>
<tr>
<td>Syllabus Includes:</td>
<td>Suggested Syllabus Content</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Drop Policy:</td>
<td>It is your responsibility to drop the class through registration, online or in person, if you do not plan to continue with the course. Lack of participation may result in the student being dropped from the course automatically.</td>
</tr>
<tr>
<td>Classroom Rules of Conduct:</td>
<td>At no time are you to belittle, judge, or criticize another student in the discussion forum. If this occurs, the discussion post will be eliminated and it will not count towards your minimum posts required per week.</td>
</tr>
<tr>
<td>Assignment/Quizzes/Tests/Essay Policies:</td>
<td>The deadlines, expectations, instructions and needed material should be clearly outlined in your syllabus.</td>
</tr>
<tr>
<td>Extra Credit:</td>
<td>Specify if extra credit policy</td>
</tr>
<tr>
<td>Deadline/Late Assignment Policy:</td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td>*No late assignments will be accepted.</td>
</tr>
<tr>
<td></td>
<td>*Late submissions will receive a _____ percent penalty.</td>
</tr>
<tr>
<td></td>
<td>*Late work will be docked _____ points per day/week.</td>
</tr>
<tr>
<td></td>
<td>*No make-up tests/quizzes/essays.</td>
</tr>
<tr>
<td>Plagiarism Policy:</td>
<td>Do your own work! The instructor has a software system to use to check for plagiarism so avoid at all means. Demonstrate your own knowledge of the subject matter. Use direct quotes sparingly. Summarize learned information in your own words. If your work is marked as plagiarism, you will fail the assignment and could risk being reported to the appropriate dean and chair. You do not get two chances with plagiarism so pace yourself to study hard and to research well.</td>
</tr>
<tr>
<td>Syllabus Includes:</td>
<td>Suggested Syllabus Content</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>APA/MLA Format:</td>
<td>Clearly specify which format of research and essays papers are to be used.</td>
</tr>
<tr>
<td>Instructor Contact Information:</td>
<td>You may contact the professor via email at ______________ or telephone at (000) 000-0000. You must be patient and provide the instructor with at least 48 hours lead time to respond to your email Monday through Friday. This does not include weekends and holidays. You must anticipate computer or website challenges; do not allow yourself to get into the situation of being frustrated or of calling for help from technical staff or from the instructor right before an assignment deadline.</td>
</tr>
<tr>
<td>Syllabus Includes:</td>
<td>Suggested Syllabus Content</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Student Services:   | **Library**  
The Founders Library, located in Library Center, offers high-speed copiers, study carrels, computers with internet access, a reading room and several group study areas. Its collection contains more than 60,000 print and electronic books, and newspapers. (Library Center is located across from the Bookstore)  
**Student Success Center**  
SSEC 110 • (323) 241-5455  
Provides individual and small group tutor support, and computer access for academic assistance.  
Supports instructor-led laboratory and supplemental learning activities for students.  
**English Writing Center**  
SSEC 116 • (323) 241-5451  
Tutors assist English 21 and 28 students with completing required lab components, including online lab assignments. One-on-one and group tutoring, weekly workshops, and Supplemental Instruction sessions, are also available.  
**Math Lab**  
TEC 170 • (323) 241-5374  
Assists Math students with completing required lab components. Tutoring, workshops, and online tutorial programs are also offered. |
<table>
<thead>
<tr>
<th>Syllabus Includes:</th>
<th>Suggested Syllabus Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions:</strong></td>
<td>Please note, that only admission registered students are allowed to participate and remain in the class. It is the student's responsibility to complete the registration process and to be properly enrolled in the class at Los Angeles Southwest College Admissions Office. It is also the student's responsibility to complete the paperwork to drop the class with or without a &quot;W&quot; if the student does not keep up with the coursework in a satisfactory manner.</td>
</tr>
<tr>
<td><strong>Privacy Policy:</strong></td>
<td>All information and material in this class is for use during this semester. Information should not be transferred or used in any other manner. It is prohibited for students to share information from other students, including email addresses, any other contact information, and posted material outside of this class. Such information is only to be used in this academic forum.</td>
</tr>
<tr>
<td><strong>Grievances:</strong></td>
<td>If you have general questions, specific concerns and issues, peer or instructor grievances, please email the instructor directly at _________ or his/her chair at __________________.</td>
</tr>
<tr>
<td>Syllabus Includes:</td>
<td>Suggested Syllabus Content</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Grading Criteria:</td>
<td>Clearly state the expectations of each assignment. Rubrics are useful.</td>
</tr>
<tr>
<td>Grading Scale:</td>
<td>A=90-100</td>
</tr>
<tr>
<td></td>
<td>B= 80-89</td>
</tr>
<tr>
<td></td>
<td>C=70-70</td>
</tr>
<tr>
<td></td>
<td>D= 60-69</td>
</tr>
<tr>
<td></td>
<td>F= 59 and below</td>
</tr>
<tr>
<td>Technical Support &amp; Login Instructions:</td>
<td>Etudes.org</td>
</tr>
<tr>
<td></td>
<td>Click Student Help</td>
</tr>
</tbody>
</table>
New/Existing Online Instructor’s Course Introduction To Students:

Along with the syllabus guidelines, further instruction is given to faculty to encourage participation and communication that will allow a continuing or first-time online student to be better prepared for distance learning.

*In order to teach an online course at LASC, you must be Etudes certified.*

*Online instructors are encouraged to adhere to the following guidelines to ensure that communication and participation between student and faculty is implemented and effective.*

<table>
<thead>
<tr>
<th>Prior to Class</th>
<th>Weekly Teaching Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare and upload syllabus</td>
<td>Post/Email weekly announcements, i.e., assignment and deadline reminders, information, and course-related articles/videos.</td>
</tr>
<tr>
<td>Prepare/Set discussion forum release dates</td>
<td>Post weekly lectures, objectives, and summaries in the modules</td>
</tr>
<tr>
<td>Prepare/Set assignment/tests/quizzes release dates</td>
<td>Reply to student discussions (at least three times per week), i.e. ask questions, reinforce information, encourage analytical remarks, give feedback</td>
</tr>
<tr>
<td>Post lectures, objectives, and summaries in the modules</td>
<td>Check messages (daily preferred)</td>
</tr>
<tr>
<td>Send a Welcome Announcement</td>
<td>Post/Email weekly welcome messages into a new week.</td>
</tr>
<tr>
<td>Post/Email course expectations in announcements, i.e. active participation, late policy, chat room, word count of discussions and essay word count, discussion replies, research paper, references, citing work, use of APA format</td>
<td>Clearly outline guidelines, instructions for students</td>
</tr>
<tr>
<td>Post/Email requirements to view the “Etudes Student Orientation Video” link</td>
<td>Post/Email weekly announcements, i.e., assignment and deadline reminders, information, and course-related articles/videos.</td>
</tr>
<tr>
<td>Prior to Class</td>
<td>Weekly Teaching Expectation</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Post/Email grading policies, guidelines, and rubrics</td>
<td>Faculty will post grades in a timely manner.</td>
</tr>
</tbody>
</table>

**DISTANCE EDUCATION VERSUS CORRESPONDENCE COURSES**

LASC does not have correspondence courses. The difference between distance education and correspondence courses is outlined in the ACCJC’s August 2012, “The Guide to Evaluating Distance Education and Correspondence Education.”

At LASC, all distance education courses are instructed through hybrid or fully online.

(A) Weekly contact between faculty and student is to be faculty initiated. Such interaction is important in order to access the comprehension of the course material and to determine if the student is participating on a regular basis in the classroom as they would in an on-campus course.

(B) The instructor should interact with the students at least the same amount of time that would occur in an on-campus classroom. Such regular contact with online students ensures that the course is classified as distance education and not the format of a correspondence course.

*Examples to initiate effective communication in a distance education learning environment with students is as follows:*

<table>
<thead>
<tr>
<th>Contact initiated</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion forums/threads</td>
<td>Post forums that require answering of questions and discussion among peers and faculty. Students can reply to a certain amount of discussions posted by their peers.</td>
</tr>
<tr>
<td>Course announcements</td>
<td>This allows the instructor to communicate information, guidelines, procedures and policies in a variety of ways, i.e. videos, messages, and question and answer format. The messages/announcements must be focused not generic, i.e. due dates or general issues.</td>
</tr>
<tr>
<td>Private messages</td>
<td>Faculty should respond to students no later than 24-48 hours</td>
</tr>
<tr>
<td>Contact initiated</td>
<td>Interaction</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Chat room</td>
<td>The instructor can participate in an informal setting, such as the chat room, where students ask questions, communicate with peers, or post messages.</td>
</tr>
<tr>
<td>Email</td>
<td>Instructors should respond to emails within 24 to 48 hours.</td>
</tr>
</tbody>
</table>
| Teams            | Instructors can create teams, particularly if the number of students reaches the maximum size. Teams can create a vehicle in which students feel more connected to a smaller group of students, thus participate more.  
  Teams can be set up to respond to particular subject-related questions.  
  Teams can work on projects and present to the class via PowerPoint. |
| Feedback         | Instructors should regularly give feedback/comments, which include positive and critical feedback for improvement on assignments.  
  Instructors should use rubrics to grade assignments.  
  Feedback needs to be timely. |
Definition of Distance Education and Correspondence Education

ACCJC’s August 2012: “The Guide to Evaluating Distance Education and Correspondence Education”.

In ACCJC’s August 2012, “The Guide to Evaluating Distance Education and Correspondence Education” there are clear definitions and distinctions between distance education and correspondence education.

Distance education (DE) and correspondence education (CE) are common delivery mechanisms in American higher education. A sizable number of institutions that are campus based offer some portion of the curriculum and programs in a distance education format, and there are a relatively small, but growing number of institutions that offer educational services solely through distance education. In 2006, the Higher Education Act revised regulations that had restricted the use of distance education by institutions eligible for Title IV financial aid Effective July 1 of that year, institutions were no longer restricted to offering less than 50% of a degree program via distance education in order to retain eligibility.

The regulatory changes are likely to increase the number of programs campus based institutions offer through distance education as well as generate opportunity for some new, solely distance education based institutions to emerge in the ACCJC/WASC region.

The Commission’s “Policy on Distance Education and on Correspondence Education” (See Accreditation Reference Handbook) has been revised continuously to reflect the changes made to the 2006 Higher Education Act and to the Higher Education Opportunity Act of 2008 that provides greater emphasis on Distance Education and Correspondence Education.

The Commission Policy provides the following definitions of Distance Education and Correspondence Education. These definitions are congruent with the definitions in the Higher Education Opportunity Act of 2008. Note that correspondence education may be offered via the same delivery modes as distance education. The U.S. Department of Education (USDE) focuses more closely on the nature of the interaction between instructor and student, and on aspects of the instruction delivered, to determine whether the course or program is distance education or correspondence education for purposes of Title IV.
The Commission recognizes and embraces distance education as a convenient, flexible, and effective means of providing quality education. Many working students with multiple demands on their time find that distance education meets their needs better than campus based education.

Many campus based students are now taking at least part of their educational programming through distance education classes. For some institutions, the pedagogical strategies successfully used in distance education classes with distant students (for example, on-line chat rooms and electronic voting or feedback) have been incorporated into routine programs and services offered in classrooms on campus or provided for students who are physically on campus and do not necessarily need to use technology to connect with the campus.
Accomplishments

2009 - Present DE Improvements:

The college has committed to maintaining a viable DE Program by focusing on specific areas to improve. Numerous changes, drafts and updates of DE-related information have been implemented, accomplished or completed. The Distance Education Committee has concentrated on updating and/or implement the following: (1) DE achievements (2) Curriculum Committee (3) LASC’s learning management system; (3) faculty training and support; and (4) Parity of on-campus and online student services.

1. DE Committee achievements:

• Created Distance Education Plan (1st Draft - 2013).
• Created updated online add policy (in progress - 2013)
• Conducted skill-building/improvement workshops (2012-present)
• Updated Distance Education website (2013)
• Created online material for faculty/student success (2012)
• Created Etudes Student Orientation Videos (2011)
• Redefined web-enhanced, hybrid and online definitions (2013)
• Examined DE versus correspondance courses (in progress)
• Reviewed and evaluated the campus LMS - Etudes

2. Curriculum Committee Approval Process

In Fall of 2013, the DE Committee is a sub-committee of the Curriculum Committee. DE approvals must also be approved and accepted by the CC committee before going before the Academic Senate for a final approval. As a result, the process in which changes, policies, regulations, technology, student/faculty success is achieved, is based on a very disciplined and structured process.

The Curriculum Committee is charged with ensuring that learning outcomes and academic quality of courses and programs offered via distance education and on-campus meet the same standards. The purpose of the College Curriculum Committee is to establish and approve educational curriculum policy campus wide. This committee approves new programs, degrees, and certificates, as well as general education requirements. The Curriculum Committee, in compliance with Title 5, reviews and approves each course proposed for distance education.
• The committee carefully reviews courses looking for approval to be taught online.
• CC reviews policy and regulation changes
• CC carefully reviews policies, regulations, changes, and all other documents related to distance education learning.
• In 2012, the CC updated all SLOs for online and on-campus programs.

2. **Learning Management System:**

In Spring 2011, LASC adopted a new LMS - Etudes which resulted in:

• Upgraded student/faculty support.
• Extensive and ongoing faculty training.
• User-friendly technology for students and faculty implemented.

3. **Faculty Training and Support:**

• Faculty certified in Etudes (LMS)
• Refresher Etudes workshops
• Resource material on DE website
• 2011 Distance Education Polices and Procedures Manual created
• Etudes portal

4. **Parity of on-campus and online student services include:**

<table>
<thead>
<tr>
<th>Services</th>
<th>Websites/Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math and English tutoring</td>
<td>(<a href="http://lasc.edu/administration/student_services/index.html">http://lasc.edu/administration/student_services/index.html</a>)</td>
</tr>
<tr>
<td>Counseling services - ASK A COUNSELOR</td>
<td>(<a href="http://lasc.edu/students/counseling/services.html">http://lasc.edu/students/counseling/services.html</a>)</td>
</tr>
<tr>
<td>Library Support</td>
<td><a href="http://lasc.edu/students/library/about_library.html">http://lasc.edu/students/library/about_library.html</a></td>
</tr>
<tr>
<td>Etudes Student Orientation Video</td>
<td>Link in Etudes courses</td>
</tr>
<tr>
<td>ADA Accommodations</td>
<td>(<a href="http://www.lasc.edu/dsp/index.html">http://www.lasc.edu/dsp/index.html</a>)</td>
</tr>
<tr>
<td>Bookstore</td>
<td>(<a href="http://www.lascbookstore.com/">http://www.lascbookstore.com/</a>)</td>
</tr>
<tr>
<td>LMS Support</td>
<td><a href="https://myetudes.org/portal">https://myetudes.org/portal</a>)</td>
</tr>
</tbody>
</table>
5. Faculty/Student Communication:

Compliance with communication guidelines inspected during faculty evaluations. The communication guidelines are the same for both online and on-campus instructors.

- Dates, Deadlines, Holidays, and Course Schedule need to be posted/announced.
- Faculty expectations and requirements for student participation (quantity and quality) throughout the duration of the course.
- Contact information posted via online or on-campus office hours.

2011 Distance Learning
# Guidelines, Policies and Procedures Manual

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updated 03/2014

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</tbody>
</table>
WHAT IS DISTANCE EDUCATION LEARNING?

The 2009 Higher Education Opportunities Act (HEOA) recently separated distance education from correspondence education by defining each:

DEFINITION OF DISTANCE EDUCATION

“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.

WHAT IS PEDAGOGY?

It is the process of being a teacher and can be referred to as the correct use of instructive strategies. The instructor’s own beliefs are harbored by the student’s background knowledge and experience, situation, and environment.
DE BEST PRACTICES FOR ONLINE COURSES
Reviewed June 6, 2011
Reviewed March 10, 2014

Purpose: This document is intended to serve as a guide and resource for all Los Angeles Southwest College Online courses.

Basic Assumptions:

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<tbody>
<tr>
<td>1.</td>
<td>The courses offered Online will adhere to the same course outline requirements as the courses offered in traditional classrooms.</td>
</tr>
<tr>
<td>2.</td>
<td>LA Southwest Department Chairs or their designees and Administration will ensure that all courses, including Online courses, as presented by instructors are adhering to course outline requirements.</td>
</tr>
<tr>
<td>3.</td>
<td>Online courses should be subjected to neither additional nor fewer requirements or regulations beyond those applied to traditional courses.</td>
</tr>
<tr>
<td>4.</td>
<td>Online courses at LASC will be provided in an asynchronous-paced mode, using the Internet.</td>
</tr>
<tr>
<td>5.</td>
<td>The requirements set down here are intended to foster Online course offerings, not to inhibit them.</td>
</tr>
<tr>
<td>6.</td>
<td>Online classes are intended to accommodate students who cannot or do not wish to attend on-campus sessions. These students may be encouraged, though not required, to physically attend on-campus sessions stipulated by instructors in their syllabi and in the schedule of classes.</td>
</tr>
</tbody>
</table>
7. An Online course is offered 100% online. Instructors must not require students to meet face-to-face at any time, including, but not limited to office hours, homework, tests, and distribution of resource materials. Students cannot be required to attend a physical classroom when participating in an online course. An online course shall utilize features of the Learning Management System, such as course documents, discussion boards, virtual classrooms, groups, assignments, external links, digital drop boxes and grade books, etc.

All course instruction, materials, assignments, and discussions are posted and done online. Online courses require of the student and instructor the same amount of course work and hours outside of the classroom as traditional courses; they are offered in a more flexible and independent environment. Online courses must be approved by the Curriculum Committee and noted as such in any published schedule of classes.

8. Hybrid classes are by nature a mixture of on-campus and Online content. Hybrid classes should be clearly identified as such by instructors in their syllabi and in course listings in the schedule of classes.

9. Teaching Online is fundamentally different from that of teaching traditional courses. Once a course is created and the Online content developed, the instructor must have command of Online pedagogy and technical skills.

The Basic Assumptions above are central to the Seven Guiding Principles that follow.

**Seven Guiding Principles:**

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Encourage Student-Faculty, Student-Student contact</td>
</tr>
<tr>
<td>2.</td>
<td>Encourage Student Cooperation</td>
</tr>
<tr>
<td>3.</td>
<td>Encourage Active Learning</td>
</tr>
<tr>
<td>4.</td>
<td>Give Prompt Feedback</td>
</tr>
<tr>
<td>5.</td>
<td>Emphasize Time on Task</td>
</tr>
<tr>
<td>6.</td>
<td>Project High Expectations</td>
</tr>
</tbody>
</table>
Classifications and Definitions:

Course classifications and definitions currently are:

1. Web-Enhanced: Is a regular class (face-to-face) that utilizes web or the designated college adopted Learning Management System course shell for resource material, instruction, syllabus, and uploads of assignments only. Classes must meet as scheduled on campus. No in-class time can be substituted for time spent in the LMS course shell for resources. A web-enhanced course does not require Curriculum Committee approval. However, if a student needs to use any technology for a face-to-face class, such information must be stated in the syllabus clearly. If the information is not stated in the syllabus, students will not be required to use technology for the course.

2. Hybrid: If one or more class sessions (up to 50%) is replaced with online content and/or activities, it is considered a Hybrid course. The instructor must not hold the class 100 percent online. Teaching must be a combination of face-to-face instruction and online teaching through the college adopted LMS (not to exceed 50 percent). A Hybrid course can utilize features of the Learning Management System, such as course documents, discussion boards, virtual classrooms, groups, assignments, external links, digital drop boxes and grade books, etc. The course can be offered during regularly scheduled class times or with Online components that replace some of the regularly scheduled class meetings. Notice of face-to-face class sessions will be given by instructors in their syllabus. Hybrid courses must be approved by the Curriculum Committee and noted as such in any published schedule of classes.

3. Online: An Online course is offered 100% online. Instructors must not require students to meet face-to-face at any time, including, but not limited to office hours, homework, tests, and distribution of resource materials. Students cannot be required to attend a physical classroom when participating in an online course. An online course shall utilize features of the Learning Management System, such as course documents, discussion boards, virtual classrooms, groups, assignments, external links, digital drop boxes and grade books, etc. All course instruction, materials, assignments, and discussions are posted and done online. Online courses require of the student and instructor the same amount of course work and hours outside of the classroom as traditional courses; they are offered in a more flexible and independent environment. Online courses must be approved by the Curriculum Committee and noted as such in any published schedule of classes.

NOTE: LASC INSTRUCTORS MAY TEACH AN ONLINE CLASS AND REQUEST AN ETUDES SHELL, ONLY IF THEY HAVE BEEN ETUDES CERTIFIED.
Faculty Qualifications:

Prior to being able to teach Online, faculty must demonstrate to the satisfaction of the supervising department chair or their designee the following knowledge and/or capabilities:

1. Learning theory as it applies to Online students
2. Online class pedagogy
3. The use of standard CMS tools to foster a “positive learning environment”
4. Sufficient technical skills to provide the required course content using Etudes or a publisher- provided CMS.
5. The ability to use email.

The above Online teaching knowledge and/or skills and others are covered in the course CAOT 134, “How to Teach an Online Course.” Potential instructors are encouraged to complete this course or the equivalent in order to demonstrate their Online teaching abilities. Faculty is also to be encouraged to upgrade their Online teaching skills by availing themselves of seminars and other in-service training.

Faculty Support:

1. Los Angeles Southwest College shall provide faculty support services specifically related to teaching via an electronic system. Chairs, designees and administrators shall have access at all times to Online course websites.
2. Los Angeles Southwest College shall ensure appropriate training opportunities for faculty who teach Online courses.
3. Los Angeles Southwest College shall provide faculty with adequate equipment, software and communications on campus for interaction with students, institutions and other faculty.

Student Support:

1. Prospective students shall have the ability to preview an Online class syllabus.
2. LA Southwest College shall provide students with clear, complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, technological competencies and skills necessary for successful course completion, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies.
3. Students shall have access to training via CAOT 133, “How to Succeed in an Online Course,” or its equivalent. Students shall be encouraged to avail themselves of this training prior to taking a Hybrid or Online course.

4. Los Angeles Southwest College shall provide its Online students with accessible library and other learning resources appropriate to the courses or programs delivered via electronic technology. It shall develop systems to support the students in accessing and using the library and other learning resources effectively.

5. Enrolled students shall have reasonable and adequate access to student services and resources appropriate to support their learning.

6. Los Angeles Southwest College shall provide an Online survey/questionnaire to help students evaluate their technical skill levels for taking and succeeding in Online or Hybrid classes.

7. Students shall have technical support services, i.e., Help Desk, available Monday – Friday from 8:00 am until 8:00 pm to help students resolve issues involving student interface with the Online classes.

Course Requirements:

1. All categories of Online course offerings shall meet the same Course Outline requirements as those of their traditional face-to-face course counterparts.

2. All Los Angeles Southwest College Online courses shall comply with the Title 5, Section 55211 regarding Instructor Contact. All LA Southwest College Online courses shall comply with the “Online Education Guidelines for the California Community Colleges, Section 55211.” Rights and responsibilities of the instructors shall comply with the current AFT Contract as it refers to “Distributive/Distance Learning.”

3. Within the parameters specified by the Course Outline, individual instructors shall accomplish the required contact hours via a combination of these methods:
   a. Online lecture hours
   b. Online laboratory hours
   c. Student conferences (face-to-face or virtual)
   d. Student tutoring (face-to-face or virtual)
   e. Threaded discussion forums with appropriate instructor participation
   f. Email messaging
   g. Instant messaging
   h. Weekly announcements in the Course Management System
   i. Timely feedback for student work
   j. Instructor prepared e-lectures
   k. Virtual meetings and conferences.

4. All categories of Online course offerings shall include, at a minimum, the posting of each course syllabus and faculty information.
5. All categories of Online course offerings shall include a list of minimum hardware and software requirements in each course syllabus.

6. All Hybrid and Online courses shall also provide, at a minimum, the posting of lecture notes or other class materials, links to outside resources, and the posting of Online grades.

7. Online courses shall include, at a minimum, the following:
   a. Syllabus
   b. Class news (regular updates to the students)
   c. Questions forum (discussion forum for students to publicly ask questions related to the course material)
   d. Online lecture materials
   e. Online assignments
   f. Links to outside resources
   g. Optional Online exams
   h. Email links to the instructor
   i. Electronic posting of grades

8. All Online courses shall be presented in an asynchronous-paced format. Individual activities or assignments can be synchronous, but the objective is to provide the students with the ability to take the Online courses asynchronously. Students will not be required to be physically present on campus unless otherwise noted.

9. Online students may be encouraged, though not required, to physically attend on-campus sessions except those of hybrid classes in which the instructor requires such sessions/exams as approved by the department and noted in the syllabus and schedule of classes.

10. Students have a right to timely feedback. Instructors shall, as a goal, answer students’ posted questions and email messages within 24 hours. Assignments should be graded and returned to students in a timely manner that is consistent with that of traditional face-to-face courses.

11. Online courses require special efforts by the instructors to build positive learning environments. Instructors shall use tools such as forums for introductions and open-ended discussion questions, group assignments, Online presentations, instant messaging, and others to foster virtual learning communities in their Online classes.
Course Management System:

1. The Los Angeles Southwest College Course Management System (CMS) is Etudes, which was endorsed by the Academic Senate.
2. All Online courses (all categories) shall use Etudes as their main portal through which students enter the Online courses.
3. Faculty who choose to use publisher-provided CMS’s and course materials may continue to do so, but they must provide students with a portal from Etudes into their courses.
4. Faculty may not use other CMS’s to develop Online courses. Etudes is to be used to provide the students with consistent and uniform Online course offerings and technical support.

Accessibility Requirements:

All courses offered at Los Angeles Southwest College shall comply with the regulations of the Americans with Disabilities Act. Online courses at Los Angeles Southwest College use as guidelines the “Online Education: Access Guidelines for Students with Disabilities” as published by the California Community College Chancellor’s Office in August 1999. The Course Management System (Etudes) used to deliver Online courses provides for compliance with the guidelines as required in this document and accessible Online at: http://etudes.org. Each individual instructor will this LMS in presenting his/her Online course.
TEACHING SUCCESSFULLY ONLINE

1. Be open-minded about communicating with students and faculty
2. Communicate with colleagues for concerns, questions, assistance, etc.
3. Participate in meetings, orientations and trainings through various interactive mediums
4. Meet minimum requirements for the program, but strive to do more
5. Accept constructive feedback from students and peers
6. Understand that the lack of face-to-face instruction does not lessen the quality of education
7. Understand that the same amount of work is required Online as in the classroom
8. Stay current with subject matter and technology
CHECKLISTS - Informational Faculty Guidelines

DISTANCE EDUCATION COURSE REQUIREMENT CHECKLIST

- Online classes must be taught online exclusively. Online courses at LASC will be provided in an asynchronous-paced mode, using the Internet.
  - Face-to-face orientation must be optional for students
  - Orientation mandatory for faculty, and highly encouraged for students
    - Orientation material posted online
    - Orientation can be done via web-conferencing
    - Conducted face-to-face

- All faculty must use the LMS Platform designated by LASC for online instruction

- All online classes must use multi-media features, beyond text, such as images, videos, animation, slides, and auditory and any other visually creative tool.

- Clear directions, rubric, and any other guidelines to assist students’ needs should be presented in a consistent manner.

- For example, using a rubric for clear grading guidelines.

Assignments must specifically be designed to enhance learning through discussions, web-conferencing, online chat, team projects, forums or any other tool to engage the student.

- Course outline must meet Student Learning Outcomes (SLO) .
• Online content developed must meet course objectives defined by course outline and SLOs.

The courses offered Online will adhere to the same course outline requirements as traditional classrooms, including regularly faculty and student attendance and online participation.

**DISTANCE EDUCATION STUDENT CHECKLIST**

1. Competent in using basic computers operating systems: Windows or Macintosh WORD 2007
2. Ability to navigate the Internet and web
3. Ability to work independently
4. Self-motivated and self-disciplined
5. Assessment how individual students learn - links
6. Ability to communicate effective through writing

**DISTANCE EDUCATION INSTRUCTOR CHECKLIST**

Communication is essential in an Online course and before accepting to teach in this mode, strongly consider the following to ensure student success.

**Technical Skills/Requirements**

1. Must meet a minimum proficiency
2. Must be trained, certified and evaluated for LASC’s Learning Management System (LMS) proficiency
3. Must use the uniformed Learning Management System adopted
4. Be familiar with Online teaching environment (link tutorial provided on home page)
5. Sufficient technical skills to develop the required course content using LASC’s LMS software
6. Access to and the ability to use e-mail.
IT/LMS CHECKLIST

1. Student/Instructor must have technical support 24/7 with direct contact via a telephone number, email, and chat room.

2. Students in geographically diverse locations and different time zones should have equal 24/7 access to Online tech support.

3. Provide students with self-evaluation to assess readiness for online classes

4. Student Services links and information should be available to Online students.

5. There must be a system in place that generates temporary/permanent email addresses for all Online students. The email account should be automatically generated after a student enrolls in a class or after logging into the class by clicking a link to generate an Online email.

6. Monitor LMS

7. Monitor Tech Support

ENROLLMENT/ADMISSIONS CHECKLIST

1. Students should clearly be aware that there are minimum requirements to take Online classes.

2. Create a waiting list for all DE courses

3. All students must have a valid and active email account before enrolling in an Online class (Until LMS or IT generates a temporary/permanent student email).

4. Time limit set to add/drop classes directly Online

5. Send important instructions via emails to DE instructors regarding add/dropping students
6. Communicate with DE instructors via email regularly during the crucial enrollment periods

7. Be aware of student/teacher ratio

**COUNSELORS CHECKLIST**

1. Students should clearly be aware that there are minimum requirements to take Online classes (See Checklist for students).

2. Students are encouraged to obtain a counselor/advisor or have access to one for the semester

3. Understand that the same amount of work is required Online as in the classroom.

4. Counselors are available daily via telephone or email

**DE COMMITTEE CHECKLIST**

Distance Education Committee is charged with…

1. Ongoing faculty development with resources, workshops, seminars, and webinars

2. Maintain contact and communication with IT Department and LMS support services

3. Review the Distance Education Policies and Procedure Manual each semester

4. Implement/Review new policies, i.e. the 2014 Distance Education Plan

5. Stay informed and abreast of District information, i.e. DE Coordinators’ meetings, Stackholders’ meeting, AFT meetings, etc.
**SUGGESTED: Home Page Format**

**HOME PAGE FORMAT**

**Course Links**

1. Live /Illuminate tutoring feature – real-time virtual class tool
2. Disability Services – link to policies and regulations
3. Instructor/Student Tech support – link to classroom support services

**Access Helpful Tips/Videos**

1. English basics tips/videos ([grammar.ccc.commnet.edu/grammar/](grammar.ccc.commnet.edu/grammar/))
2. Math basics tips/videos ([khanacademy.org](khanacademy.org))
3. Writing Essays tips/videos ([under Libguides](#))
4. Research Tips ([Online computerized library catalog. www.lasc.edu/students/library/](www.lasc.edu/students/library/))

**Course Format – Each course should contain the following common links.**

1. Course materials/Course Calendar
2. Syllabus
3. Plagiarism Check
4. Policies and Procedures – Netiquette in the classroom –
5. Student Responsibilities (link to student conduct or LASC’s)
6. Faculty Expectations
SYLLABUS - Suggested information for Faculty

1. Every course must have the District-wide plagiarism policy placed on home page
2. Every course must have the District-wide policy for students with disabilities, with the telephone and access information to make accommodation for the students
3. Syllabus must contain Student Learning Outcomes
4. Post active link to the LASC’s Student Conduct Policy within the syllabus
5. Every course must have posted information dealing with technical issues. This must also be placed in the syllabus.
6. Tutorial videos/links must be placed on the home page and referenced in the syllabus
7. Instructor’s contact information and virtual office hours
8. Course/verbiage and section number and course description
9. Instructor’s expectations for student success in the class
10. Grading policy
11. Attendance/participation policy
12. Time expected for student to spend in class
13. Deadlines
SYLLABUS GUIDELINES

1. Use approved Academic Senate syllabi format accepted and agreed.

2. Be as specific as possible in the syllabi. Include:
   a. Course name
   b. Faculty name
   c. Contract information
   d. Virtual office hours
   e. Course objective
   f. Course description
   g. Student Learning Outcomes (SLO)
   h. Plagiarism policy
   i. Participation policy
   j. Late policy
   k. Specify instructor’s time zone
   l. Disabilities policies and services
   m. Faculty expectations, such as discussion and posting requirements, late policy,
   n. Identify assignment categories, such as quizzes/exams, projects, discussions, and research papers
   o. List specific chapter reading assignments
p. Include points for all graded assignments within syllabus
q. Note specific deadline dates for each week as outlined in the course format
r. Note Drop/Add/W deadlines

**PEDAGOGY REQUIREMENTS - Faculty Guidelines to follow ACCJC’s Distance Education Policy**

**CONSISTENCY MAINTAINED**

1. Weekly assignment and discussion deadlines
2. Weekly virtual office hours must be posted on home page
3. Posting and unlocking assignments/discussions weekly
4. 7 to 14 day grading turnaround after each weekly assignment deadline
   a. Final course grades must be submitted based on the college guidelines
5. Once a week discussion responses
6. 48-hour email responses
7. Format and layout of course site should remain standard
   a. Content may be personalized
   b. Uploads/videos can be personalized
8. Must have access to required hardware and software (working computer)
9. Must have broadband Internet access (no dial-up service)
10. Must check in and interact with students a minimum of 3 to 4 times per week
11. Must post a minimum of one main discussion per week and respond to at least 25 percent or more students per week within the discussion forum.
12. Post and grade assignments on time (7 to 14 day grading turnaround)
13. Meet all deadlines, i.e. administrative, assignments, discussions, and grading
14. Willingness to engage and interact with students of different levels and diverse backgrounds

15. Participate in the course and instructor evaluation process

16. Instructor must be consistently “visible” throughout semester

ACCJC - DISTANCE EDUCATION COMPLIANCE

CREATE A LEARNING ENVIRONMENT

1. Upload relevant videos, articles and other information to enhance learning

2. Direct students to outside websites related to course materials

3. Upload PowerPoint presentations and other learning tools to assist the student

4. Use the Online tools within LMS

5. Use as many LMS tools to stimulate participation and activity.

6. Individualize and create course content

7. Advise students to avoid cutting and pasting from documents as a response to discussion questions.

8. Check accuracy of student posts and assignments through the plagiarism check link

9. Include current event information and articles

MANDATORY FEEDBACK REQUIREMENTS

1. Respond to students within a 48 hours

2. Provide students with the same quality evaluation and input as provided within a traditional classroom setting

3. Post grades weekly

4. Provide feedback to students for improvement. Rubric is useful.

5. Assist struggling students. Encourage students to view tutoring and website links, located directly within the course or provide more individual feedback.
6. Send reminder e-mails expressing concerns or to encourage participation for absent students

**COURSE MANAGEMENT**

1. Include e-mail link from student to instructor on home page

2. Manage your classroom. Check in frequently to monitor discussions and classroom participation. Make sure discussion posts from students do not offend or create a negative environment. Erase them and ask the student to repost

3. Must accept and implement Successful Online Teaching (refer to page 5 – Successful Online Teaching) and the minimum qualifications for Online class pedagogy (refer to page 4 – Online Class pedagogy)

4. Choose instructional strategies most effective to accomplish a particular educational objective.

5. All courses offered at LASC shall comply with the regulations of the Americans with Disabilities Act to ensure accessibility for all, as equity is our goal.

6. Update content regularly, including, but not limited to activities, lectures, notes, and assignments. (Weekly updates are recommended.)

**ADA COMPLIANCE:**

**REACHING AT-RISK STUDENTS**

1. Identify at-risk students
   a. Students who have not checked in within a week
   b. Students who are scoring low on assessments
   c. Students who do not participate in forums, i.e. discussions, assignments, etc.
   d. Students who do not respond to emails
e. Students who express a need, i.e. stress, emotional, circumstances, etc.

f. Students who do not take advantage of office hours

g. Students who are having difficulty with understanding assignments and requirements

2. Use the ASAP system located on the faculty page under services to alert counselors of at-risk student

3. Send email reminders of virtual office hours

4. Send individual email to encourage students to participate.
   a. I see that you are struggling in this class, but please continue to try your best. If you need any assistance, please contact me as soon as possible so that your grade does not suffer.
   b. I noticed that you did not participate this week. Please remember that it is essential that you are an active online student throughout the duration of the course so that your grade does not suffer. My goal is for you to succeed, but to do that you must do your part and I know you can do it.

5. Respond to questions in a timely manner

6. Encourage collaborative learning

7. Encourage online tutoring

8. Produce, record and upload orientation/course assistance tutoring video for at-risk students

9. Use the LASC adopted LMS to effectively communicate with students by creating lessons, videos, powerpoints, etc.

10. Encourage students to participate in the Online Orientation located in the navigation bar of the LMS. This tutorial gives specific instructions on how to take a class via Etudes.

11. Send (2) emails weekly encouraging and motivating students to participate and to turn in assignments on time, which will demonstrate high visibility.

12. Create instructor-student relationship as done in a traditional class
DISABILITY POLICY

The disability policy is the same for students in DE classes as well as face-to-face classes. Students would need to contact our office and provide us with disability documentation. Once the intake is completed, the online instructor will be notified her/him of the students' accommodations. Extended time will generally apply to exams/quizzes.

Post in syllabus: "If you have a documented disability and will require disability-related accommodations, please contact the DSP&S Office at 323-241-5480" or something like this would suffice.

BUILD ASSESSMENT/EVALUATION METHODS

1. Design course methods and strategies to achieve student learning outcomes

2. Design quizzes, tests, papers or projects to align assessment with student learning outcomes

3. Specifically define course objectives and goals
STUDENT SERVICES/RESOURCES PARITY

To achieve student success in an Online educational experience, the Distance Education College Program needs to include individual links on all course sites that give students immediate access to information on the course home page.

Library

- The Los Angeles Southwest College Library contains a collection of over 60,000 books, newspapers, electronic books, reserve books, videos, microfilm, DVD’s and CD-ROMS. The on-line computerized library catalog is accessible both on and off campus via the Internet. Library research may now be done at home using one of the many remote access electronic databases.

Tutoring

Several ways of achieving this goal by utilizing already in place tools:

- All Online courses have a link to Online tutoring sessions for writing and math.

- Whiteboard/video tutorial links

- Link to FAQ of English/Math Basics

- Online students should have the use of the English and Math departments’ writing labs that can be accessed through Online software.

- Specific introductory course lectures can be recorded and linked to approved Online courses.

Computer Services/Lab:

- Computer labs are available to students to work and to complete online class activities.

Tech Support:
Tech support available to faculty and students via email and through Etudes Portal. Go to Etudes.org and select the “student help” tab.
DISTANCE EDUCATION COLLEGES

Participating Departments

1. Anthropology
2. Art
3. Biology
4. Business
5. Child Development
6. Computer Applications Office Technologies
7. Computer Science-Information Technology
8. English
9. Health
10. History
11. Humanities
12. Micro Biology
13. Music
14. Political Science
15. Psychology
16. Sociology
Course Evaluations:

All Online courses shall provide an Online assessment of the class, including instructor evaluation, based on the assessment tool used in traditional face-to-face courses, but modified to reflect Online content delivery.

This Policy:

1. Will be revisited each three (3) to five (5) years.

2. Is in compliance with the following documents:
   a. “Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning by The Academic Senate for the California Community Colleges, adopted Spring 1999
   b. “Distance Education Guidelines,” based on Title 5 Regulations, by Chancellor’s Office California Community Colleges, March 2004
   c. “Distance Education, Access Guidelines for Students with Disabilities,” by Chancellor’s Office, California Community Colleges, August 1999
   d. LACCD and AFT Agreement, 2005-2008, Article 40, “Distributive/Distance Learning”
ONLINE FACULTY EVALUATION REQUEST FORM

DEPARTMENT CHAIRS, please fill out the information requested below in order to begin the “Online Student Evaluation Process”. Complete one form for all instructors in your department who will be evaluated, and then submit the form electronically to the IT Department at LASCDistanceLearning@lasc.edu by October 4, 2013. Results of the student evaluation survey will be sent to the designated e-mail addresses already established for each department. The student evaluation is anonymous.

Department Chair Information:

1. Full Name:

2. Department:

3. email address:

______________________________________________________________________________

Information for Online Faculty to be Evaluated: Year and Semester: FALL/2013

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Course Name</th>
<th>Course #</th>
<th>Section #</th>
<th>Faculty Email</th>
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<tbody>
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</table>
SURVEY TIMELINE

<table>
<thead>
<tr>
<th>Event</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>Chairs to submit faculty names for evaluation</td>
<td></td>
</tr>
<tr>
<td>DE Coordinator inserts survey questions shells</td>
<td></td>
</tr>
<tr>
<td>Faculty announces “student survey” in shell</td>
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</tbody>
</table>

POST MESSAGE IN ANNOUNCEMENTS:

Students,

Please find in your Assignments, Tests, and Surveys (ATS) navigation link a survey to evaluate your online instructor. Please note, this survey is absolutely anonymous. The survey results are fully confidential. The deadline to provide feedback is ____________ by 11:59 PM.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DEADLINES</th>
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</thead>
<tbody>
<tr>
<td>Students have access to surveys.</td>
<td></td>
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<tr>
<td>Surveys close at 11:59 p.m.</td>
<td></td>
</tr>
<tr>
<td>Chairs have access to Student Evaluation Results</td>
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</tr>
</tbody>
</table>

*If dates change, Department Chairs will be notified immediately.*
LASC COURSE EVALUATION PROCEDURES FOR ONLINE FACULTY

1. The Distance Learning Coordinator or DE Dean will email “Course Evaluation Student Survey Request Form for Online Faculty” to Department Chairs or Evaluating Committee.

2. Department Chairs email the “Survey Request Form” to the IT department at LASCDistanceLearning@lasc.edu.

3. The IT department creates a specific document of courses and instructors as listed on the “Course Evaluation Student Survey Request Form for Online Faculty” and will submit it to the Learning Management System (Etudes).

4. Etudes provides access to the Distance Learning Coordinator or DE Dean to enter each shell of the instructor being evaluated to upload the survey to the Assessments, Task and Surveys (AT&S) navigation tab.

5. Distance Learning Coordinator or DE Dean emails each instructor to announce the activation of the survey and due date. (*See instructions below)

6. The results of the survey will automatically be submitted by the student into the designated department email addresses.

<table>
<thead>
<tr>
<th>Department</th>
<th>Evaluation Email Addresses @LASC.EDU</th>
</tr>
</thead>
<tbody>
<tr>
<td>LASC Eval Arts and Humanities</td>
<td>lascevalah</td>
</tr>
<tr>
<td>LASC Eval BSS</td>
<td>lascevalbss</td>
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<tr>
<td>LASC Eval Business</td>
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<td>LASC Eval EFL</td>
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<td>LASC Eval Math</td>
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<td>LASC Eval Natural Science</td>
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<tr>
<td>LASC Eval NCE</td>
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<tr>
<td>LASC Eval Child Development</td>
<td>lascevalede</td>
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<tr>
<td>LASC Eval Nursing</td>
<td>lascevalnursing</td>
</tr>
</tbody>
</table>
7. The emailed evaluation from the student needs to remain unopened until it is presented to the evaluated instructor in person.
LASC Procedure for Implementing Article 19 Evaluation Guidelines: Student Evaluation forms in Online Classes

According to Article 19 of the LACCD & AFT Agreement 2011-2014, the excellence of the institution depends on the quality of its faculty members. Faculty evaluation is a method of addressing the performance of faculty. When performed conscientiously, evaluation can enhance faculty performance and promote excellence by providing positive reinforcement, constructive advice, and specific recommendations for improvement. Evaluation provides an opportunity for professional growth, recognition and improvement. The evaluation process will follow the suggested evaluation plan time table and worksheet in Appendix C.

A. General Provisions
1. Formal evaluations have several purposes. They include the following:
   a. recognizing outstanding performance;
   b. improving satisfactory performance and furthering the growth of faculty members who are performing well;
   c. identifying weak performance and assisting faculty members in achieving required improvement; and
   d. documenting unsatisfactory performance. Formal evaluations review a faculty member’s performance of his or her scheduled duties as well as all of his or her other contractual and professional obligations.

2. Formal evaluations shall be conducted and documented as prescribed in this article. They shall occur at intervals that are at least as frequent as those prescribed in Sections B, I, C, D and E and can take the form of a basic evaluation, a comprehensive evaluation, an administrative evaluation, or a specialized evaluation, for example, a department chair evaluation.
   a. A basic evaluation is an evaluation that reviews a faculty member’s performance with little, if any, structured data gathering, and without the establishment of a peer review committee.
   b. A comprehensive evaluation is an evaluation that reviews a faculty member’s performance based on information derived from considerable structured data gathering under the supervision of a peer review committee.
   c. An administrative evaluation is a review of a faculty member’s performance conducted by
an appropriate vice president or designee.

3. As used in this article, the terms tenured or regular faculty, probationary or contract faculty, and temporary faculty shall be defined as follows:
   a. Tenured or regular faculty are those faculty members who have completed their probationary period and obtained permanent status.
   b. Probationary or contract faculty are those faculty members who are employed under an annual contract in a probationary assignment, but who have not completed their probationary period.
   c. Temporary faculty are those faculty members who are neither tenured nor probationary, and who are employed under provisions of the Education Code that authorize their service as temporary employees. They may be either adjunct faculty or temporary “monthly-rate”. (page 69)

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i. Online Survey. If this option is used, the DL coordinator will upload the appropriate student evaluation forms found in Appendix C and ensure the responses are sent to an email account agreed upon by the evaluator.

ii. Direct emails of a Writable PDF. If this option is used, the DL coordinator will send the writable student evaluation form to each student registered in the class and allow for the evaluation to be returned to an email account agreed upon by the evaluator. Students shall be given at least one week to complete the student evaluation form. Once the time frame for the student evaluation has expired, the evaluator will meet with the evaluee to review the student evaluations consistent with G.4.d. below. (page 73)

Process for Observation of Faculty
   a. The department chair or designee must inform the faculty member of a timeframe for being observed.
   b. If the faculty member teaches a DL course, the department chair or designee will have access to the DL course for a mutually agreed upon timeframe. (page 73)

For the faculty member being evaluated, please cut and paste this information into your announcement page. In addition, email it to all students.

Students,

Please find in your Assignments, Tests, and Surveys (ATS) navigation link a survey to evaluate your online instructor. Please note, this survey is absolutely anonymous. The survey results are fully confidential. The deadline to participate in the survey is OCTOBER 20, 2013 by 11:59 PM.
APPENDIX C

SUGGESTED
ONLINE SAMPLE SYLLABUS

Questions or suggestions contact Chair/DE Coordinator Angela Cranon-Charles @ charlesam@lasc.edu

**NOTE: Subject to be updated periodically and redistributed**

Class Name and Semester
Section Number
Online

Professor’s Name
Start and end dates of semester

Name of Class

Assignment due day of week and time.

Example: Assignments are due every Sunday at 11:59 p.m.

Include open and close time and date of each week.

Example: Prior week closes and new week opens Monday 6 a.m.

All student support, orientations, assignments, quizzes, and information are submitted and available online.

Contact Information:

*Include online communication via email, skype, or telephone
Example: Communicate with instructor via email only.
Example: Communicate with instructor via email, skype and telephone.

*You must list office hours.
Example: Office Hours - Online: Fridays 10:30 to 11:30 a.m. via email or by appointment for email, skype, or telephone communication.

*You must list telephone contact number. Department number is recommended.

*List your email address.
Course Description: (Use exact description on ECD.)
Welcome to a new semester!
Example: This course deals with the principles, problems, structures, and functions of United States and California governments. The topics covered will be political concepts and ideologies, including the Constitution, Federalism, Congress, the presidency, the judiciary, civil rights and civil liberties, the media, elections, political parties, and interest groups. This course will also examine California governmental structures, the California Constitution, the state legislature, the state’s plural executive, and the state judiciary.

Course Objective/Student Learning Outcome: After completing this course students will be able to:

Note: Use exact SLOs listed at http://lasc.edu/faculty_staff/slo/courseslo.html or Go to lasc.edu to the “faculty and staff” tab. Click on SLO. Left navigation bar, click on “Course SLO.” If you do not see an SLO listed, one needs to be created immediately. See your chair.

List: Online Learning Success
To accomplish your goal in this class, it is important for you to:
A. Participate in the discussions regularly.
B. Turn in your assignments on time.
C. Avoid plagiarism.
D. Read your textbook.
E. Use outside resources to further understand terms and topic information.
F. Communicate with the instructor about any concerns.
G. Avoid excuses, instead work hard.
H. Have fun!

Disability-Related Accommodations
If you have a documented disability and will require disability-related accommodations, please contact the DSP&S Office at 323-241-5480.

Student Learning Outcome: Prepare a research paper that analyzes the impact of important political events on the prevailing political culture of two counties.

Course Requirements

Note: Students may purchase textbooks by using the LASC online buy textbook services at: http://www.lascbookstore.com/

Prerequisite:

Participation:
Example: Students must participate regularly and as required in discussion forums, tests, and any other required activity posted in Etudes for this course. If the instructor does not see the required participation activities within the first week of class, the student is subject to being dropped by the instructor. If the student does not participate in the class on the
drop deadline date, the student will be dropped from the class by the instructor. If the student shows little activity throughout the course, the student will be dropped from the class and will receive a W on the transcript.

**Grading**

**Example:** Your grade will be based on your performance on quizzes, writing assignments and participation in class. The exams will aim to test your mastery of the information presented in the course, as well as, your ability to interpret and analyze that information. There are NO MAKE UP exams. Your exams will be taken online. Assignments and activities must be uploaded to Etudes in the designated forums.

**Classroom Rules of Conduct**

At no time are you to belittle, judge, or criticize another student in the discussion forum. If this occurs, the discussion post will be eliminated and it will not count towards your posting of the three minimum posts required per week.

**Quizzes**

**Example:** Quiz dates and points are listed on the syllabus. If you do not read the required chapters, you will not do well on your quizzes so make it easy on yourself by keeping up with the reading material.

**Research Paper**

**Give specific information about the research paper requirements and/or activities expected.**

**For example:** Students are required to complete a five page research paper. Each paper should include a title page, and a reference page, which does not factor in as your five pages. Before writing the paper, a very detailed outline must be submitted.

Use APA format for the research paper. If you are not familiar with APA, go to [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

If you do not know how to write a research paper go to essayinfo.com for specific guidelines on getting started, writing outlines and paragraphs, writing a thesis statement, citing work, and so forth.

Direct quotes should not exceed 10 percent of your written work.

**RESEARCH PAPER ASSIGNMENT INSTRUCTIONS:**

**Give a very detailed description of what is required for the research paper. Provide topics, points, guidelines, and clear instructions.**

**Plagiarism Policy**

Do your own work! Demonstrate your own knowledge of the subject matter. Use direct quotes sparingly. Summarize learned information in your own words. If your work is marked as plagiarism, you will fail the assignment and could risk being reported to the appropriate dean and chair. You do not get two chances with plagiarism, so please pace yourself, study hard and do your own work.

**House rules: Netiquett Rules:**
It is essential that you pay close attention to your written communication in an online community. It is extremely important to communicate effectively and clearly to be successful in an online program. Also, it is important that every student follow the Netiquett (online etiquette) requirements.

Please adhere to the following Netiquett rules:

- **Respectful**: Remember, the written word can be offensive so treat each other with respect. Review your comments before submitting them to ensure that your opinion is expressed, but in a respectful manner. Your comments and discussions should be focused on enhancing the learning environment. Do not judge, but challenge. You can challenge a comment, but do it respectfully.

- **Encouraging**: Comments should allow others to agree or disagree with your statements. Encourage peers who express their thoughts and validate them. Recognize good work and critical thoughts.

- **Observe**: Recognize that everyone has different experiences in life and will bring that experience into the discussion. Sometimes words are misinterpreted so if you disagree or are offended by a comment, ask a question for clarification so that your responses will be based on facts and information. Observe before defending your position.

- **Disagree politely**: While comments such as “I agree” or “I disagree” should always be followed with a reasonable and valid explanation, do this politely and by using facts, not opinion.

- **No Yelling**: Make your points, but do not YELL! Writing in all caps indicates that you are yelling at the reader. Also, avoid using exclamation marks or any other sign that indicates you are upset. Remember, this is a public forum where everyone is trying to learn.

- **No Profanity**: Online learning is not a place to use profanity or to discriminate. This will not be allowed and such communication will not be tolerated. In addition, no points will be earned for discussions or replies that include profanity.

- **Signature**: Always sign your name. Make sure you use only your real name as specified by your application to the college.

- **Shine**: Make yourself look good through words. Remember, you are only known through your written words so represent yourself in a professional manner.

Negative behavior will never be rewarded so please adhere to the Netiquette rules and be respectful to one another.

Please note important deadlines. 

**Example:**
- Last day to add classes
- Deadline to Drop date
- Holidays
- Finals
- Last Day of Instruction

For a detailed list of more important dates go to: [http://lasc.edu/students/docs/spring_2014.pdf](http://lasc.edu/students/docs/spring_2014.pdf)

Student Resources:
Online Library

LASC’s on-line computerized library catalog is accessible both on and off campus. Library research may now be done at home using one of the many remote access electronic databases.

See more at: http://lasc.edu/students/library/about_library.html#sthash.oowOYhtw.dpuf

Electronic Sources Available at: http://libguides.lasc.edu/home

On Campus Help With Your Online Classes

Library

The LASC Library offers high-speed copiers, study carrels, computers with internet access, a reading room and several group study areas. Its collection contains more than 60,000 print and electronic books, and newspapers. (Library Center is located in the bugalows next door to the Sherrif’s Department.)

Student Success Center
SSEC 110 • (323) 241-5455
Provides individual and small group tutor support, and computer access for academic assistance.
Supports instructor-led laboratory and supplemental learning activities for students.

English Writing Center
SSEC 116 • (323) 241-5451
Tutors assist English 21 and 28 students with completing required lab components, including online lab assignments. One-on-one and group tutoring, weekly workshops, and Supplemental Instruction sessions, are also available.

Math Lab
TEC 170 • (323) 241-5374
Assists Math students with completing required lab components. Tutoring, workshops, and online tutorial programs are also offered.

SAMPLE CLASS WORK SCHEDULE:

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Chapter</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Meeting date(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Meeting date(s)</td>
<td>2</td>
<td>Read/Discussion</td>
</tr>
</tbody>
</table>
### Week 3
**Meeting date(s)**
3  
**Read/Discussion**

<table>
<thead>
<tr>
<th>LIST EVERY WEEK AND ASSIGNMENT</th>
</tr>
</thead>
</table>

**Total Points**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>10/10</td>
</tr>
<tr>
<td>Followed instructions</td>
<td>5/5</td>
</tr>
<tr>
<td>Grammar/spelling/sentence structure/APA format</td>
<td>5/5</td>
</tr>
<tr>
<td>Organization - Flow of essay</td>
<td>5/5</td>
</tr>
<tr>
<td>Resources - meet requirement</td>
<td>5/5</td>
</tr>
<tr>
<td>Thesis/Introduction effective</td>
<td>7/7</td>
</tr>
<tr>
<td>Conclusion effective</td>
<td>7/7</td>
</tr>
<tr>
<td>Overall analysis</td>
<td>10/10</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- A=90-100
- B= 80-89
- C=70-70
- D= 60-69
- F= 59 and below

**USE A RUBRICS WHEN GRADING ESSAYS, DISCUSSIONS, AND ASSIGNMENTS, WHEN POSSIBLE. Sample suggestions:**
IMPORTANT TO READ

It is important to note that there will be NO LATE WORK, NO MAKE UP WORK OR MAKE UP EXAMS ACCEPTED so pace yourself so that you do not miss deadlines.

It is your responsibility to make sure that you have dropped the class properly and filled out and submitted the correct papers to admissions.

Contact Policies:

You may contact the professor only via email at INCLUDE YOUR EMAIL. You must be patient and provide the instructor with at least 48 hours lead time to respond to your email Monday through Friday. This does not include weekends and holidays. You must anticipate computer or website challenges; do not allow yourself to get into the situation of being frustrated or of calling for help from technical staff or from the instructor right before an assignment deadline.

Please note, that only admission registered students are allowed to participate and remain in the class. It is the student's responsibility to complete the registration process and to be properly enrolled in the class at Los Angeles Southwest College Admissions Office.

It is also the student's responsibility to complete the paperwork to drop the class with or without a "W" if the student does not keep up with the coursework in a satisfactory manner.

Privacy Policy
All information and material in this class is for use during this semester. Information should not be transferred or used in any other manner. It is prohibited for students to share information from other students, including email addresses, any other contact information, and posted material outside of this class. Such information is only to be used in this academic forum.

Grievances
If you have general questions, specific concerns and issues, peer or instructor grievances, please email me directly at INCLUDE YOUR EMAIL AND/OR YOUR CHAIR’S EMAIL ADDRESS.
APPENDIX D
Article 40
Distance Learning

A. Definitions

1. For the purpose of this Article, Distance Learning (DL) is defined as follows:

Distance learning is a formal mode of 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.

2. Course development includes creating a new course or adapting an existing course to use distance learning as the primary delivery mode.

3. The same quality standards applied to face-to-face courses shall also apply to DL courses.

B. Colleges offering DL courses shall:

1. Follow agreed upon curricular development, quality standards and approval processes as developed by the college academic senate in consultation with the administration.

2. Form a DL committee or its equivalent that will serve the function of communicating with and advising the college on its decision making regarding distance learning issues. It should report to the college’s Educational Planning Committee or its equivalent and should include equal representation of AFT and Academic Senate DL faculty, administrators, and information technology staff involved in DL course development and delivery. The college curriculum committee and the DL Committee or equivalent should address DL efficacy as it relates to the total instructional program. The DL Committee shall have the responsibility of determining proficiency in a CMS and shall serve as a resource to the college on distance learning issues. Making assignments and evaluating faculty remain the responsibility of the department chairs.

3. Provide, as necessary, ongoing training and technical and instructional support including technological assistance regarding the college’s course management system (CMS), services and equipment to assure successful delivery of the course in any DL mode. When temporary adjunct faculty are required to undertake additional DL training in the teaching and learning of a new DL platform in order to receive an assignment, the District will provide such training.

4. Plan DL course offerings in the same manner as regular college/department course offerings by using the departments schedule development process as carried out by the department chair in conjunction with the administration.
5. Ensure that faculty who are preparing to teach DL courses at the college for the first time demonstrate proficiency in DL instructional delivery methods. Proficiency in DL shall be determined by a method formulated by the college DL Committee. Faculty may use training hours as part of their Professional Development (flex) obligation.

a. No faculty member may be assigned a DL course until proficiency requirements set by the college DL Committee are met.
b. The college DL Committee must determine CMS proficiency through training taken prior to the offer of any DL assignment.
c. Proficiency gained in the CMS at any District college is portable to any other District college which uses the same CMS.

6. Evaluate DL instructors as specified in Articles 19 and 42 and Appendix C.

C. Class Size, and DL Assignments

1. Article 12, Class size, with the exception of 12.B.2. In addition, the first time an instructor teaches any DL class the maximum class size shall be 25 students, unless the assigned faculty member permits the class size to reach a maximum of 35. Thereafter DL class size shall not exceed 40 students unless the assigned faculty member permits additional students to enroll after the first day. These class size limits (25 for first time or 40) apply to the registration limits so that the number of students permitted to enroll cannot exceed these limits.

2. Large DL Class Authorization and Compensation.
   At the written request of a particular faculty member and, subject to the agreement of his/her department chair at the stage of schedule planning, the chair and instructor may submit a recommendation to the appropriate vice president or designee, for authorization to set the DL class size limit for a particular course (other than the first time offering) and that particular instructor to 80 students. (Such authorization may be based on enrollment history, retention rates, high student demand, etc.)

Only one such large DL class is permitted per instructor per semester. The instructor of the class will be compensated for the large class as follows:

a. If the large DL class has an enrollment of 50 to 59 at census (or the appropriate apportionment date), the instructor will receive a Large DL Class Stipend of $500 per Standard Hour for that semester.
b. If the large DL class has an enrollment of 60 to 69 at census (or the appropriate apportionment date), the instructor will receive a Large DL Class Stipend of $1000 per Standard Hour for that semester.
c. If the large DL class has an enrollment of 70 to 80 at census (or the appropriate apportionment date), the instructor will receive a Large DL Class Stipend of $1500 per Standard Hour for that semester.
Any larger classes still count as one class for 67% limit purposes. The retirement contributions for the amounts of the stipends reported to CalSTRS would go into the DBS account for full time faculty and for adjunct faculty participating in the CalSTRS DB retirement system (as opposed to adjunct faculty members in CalSTRS CB or Social Security or PARS).

3. Article 13, Table A, applies to DL classes

4. Assignment to DL classes shall be voluntary.

5. The DL faculty member may meet his or her DL class office hour obligation in part or whole by internet consultation.

6. Any faculty member who is assigned a DL class as an extra or adjunct assignment shall be assigned in seniority order as described in Article 16, except that the DL proficiency requirement in section B.3 above shall also be met. To assure that both DL proficiency and adjunct seniority requirements are met, faculty DL proficiency shall be noted on all seniority lists. Only instructors with such notation shall be offered DL classes. If the faculty member so designated declines the DL assignment, that decline is counted as a refusal for the purposes of calculating seniority as described in Article 16. Should a faculty member no longer desire to teach DL classes, he/she may request in writing that such notation be removed from the seniority list. The request to change one’s DL designation will be effective the next term.

7. Experienced DL instructors selected to mentor or train others may be compensated at the non-teaching hourly rate.

D. Instructional Television

1. The assignment of faculty to Instructional Television courses shall be considered 0.4 FTE for the fall and spring semesters and 1 FTE in any intersession.

2. Courses with fewer than 80 enrollments as of the close of the tenth instructional day of the semester in which the course appears on TV may be cancelled and the teaching assignment terminated. The Instructor shall be reassigned if regular or contract status is held.

3. In the event an ITV course official enrollment exceeds 240 students, a second section shall be created.

4. All ITV assignments shall first be offered to regular faculty.
5. If regular faculty members are not available to accept ITV assignments, assignments may be offered to temporary adjunct faculty as ITV instructors in accordance with the District’s rules.

6. The ITV evaluation process shall parallel the process for part-time instructors with the director of ITV acting as the department chair.

7. District and AFT approved discipline-specific ITV faculty selection rosters may be used to select its temporary adjunct ITV faculty in lieu of conducting a standard selection process. The ITV program director, the relevant discipline/department chair(s) and the appropriate vice president must all agree on this alternate selection procedure, which shall be deemed to comply with Board Rule, Chapter X, Article III, section 10304.2 and any relevant concomitant local processes.
Listed are important excerpts from the ACCJC News, Spring 2010

- By 2010, the Obama administration wants to ensure that community colleges graduate an additional five million students, so that 60% of American adults have at least one year of college education, and America has the most educated workforce in the world.

- The ACCJC has, with its current Standards, focused on what students have learned, and by giving its member institutions years to implement new strategies, is helping institutions to focus on improving student learning and increasing institutional effectiveness.

- The very large amount of money that governments provide to higher education institutions has increased governmental concerns that the funds be used wisely and effectively.

- The legitimacy of accreditation is also based in public confidence that accreditation has high standards that work to the benefit of students and of society.

- Distance education is becoming more and more common as a delivery mode for instruction among institutions within our region. Sixty percent of the substantive change reviews for the ACCJC this past year were for colleges offering more than 50% of a program, degree, or certificate through a mode of distance or electronic delivery.

- Requirements for accreditors to monitor include whether or not institutions have a process for verifying that the student who enrolls in a distance education course is the same student participating in the course and receiving credit for the course, as well as the growth of distance education and correspondence education courses/programs.
ACCJC team members will conduct on-campus visits to prepare a brief report of findings to be integrated into the final team report.

APPENDIX F
REFERENCES


Distance Education Advisory Committee, (2010-2015). Distance Education Strategic Plan. Fullerton, CA: Fullerton College.

Distance Education Committee, (2012-2015). Distance Education Plan. Marin, CA: College of Marin.

Distance Education Committee, (2010). Distance Education Plan. Foothill, CA: Foothill College.

Distance Education Committee, (2012-2017). Distance Education Plan. Modesto, CA: Modesto Junior College.

LACCD & AFT Agreement 2011-2014