East Los Angeles College
Distance Education Program

Instructor Handbook
by Pauletta Daw and Gema Perez

Adopted by Distance Education Committee on March 12, 2014

Approved by Academic Senate Ex. June 30, 2014
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How to use this manual

ELAC Distance Education (DE) encompasses online, hybrid, web-enhanced classes and follows the principles of high standards and student-focused learning. This manual serves as a guide and resource for online/hybrid instructors to ensure a set of standards and services to our students in their learning process. Faculty at large using web-enhanced instruction will also benefit from this manual. Additionally, this manual addresses the accreditation requirements regarding distance learning and electronically mediated learning through the compilation of previously existing documents and policies formed throughout the existence of distance learning at East Los Angeles College.

- Instructions and Procedures
- Forms and Templates
- Contacts

What is Distance Learning/Education?

The California Education Code defines distance learning as “instruction in which the pupil and instructor are in different locations and interact through the use of computer and communications technology. Distance learning may include video or audio instruction in which the primary mode of communication between instructor and student is instructional television, video, telecourses or any other instruction that relies on computer or communication technology”

Distance learning classes and instruction are held to the same standards regardless of delivery and must assure that student learning outcomes are communicated, assessed, and used as data for continuous improvement.

Definitions

Below are the standard definitions for the different modalities of online classes:

- **Online** – Class is scheduled to have all contact hours as online. This is either a synchronous or asynchronous course and does not require the student to attend campus. All instructional aspects of the course including lectures, assignments, projects, discussion board activity, assessments and communication options are presented in the online format.

- **Hybrid** – Class has contact hours that are scheduled in person and contact hours that are scheduled to be completed online. These blended courses are taught utilizing both the traditional and online classroom. Specific percentages of time used for each format is dictated by the course itself

- **Web-enhanced** – Classes in which all contact hours are scheduled in person, but the LMS is used to support the instructional process. The LMS is only used to supplement a regularly scheduled on ground course so that students have additional access to course material and the ability to communicate online. It cannot be used to replace the instructor’s obligation from being in the physical classroom.
Distance Education @ East

Mission and Goals
The mission of East Los Angeles College Distance Education is to facilitate student learning using diverse educational tools and innovative teaching methods. In a dynamic online learning environment, we assist students in achieving degrees, transfer, career certifications, and lifelong learning. We support and encourage faculty in mastering new technologies to provide access to students no longer limited to the traditional college learning environments.

Our goal is to maximize online student success and to create an andragogical environment equivalent to face-to-face learning experience.

The Distance Education program:
• Maximize instructor competence and confidence in the College learning management system – Etudes.
• Support innovation in online instruction.
• Maximize online student success.

The program supports the College Institutional Student Learning Outcome (ISLO) of Technological competency: Apply technology effectively to locate, analyze, interpret, organize, and present information.

The program supports the College Strategic Goal of: Offering Innovative, state-of-the-art, and learning-centered instruction.

The program supports the College’s Educational Master Plan Goal of ensuring the highest levels of educational quality within East diversified modes of instructional delivery.

Vision
East Los Angeles College is dedicated to serving as many students as possible, being accessible to our students, and being affordable to our students while using the latest technologies. Distance Education continues at East Los Angeles College to develop as new advances in technology and andragogy change the way we think about the learning process.

Program Learning Outcomes
The Distance Education Program is to extend access to a culturally diverse population and to provide students the flexibility in time and classroom location in order to meet their educational career, transfer goals, certificates, and life-long learning goals. Distance Education emphasizes working effectively in technology focused environment, by promoting information literacy and student learning outcomes, as well as, student-centered peer learning activities.

History
Online education began at ELAC in 1997 when Theater 100 instructor Colin McKay decided to take his ordinary, face-to-face class and experiment with moving it online. It was successful enough that when Kerrin McMahan joined the full-time faculty as a philosophy instructor in 1998, he was given the green light to assist her with the logistics of taking a class online. During this
stage there was no official curriculum approval required. Certainly there was no college-paid course management system. Both instructors located their classes on third-party servers that they paid for themselves.

In 1999 the college decided to start an official DE Program of Service under the auspices of Professional Development. McMahan was appointed a .2 reassignment to bring other interested faculty on board and show them how to do what she was doing and to work with the Curriculum Committee to develop an approval process. There was no internet in the Philosophy Department at the time, other than the dial-up which, again, she paid for herself. So when McMahan was working on DE, she worked out of the Professional Development office, which had a few computers and internet access. The Professional Development Director, Mary Ellen Eckhert at the time, made a deal with two Cal State LA faculty members who had been early adopters of online education. They gave a workshop spanning a couple of weekends for interested faculty, who were enticed by a $500 stipend from Professional Development if they completed the workshop. The faculty learned basic HTML skills—learning management systems barely existed at this time—and were given access to a Cal State server to host their class sites.

Soon after this, the State Chancellor’s Office made a deal to provide WebCT to interested campuses. The rate was either free or ridiculously cheap. So we learned WebCT and no longer had to write our own code or pay for our own hosting. The number of online courses and faculty increased steadily. Unfortunately, the state ended its contract with WebCT in 2002. ELAC was facing a very high licensing and hosting fee to continue with WebCT. Luckily, Foothill College had been developing ETUDES (which stands for Easy to Use Distance Education Software), a learning management system based on open-source code, which could be purchased for a reasonable price. In 2002, the Los Angeles Community College District became a founding member of the non-profit ETUDES Consortium, and ETUDES has been the learning management system at ELAC to date. It continues to meet our needs for a reasonably priced and robust system for managing distance education courses.

Over time, Karen McMahan’s reassignment increased from .2 to .4, and finally to .6 to coordinate the Distance Education Program of Service. Upon McMahan’s subsequent promotion to dean in 2006, the college hired Wendy Bass Kerr as the new Distance Education Coordinator. In 2010-11, at the request of Senate leaders, the Distance Education Coordinator was increased to a .8 D basis reassignment, for which the current coordinator, Pauletta Daw was selected.

**Principles of the Distance Learning Program of Service**

**Principle 1.** The East Los Angeles College Distance Education Program encompasses online offerings, hybrid, or web-enhanced offerings, and follows the principles of high standards and student-focused learning.

**Principle 2.** Specific requirements stipulated by State Education Code, WASC Accreditation Requirements, the Academic Senate, and the AFT 1521 Bargaining agreement must be followed whether they are highlighted within this document or not.

**Principle 3.** Distance Education instructors are expected to follow all good teaching practices including, but not limited to, those identified by the various entities associated with Principle 2.
**Principle 4.** Encourage online instructors at East Los Angeles College to satisfy at least some of their required professional development/FLEX hours by interacting within the East Los Angeles College Etudes supported activities, including taking an additional andragogy course. These interactions within Distance Education and within the Etudes web location promote healthy online course offerings with active dialogues and well-informed teaching and learning practices.

**Principle 5.** Online Professors will be trained in the college’s learning management system – Etudes (Appendix G: Sample of Etudes User Guide)

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**Brief Portrait of East Los Angeles College Online Students (Sources not specified.)**

**Enrollment**
- Annual enrollments more than doubled between 2004 and 2012 from 1,609 to 4,737.
- However, this number is still only 9% of all students enrolled online at East Los Angeles College.
- There are 122 online and hybrid course sections in 2012 compared to 51 sections in 2004.
- There are 102 web-enhanced course sections in 2012.

**Demographics**
- East Los Angeles College service area has a population of over 1.5 million people.
- The percent of women taking online courses is more than double (68.23%) compared to men taking online courses (31.77%).
- Online students are more likely to be between the ages of 20 and 34, but cover a wide range of ages, with 12.52% under 20, 39.63% 20-24, 32.53% 25-34, and 15.33% 35 or older.
- The ethnicity of East Los Angeles College students is as follows: Caucasian 3.75%, African Americans 4.51%, 18.82% Asians, and 15.5% Hispanics. Conversely, face-to-face students consist of 43.6% Hispanic, 20.1% Asian, 67.58%——

**Student Performance**
- The completion rate of face-to-face courses was 84.3%, compared to 73% for online classes. when?
- Despite a lower completion rate, 2/3 of online students indicate they are likely to register for another online course in the future.
- Seventy-six percent (76%) said that online courses provide the convenience they need.
- The success rate of face-to-face courses was 55.9% compared to 52.70% for online classes. when?

**Workload and Educational Quality**
- Eighty-eight percent (88%) claimed that distance education demands are more or about the same compared to face-to-face classes.
- Fifty percent (50%) think that the mode of instruction made their course more interesting.
• Forty-nine percent (49%) report they learned more in their distance education course than they would have learned in on-campus classes.
• Many online students (44%) said that they interacted more with their online instructor as opposed to a face-to-face instructor.

When it came to course-related interaction, some online students (39%) noted that they felt they engaged more with other students in an online setting than they would have in a face-to-face course.

Online classes have similar class sizes to face-to-face classes with a slight drop due to limitations imposed by the district AFT bargaining agreement.

**Average Class Size**

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<td>36.4</td>
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<tr>
<td>Face to Face</td>
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Online course offerings continue to grow, despite recent restrictions in class size dictated by the current AFT bargaining agreement.

**Technological competency: Apply technology effectively to locate, interpret, organize, and present information**

Part of the task of any online course includes increasing student technology capabilities. Regardless of the primary content of the course, online classes provide the opportunity for students to apply technology in order to successfully complete a course.

Students may obtain initial assistance in navigating the course site, finding the primary resources of a course, and simple processes such as attaching files. Over the course of the online class, students increasingly maintain their interaction through appropriate application of technology as they locate, interpret, organize, and present their work. While there is some online help available to students, the successful student incorporates and builds upon his or her technological skills in an online course.
Office: General Information

The Office of Distance Education is located in the Administration building G1 room 110. Office hours vary according to need but typically are as follows:

- Monday – Thursday 10:00 A.M. to 3:00 P.M.
- Friday by appointment

Office email is onlinehelp@elac.edu
Office general number is 323.415.5313.

The Distance Education Program of Service is not responsible for the following functions:

- Scheduling classes: Scheduling online classes is the responsibility of the Department Chair.
- Maintaining or supporting instructional technology that is used for a face-to-face class. This task is the responsibility of IT.

Evaluating instructors: Instructor evaluations are the responsibility of the instructor’s individual department or discipline.

Further resources are available at http://www.elac.edu/online/instructorResources.htm
Included are the following:

- Etudes material
- Videos
- Hand outs
- Student discipline resources. Also see Appendix T and U.
Office Infrastructure

The office of Distance Education at present has the following infrastructure chart. A description and duties for each position can be found in the office of Distance Education/Learning.
Program Review

The purpose of the Annual Update Plan is to help departments/units: 1) Document changes within the department and in the discipline, College, State, or surrounding community that will be useful in conducting a department’s/unit’s six-year Comprehensive Program Review; 2) Monitor annual progress on action plans/goals and validation committee recommendations made during the Comprehensive Program Review process; and 3) Develop a plan and corresponding budget to implement stated plans to improve student success and institutional effectiveness.

Deans and Department Chairs may include additional information in their Annual Update Plan as they think is needed in order to fully describe their department or unit needs and/or justify additional resources for distribution.

East Los Angeles College continues to embrace online education, and the number of students enrolled in Distance Education has rapidly risen, perhaps due to the recession our country is experiencing. With nearly three quarters of students attending part-time, and many doing so while maintaining full-time work, East Los Angeles College must utilize innovative learning methods to provide students who may not be able to attend face-to-face classes on a traditional schedule an alternative venue to achieve their educational goals. In response to these changes in enrollment demands, East Los Angeles College continues to expand its online offerings. Students can now achieve their general education requirements for many Associate Degrees offered at East Los Angeles College through online offerings.

Substantive Change Reports

A Substantive Change Report is submitted by the Distance Education office to ACCJC/WASC for the purpose of requesting approval of the addition of courses constituting 50% or more of a program offered through a mode of distance or electronic delivery. ELAC now offers seven certificates and eighteen degrees in which fifty percent of the courses will be offered via the online mode. A complete and regularly updated list can be found in Appendix K. In Appendices L, M, N, O, and P, are a complete lists of courses which fulfill degree requirements, certificates, and transfers curriculum.

ACCJC and WASC

All college classes must follow California education codes (State of California, 2010)\(^1\). WASC accreditation standards include specific references and requirements for Distance Education Programs. Included in both Standard II. A. Instructional Programs, and in Standard II. B. Student Support, Distance Learning Programs are held to a standard that: “…offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes.” (Appendix D:  

\(^1\) http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20

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WASC Standards.)
Distance Education classes and instruction are held to the same standards “regardless of delivery” and must assure that student learning outcomes are communicated, assessed, and used as data for continuous improvement. Further, the Distance Education classes and program perform a service to our students who might otherwise be unable to attend college classes, help student improve technological communication skills, and assist East Los Angeles College in meeting its goals for students.

The Accrediting Commission for Community and Junior Colleges (ACCJC) and Western Association of School and Colleges (WASC) has distinguished and defined the differences between distance education and a correspondence education:

“Distance education is defined, for the purposes 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 instructors, either synchronously or asynchronously. Distance education often incorporate technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, DVDs, and CD-ROMs, in conjunction with any of the other technologies.”

“Correspondence education means:
1. Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor;
2. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student;
3. Correspondence courses are typically self-paced; and
4. Correspondence education is not distance education.”

“Correspondence course is:
1. A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence course are typically self-paces;
2. A course which is part correspondence and part residential training, the Secretary considers the course to be a correspondence course; and
3. Not distance education.”

AFT: Article 40 – Distance Learning

AFT: Article 40 – Distance Learning definition:

“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 student and instructor, either synchronously or asynchronously.” §A.1


ADA Compliance (508)

Section 508 Compliance refers to the accessibility of all course materials and media and applies to an online environment. Instructors should be familiar with Section 508 requirements and use resources inside and outside of the College to avoid violations. There is technical assistance to check for compliance at the College. Some common problems are missing alt tags for pictures, using text color to indicate differentiation, and linking to outside sites that are not Section 508 compliant.

This means that Distance Education instructors need to affirm that links to videos and “outside” media provide close captioning. If they do not, you must provide an equivalency in written material or other media. Violations of Section 508 are serous for the faculty, College and students.

All the information below was obtained from the Official Website of The United States Government Section508.gov

“It’s the Law!”

In 1998, Congress amended the Rehabilitation Act of 1973 to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. Inaccessible technology interferes with an ability to obtain and use information quickly and easily. Section 508 was enacted to eliminate barriers in information technology, open new opportunities for people with disabilities, and encourage development of technologies that will help achieve these goals. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Under Section 508 (29 U.S.C. ‘794 d), agencies must give disabled employees and members of the public access to information that is comparable to access available to others. It is recommended that you review the laws and regulations listed below to further your understanding about Section 508 and how you can support implementation.

- (original source in uscode.house.gov)
- CHAPTER 16 - VOCATIONAL REHABILITATION AND OTHER REHABILITATION SERVICES, SUBCHAPTER V - RIGHTS AND ADVOCACY

7-1-2014
GSA 508 Tutorials, Guidance, Checklists
Both state and federal law require community colleges to operate all programs and activities in a manner which is accessible to qualified individuals with disabilities. (Appendix: E)

Los Angeles Community College District

Policies
There are some policies that are specific to Distance Education class instructors within the district. Each campus with distance education courses form a distance education committee. In turn, representatives from each campus form a district distance education committee.

There are also contractual agreements that pertain specifically to Distance Education faculty. For example, there is a large class size agreement for online instructors that are designed to help assure quality student education as well as recognize the considerable time and effort expected of online instructors. Much of this additional time is related to maintaining meaningful contact with students.

From the bargaining agreement:
- Section C. Class Size, Assignments, Load, Mileage Reimbursement and Mentoring
- Article 12, Class Size, applies to Distance Education classes.
  - In addition, the first time a Distance Education course is offered at a college, or the first time an instructor teaches a Distance Education 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 Distance Education class size shall not exceed 60 and Distance Education faculty will be accorded the same right as in-person faculty to negotiate lower class limits with approval of their respective division chairs and Deans.
  - In addition Distance Education faculty will have the same right as in-person faculty to permit additional students to enroll using the college’s processes for adding students.
  - If these processes include the option for an instructor to add students to his/her closed classes prior to the first day of those classes, this option will be extended to all instructors.
  - The class size limit of 25 for the first time applies to the registration limits so that the number of students permitted to enroll cannot exceed this limit.

(Los Angeles Community College District & Los Angeles College Faculty Guild, 2008-2011)
District wide polices are set by the AFT Contract. Please refer the section on AFT or the latest version of the contract on file in the office.

7-1-2014
On-Campus Committees

Distance Education Committee
The Distance Education Committee helps the college develop policy and procedures related online and hybrid courses. The Distance Education Coordinator chairs the committee. Distance Learning By-laws can be found in Appendix V.

Per Article 40:
“...[T]he DL Committee...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.” §B.2
“Proficiency in DL shall be determined by a method formulated by the college DL Committee Faculty...The college DL Committee must determine CMS proficiency through training taken prior to the offer of any DL assignment.” §B.5.b

Academic Senate
The Academic Senate has primary responsibility for making recommendations to the administration and the Board with respect to academic and professional matters, including curriculum and education program development. The Academic Senate’s Curriculum Committee oversees the development of courses, programs and prerequisites. With respect to distance education, the Curriculum Committee has created a Distance Education Addendum for online and hybrid courses. In addition, the Academic Senate is in the process of developing a Distance Education Philosophy Statement.

Education Planning Subcommittee
The focus of the Educational Planning Subcommittee (EPSC) is to complete the Educational Master Plan; determine educational needs of the college; and forward recommendations related to policy, plan revisions and funding requests to the ESGC.

The EPSC is established under the auspices of the Academic Senate as defined in Title 5 (academic and professional matters) to address issues related to its educational program, including academic programs and enrollment issues, such as strategies to manage enrollment during active enrollment periods.

The Committee will provide oversight to the college’s “working” educational committees, including the Student Learning Outcomes, Student Success, Transfer, Distance Education, and Matriculation Committees. The Committee will also provide oversight to the Off-Site Committee in regards to those issues pertained to educational quality.

The Committee shall monitor progress in implementing all goals and action items listed in the college’s Educational Master Plan and the educationally related goals and action items listed in the college and district’s Strategic Plans.
Technology Planning Subcommittee
The distance education coordinator also reports to the Technology Planning Subcommittee. Per the Technology Planning Subcommittee (TPCS) bylaws:

“The focus of the Technology Planning Subcommittee (TPSC) is to facilitate the Technology Master Plan and address campus technology needs. The goal of the subcommittee is to work with the Information Technology Department, administration, faculty, staff and students to achieve and maintain campus wide technology to enhance instruction and services to students.”

Distance Learning/Education Faculty

College Policies

Instructor Requirements
Instructors for online and hybrid courses must meet the same requirements as other instructors in their discipline in Los Angeles Community College District. In addition, they must provide evidence of completion of a training course in the college-supported learning management system (LMS) - Etudes.

Curriculum Requirements
Online and hybrid classes must have an approved course outline on record as well as approval for online instruction. All online and hybrid offerings must be approved through the department chair as well as the Curriculum Committee and the Academic Senate. Appendix B.

Designing and Setting up a Class
Designing and setting up a class is part of the learning management system training – Etudes, and proficiency requirements. No development of a class should begin until the department chair has requested or approved said development.

Course Quality Standards
As required by Title 5 regulations, before an online course is developed it is separately reviewed and approved according to the district’s course approval procedures. Course outlines are either created or updated and all online courses have been approved by the Curriculum Committee, Academic Senate and the College President. In addition to the new or updated course outline, a Distance Education Approval Form is required. This form certifies that:

- The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses. (Course Quality Standards – Title 5, section 55372)
- Determination and judgments about the quality of the distance education course were made with the full involvement of the faculty as defined by the college curriculum approval procedures. (Course Quality Determination – Title 5, section 55374)
- Each section of the course which is delivered through distance education includes regular personal contact between instructor and students. (Instructor Contact – Title 5, section 55376)
Qualifications for Teaching Online
Instructors for online and hybrid courses must meet the same requirements as face-to-face instructors in their discipline in the Los Angeles College District. All online instructors must be certified in the official learning management system. At present, Etudes is the only distance education learning management system supported by the college for online/hybrid classes.

Evaluations
All faculty that teach online are evaluated on a regular basis per Article 19 of the AFT Agreement. This includes the student evaluation form in Appendix E from the same contract (see AFT Agreement).

Instructor initiated regular effective student contact
In online and hybrid courses, ensuring regular effective instructor contact guarantees that the student receives the benefit of the instructor’s presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. The same qualities of regular effective contact described above for face-to-face class also is applied to the distance education class. Also see Appendix: Q.

Instructors make certain that there are measures for instructor-initiated regular effective contact incorporated into their online and/or hybrid course design and delivery. Regular effective instructor contact means that instructors must keep in contact with students on a consistent and timely basis to both ensure the quality of instruction and verify their performance and participation.

In addition to the requirements in Title 5 section 55376, East Los Angeles College ensures that all approved courses offered as distance education include regular effective contact between instructor and students through group or individual contact, orientation either online or face-to-face, telephone contact, e-mail contact, announcements, online office hours, online chats, voice mail, online lectures, pod cast, discussions or other activities. All distance education courses at East, whether online or hybrid will include weekly effective instructor contact as described below:

1. Initiated interaction and frequency of contact: Instructors will regularly initiate interaction with their students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities of the course. Distance education courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distant education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course.

2. Title 5 – 55376 Instructor Contact
   The district governing board shall ensure that:
   • All approved courses offered as distance education shall include regular effective contact between instructor and students.

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• Regular effective contact is an academic and professional matter pursuant to Title 5 – 53200.

Regular effective weekly contact includes, but is not limited to the following examples:
• Participating in discussions
• Scheduled chat room
• Course announcements
• Grading assignments and providing feedback
• Web conferences
• On campus meeting, informal or formal
• Field trip events
• Participate in online group projects
• Instructor podcast
• Voice enabled messages
• Synchronous virtual meeting
• Study sessions
• Scheduled Skype sessions
• Responding to emails, private messages, phone calls and posted questions

The above effective instructor contact resources maintains student-instructor relationship conducive to learning as well as motivates students, encourages students to participate in class, and encourages individual critical thinking. Appendix S has the suggested rubrics.

Absentee Policy
Instructors need to provide students with the policy on absenteeism, such as the following:
Absence of regular meaningful contact can be considered an “absence”. If a student does not maintain being active in the class, the instructor can drop him/her from the class.

The absentee policy must be consistent with district policy, which is provided in Appendix W.

Online Classes: Orientations
If you require a mandatory orientation, follow these Guidelines for Orientations for Online Classes

I. Pitfalls inherent in mandatory in-person orientations:
   a. Students may have signed up for an online course because they cannot come to campus.
   b. Any amount of required in-person contact hours makes your class a hybrid, not an online class
   c. You cannot drop a student for not attending an in-person orientation before the semester begins.

II. If you absolutely must have a mandatory in-person orientation:
   a. You must provide an alternative for students who cannot attend, unless:
      i. Your class is a hybrid and is listed as such in the schedule of classes.
      ii. The date and time of the mandatory in-person orientation, along with any other mandatory in-person meetings, are listed in the schedule of classes.
   b. You may only hold mandatory orientations once the term officially begins.

III. Alternatives to in-person orientations:
   a. Screencasts

7-1-2014
b. Podcasts  
c. Videos  
d. Mass emails  

**Online Adding Procedures**  

ACE online add system is the primary way students request to be added to an online class and replaces the need for students to come to campus or for instructors to have add slips prepared beforehand.  

The ACE Portal opens 5 business days before the first day of the semester. Instructors wanting to add students to the course should follow these steps:  

- Go to [http://www.elac.edu/collegeservices/it/ace/index.htm](http://www.elac.edu/collegeservices/it/ace/index.htm)  
- Enter username and password to login  
- click to “opt in.”  
- Set the number of student allowed to add.  

Following these steps, students will be able to request adds via the portal.  

For detailed directions on how to access the system, go to  
[http://www.elac.edu/collegeservices/it/ace/f_email_account_details.htm](http://www.elac.edu/collegeservices/it/ace/f_email_account_details.htm)  

Instructors who do not want to use the system, are, by default, opted out.  

**Please note:** When opting in to ACE online add system, you are required to provide your ELAC email address. Otherwise you will NOT be notified when students have requested an add, and will need to log in daily to respond to students. Lastly, when you have finished adding students, you should return to the ACE Portal to “opt out” of the online add system so the course no longer appears to students as an option to add.  

Please remember per the AFT Agreement instructors can only add five students the week prior to classes starting. On the first day of the semester, you can add as many as you like.  

**East Los Angeles College Policy on Scheduling Online Classes**  

The following policies govern the scheduling of classes which have hours listed as being online. This includes classes which are scheduled to be taught with 100% of the hours online or any portion of the hours online.  

1. No class can be scheduled as being online until the class has been approved by the college Curriculum Committee and Academic Senate as an online course.  
2. Sections for online class hours can be scheduled as STAFF, but no course shells can be requested with the STAFF designation.
3. No classes with online hours can be scheduled with an instructor who has not been approved to teach online at ELAC.
4. Classes that do not appear in the printed schedule of classes are required to be advertised for 30 days prior to the start of the class.
5. All classes which are scheduled for online hours need to be reported to the director of the online program 30 days prior to their start date so as to be properly included in the web schedules, to have the class roster uploaded, to have the ETUDES-NG shells created, and to be able to support the students with the correct information.
6. Significant changes to classes with online hours, needs to be reported to the Distance Education Coordinator of the Distance Education Office, the instructor, and students. The changes need to be reported in timely manner to all parties involved. Whenever possible, changes need to be made and report to students at least 30 days prior to the start of the term.

Communications with the Distance Education/Learning Community

There are times when the Distance Education Coordinator needs to communicate with the distance education community at large. Here are a few ways the Office of Distance Education communicates with the campus at large.

- CIS Live see Appendix A
- District Faculty Portal -- https://services.laccd.edu/wfac/

Student Information System

The Student Information System is the main information hub for students to:

- add or drop classes
- class schedule
- grades
- pay fees
- update student information
- transcripts

This system is available seven days a week from 7:00 am – Midnight, Pacific Time. Students have access to SIS by clicking on the “Register for Classes” link on the ELAC.edu home page or by going to here: https://eweb2.laccd.edu/WebStudent/signon.asp
ETUDES

ETUDES is the official learning management system of East Los Angeles College. All online and hybrid courses must be offered using ETUDES. The office of Distance Education encourages web-supported and web-enhanced to use ETUDES.

ETUDES is a non-profit 501(c)(3), organization that offers centralized hosting, support, site and account management, training and professional development opportunities to institutions and organizations that need a turn-key, fully-managed course management solution. As an Application Services Provider, Etudes serves higher education institutions, supporting over 350,000 student enrollments annually.

Training
ETUDES requires that all faculty who use ETUDES to teach be trained in ETUDES. Training can be done via the DE Coordinator or directly from ETUDES.

Support and ETUDES user group
Support to faculty is available via the office of Distance Education/Learning. The distance educator coordinator is a certified trainer and facilitator in Etudes and is available for drop in trouble shooting support or via appointments.

Along with this in-person support is the Etudes user group. The ETUDES user group is a resource which can be used 24 hours a day 7 days a week, and is available to all train and certified Etudes instructors.

Course Shells

The office of Distance Education is the central point on the ELAC campus through which all Etudes shell request are processed. There are two ways to course shells are created:

- Online and Hybrid course shells are automatically created for every faculty who has an online/hybrid teaching assignment,

or

- Instructors who would like to web-support their face to face courses can request shells by emailing directly to onlinehelp@ elac.edu or filling out the form found here: http://tinyurl.com/7uojzjb

Instructor change after the start of the semester:
If there is a change in instructor, hold off until the end of the add period. This makes importing students from one shell to another easier. Once they have all been added, a new shell can be created with the new instructor of recorded and the students can be imported.

Archiving shells
Purging inactive sites helps maintain a manageable database size, to ensure speed and performance, as well as a cost containment measure in the amount of storage needed. It also
keeps the list of sites for instructors to a manageable size. For more information on Archiving and purging of inactive sites please refer to Appendix H.

Log in information
Faculty are able to log on using their full employee id, if they prefer. Although User ID’s are encrypted, logging on with the employee number may be preferable to faculty who have SSN-based user ID’s.

Students can log in with their institution student id number or their Etudes user ID.

Base Date
The "Base Date" feature allows you to adjust *all* of the dates in your sites for next term in ONE click! See Appendix I for more information.

Publish course sites.
Etudes has two options for publishing your course; publish site now and set site access release dates. Publishing your site makes it available to active site participants.

ELAC_Support

Elac_Support in Etudes is a help service for students and faculty that provides assistance with the use of Etudes. Responses to requests for assistance are answered by the Distance education coordinator, as duties permit.

In order to best serve students and faculty, elac_support is automatically granted access and instructor status to all shells. The purpose of this access is to be able to view specific site information and provide relevant assistance to students and faculty who have questions about tool usage in their courses.

Expectations

Expectations of College Support
The College maintains a working Learning Management System—Etudes. College server malfunctions or maintenance will not affect your online work off campus. Becoming familiar with system requirements, login procedures, and limitations of the Learning Management System allows faculty to answer many student questions. In the event of additional problems, there is an online help contact for students located on the main login page, East Los Angeles College Distance Education web site (www.elac.edu). Assistance is provided by the Distance Education Coordinator as part of many other ongoing duties.

Expectations of Students
Attendance is tracked by interaction within discussions, forums, chats, quizzes, and assignments. As with all classes, appropriate attendance tracking means accurate census counts. Active attendance is generally designated by at least one interaction per week. Students who do not participate regularly and do not notify the instructor of participation problems must be dropped from
the class for inactivity. “No shows” in online instruction must be excluded at census. While it is an expectation for students to participate, it is also useful for instructors to notify students of attendance policies in their syllabi.

**Expectations of Instructors**

*Continuing Education.* Keeping up date on the Etudes learning management system platform and college information is the responsibility of each instructor. There are FLEX activities and informational announcements regularly through college email. Faculty should also visit the Etudes user page on a frequent basis. Generally, an announcement is sent to emails when substantial information or features are changed, but discussions between colleagues on this page can also yield a great deal of help. See the bargaining agreement at [www.aft1521.org](http://www.aft1521.org) for details of continuing education faculty requirements.

*Participating in committees, such as the Distance Education Committee, program review, and Student Learning Outcome assessment.* All faculty must participate in Student Learning Outcome assessment according to the bargaining agreement. Full-time faculty must participate in program review and may choose the Distance Education committee to meet committee obligations. Adjuncts are also welcome on committees. (See the bargaining agreement for clarification regarding ancillary pay approval for program review and committee involvement.)

*Evaluations.* All faculty are evaluated on a regular basis. Review the bargaining agreement (Article 19) and the evaluation form in Appendix D of the bargaining agreement to understand the items that are required for acceptable evaluations. (See [www.aft1521.org](http://www.aft1521.org)). *(Appendix F: Evaluation Forms)*

*Attendance and class activity.* Los Angeles Community College District has a policy of weekly interaction on the part of instructors. If you are unable to interact for more than one week of the semester, you must take that time as sick or vacation leave. Forms for reporting those absences are available online. *(Appendix C: LACCD Absence Policy).* Complaints about instructor absence or unavailability may be reflected in instructor evaluations.
Appendixes
Appendix A: CisLive

On your campus computer desktop, click on “Campus Applications”

Click on the “Cis Live” icon
Appendix B: Course Approval Guidelines and Form

Course Title and Number: __________________________

East Los Angeles College Curriculum Committee
Distance Education Course Offering Approval Guidelines

Checklist of Forms to be Completed and Submitted:

☐ District DE Course Offering Approval Form with Department Chair’s signature
☐ ELAC DE Course Outline Addendum with Department Chair’s signature
☐ ELAC DE Course Accessibility Checklist (for Persons with Disabilities)
☐ Current approved and updated ELAC Course Outline of Record

Completion Guidelines – Note: All three of the following are contained within this packet.

District DE Course Offering Approval Form: This form references the regulations pertaining to distance education courses offerings and outlines the procedures of how faculty go about gaining approval for them. It requires only that the course particulars be filled in under the “Certification” section and that the department chair certify that all information in the entire packet is complete and accurate by submitting the District DE Course Offering Approval Form via ECD.

ELAC DE Course Outline Addendum: This form is to be completed for all distance education (DE) course offering proposals (i.e. those with all contact hours conducted online) as well as hybrid course offering proposals (i.e. those with some required off-line/face-to-face contact hours). It is not to be used for either face-to-face courses using web-enhancements nor for course offerings designated by the State as “correspondence education.” This form accomplishes three very important objectives: 1) It assures that the educational objectives of the course can be achieved via distance delivery; 2) it makes clear how instructors maintain regular and substantive contact and interaction between themselves and students as required by Title 5, section 55204, examples of which can include, but are not limited to, asynchronous office hours conducted via the course management system and/or scheduled office hours and review sessions, monitoring a forum for posted student questions, facilitating student-to-student contact and virtual student groups, and posting prepared instructional materials to the course site via the course management system; and 3) it makes clear how instructor-initiated contact as required by Title 5, section 55204 is consistently maintained via course announcements published via the course management system and disseminated to all students enrolled, regular and prompt feedback regarding student assignments and work, and leading themed discussions regarding the course materials and objectives via the course management system. These are requirements of all DE courses offerings, and this Addendum is your opportunity to demonstrate to the Curriculum Committee that your course offering can fully comply with these requirements. The more explicit and specific your descriptions are, particularly in the representative examples which demonstrate regular and substantive contact and instructor-initiated interaction between instructor and students, the greater the chances of this course being approved as a DE course offering. When submitting this form, the department chair certifies that all information in the DE Addendum is complete and accurate by submitting the DE Addendum via ECD.

ELAC DE Course Accessibility Checklist: As a public college, receiving both state and federal funding, ELAC is required “…to operate all programs and activities in a manner which is accessible for students with disabilities” (CCCCO Distance Education Accessibility Guidelines, August 1999, p.4). This Accessibility Checklist gives you the issues you need to address in the design of your teaching website. If you are not the designer of your website, you may wish to review this list with the person or company that did design it to make sure that all items have been optimized for the easiest access for all students.

7-1-2014
LACCD DISTANCE EDUCATION COURSE OFFERING APPROVAL FORM

Title 5, Section 55378 requires that each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the District’s certified course approval process. The distance education course should be reviewed through the six-year cyclical review process of Program Review pursuant to Title 5, Section 55201.

Approval Process

- Courses are initiated by and approved at college level by faculty in the discipline and/or department/division/cluster.

- College Curriculum Committee reviews each proposed and existing course offered through distance education separately in accordance with the provision of Title 5, sections 55002, 55204, 55370, 55372, 55374, and 55376.

- The review and approval of distance education courses shall follow the curriculum approval procedures outlined in Administrative Regulation E-65 – Approval of Credit Courses: Standards and Procedures.

Certification

The College Curriculum Committee certifies that the following requirements have been met.

<table>
<thead>
<tr>
<th>Subject Title</th>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Course Quality Standards (Title 5, section 55372)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The same standards of course quality, including course content and objectives, are applied to distance education course offerings as are applied to traditional classroom courses.</td>
</tr>
<tr>
<td>□ Course Quality Determinations (Title 5, section 55374)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Determinations and judgments about the quality of this distance education course offering were made with the full involvement of the faculty as defined by Administrative Regulation E-65 and college curriculum approval procedures.</td>
</tr>
<tr>
<td>□ Instructor Contact (Title 5, sections 55204 and 55376)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Each section of the course which is delivered through distance education includes regular and substantive contact and interaction as well as instructor-initiated contact between instructor and students.</td>
</tr>
</tbody>
</table>

We certify that the information and answers above properly represent this course.

__________________________________________  __________________________
Department/Cluster Chairperson  Date

__________________________________________  __________________________
Curriculum Committee Chairperson  Date

__________________________________________  __________________________
Vice President, Academic Affairs  Date

__________________________________________  __________________________
College President  Date

7-1-2014
East Los Angeles College

COURSE OUTLINE DISTANCE EDUCATION ADDENDUM

Hybrid □  Online □

Date __________

Crosslisted Course Number and Title (if applicable) ______

Note: Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. (Ed. Code 55378)

Please address the following questions. This is a document template, so the fields will expand as you type. Use as many pages as necessary to fully answer each question as it pertains to this course.

1. COURSE OBJECTIVES. List each course objective directly from the currently updated course outline of record and explain how distance delivery strategies will be used to help students achieve each listed course objective.

<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>Distance delivery strategy(ies):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. METHODS OF INSTRUCTION: REGULAR AND SUBSTANTIVE INSTRUCTOR/STUDENT CONTACT. Please note: Not all boxes in A, B, and C below will apply to all courses – please check all that apply

A. COURSE MANAGEMENT SYSTEM
Course Management System(s) used ___________________

☐ Announcements/E-Mail
☐ Chat Rooms
☐ Discussion Board
☐ Private Messages
☐ Bulletin Board/Public Question Forums
☐ Course Materials/Modules
☐ Group Projects
☐ Personalized Audio/Video Content

B. ELECTRONIC COMMUNICATIONS

☐ Online Video Databases
☐ Internet Resources
☐ Library/Database Resources
☐ Electronic Databases
☐ E-Conferencing
☐ Video Conferencing
☐ Real-time Instant Messaging
☐ Webcasts
☐ Webinars

C. HYBRID/IN-PERSON CONTACT

☐ Personal Orientation Sessions
☐ In-Person Group Meetings
☐ In-Person Review Sessions
☐ In-Person Examinations
☐ Other (please describe): 

D. FEEDBACK & INTERACTION: Please check each area in which you provide instructor-initiated feedback to students.

☐ Discussion
☐ Private Messages
☐ Participation
☐ Other (please describe) :

☐ Assignments
☐ Quizzes
☐ Exams

7-1-2014
E. REPRESENTATIVE EXAMPLES – Required of all DE/Hybrid Course Offering Proposals as part of this addenda

Please provide representative example(s) of regular and substantive instructor/student contact and interaction in each of the following areas: (a) representative assignments, (b) instructor-initiated themed discussions/interactions between instructor and students, and (c) instructor-initiated feedback and communication of course progress to students enrolled in the course:

(a)

(b)

(c)

3. HOURS FOR CONTENT DELIVERY AND INTERACTION

Please show the approximate hours anticipated for various student activities required by the course. Activities can include computer time spent reading on-line lectures, participating in on-line class discussions, mandatory on-line class meetings, etc., and must account for a 2-hour Final Examination. Please do not include time allotted for quizzes and/or midterm(s) as these are scheduled at the discretion of the individual instructor. Each semester unit requires 18 hours’ work. So, for example, a 3-unit class is expected to require 54 hours of work. Please itemize hours below.

Please Note: Online courses are defined as courses in which all contact hours are conducted online – courses that have any required off-line/faceto-face contact hours are considered Hybrid courses.

<table>
<thead>
<tr>
<th>Activity (on-line lectures, discussions, meetings, etc. and final exam)</th>
<th>Online hours</th>
<th>Face-to-Face hours (for hybrid only)</th>
<th>Total Hours per Semester</th>
</tr>
</thead>
</table>

Total:

4. TECHNICAL SUPPORT. Does this course require additional technology beyond the basic ETUDES course management system offered by ELAC? If yes, please explain.

No.

5. SUBSTANITIVE CHANGE.

Accreditation requirements stipulate that before 50% or more of the required units that make up a certificate or program are offered via distance education, a substantive change report must be filed and approved. Please review your department’s distance education offerings and determine whether offering this class online would trigger a substantive change requirement. If so, although the course may be tentatively approved by the Curriculum Committee, it cannot be offered as a DE/hybrid course offering until the report is filed and accepted. Your signature below indicates you are aware of this requirement.

This DE Request will result in a Substantive Change Report being filed by your department: Yes ☐ No ☐.

APPROVALS:

______________________________________  _______________________
Department/Cluster Chairperson               Date

______________________________________  _______________________
Curriculum Committee Chairperson               Date

7-1-2014
History:
ELAC DE Addendum – original form adopted Fall 2000. Initial update to original form approved by ELAC Academic Senate 11/23/10. Revision to initial update proposed by Curriculum Committee Chair and DE Committee Co-Chair; endorsed by ELAC Curriculum Committee 4/16/2013; approved by ELAC Academic Senate 4/23/13.
East Los Angeles College
Distance Learning Course Accessibility Checklist
(For Persons with Disabilities)

It is required that all California community college instructional Web sites created or substantially modified after adoption of these guidelines be Priority 1 compliant. It is strongly recommended that all California community college instructional Web sites created or substantially modified after adoption of these guidelines be Priority 2 compliant. (CCCCO Distance Education Accessibility Guidelines, Aug. 1999, p. 16).

The following checklist delineates the Priority 1 accessibility guidelines that we are required to follow. If you cannot answer “Yes” to any of the items listed, please attach an explanation of what accommodations you can make for students who would not be able to access the course pages that lack the required accessibility feature.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Expl</th>
<th>Requirements &amp; Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>1. Provide a text equivalent for all non-text elements such as images, animations, applets, objects audio/video files and ASCII art. This will enable a screen reader to read the text equivalent to a blind student.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>2. Provide descriptions for important graphics if they are not fully described through alternative text or in the document’s content. The description would inform a blind student of what a picture represented.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>3. Ensure that information conveyed by the use of color is also understandable without color. For example, so a blind or color-blind student could understand a color-coded representation of DNA.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>4. If you either are using more than one language or are using words which are “imported” from another language (for example, faux pas), ensure that any changes in language are identified by using the HTML “lang” attribute. This enables Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>5. Provide textual equivalents to audio information (i.e. captioning). The text will enable deaf students to know what others are hearing.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>6. Avoid “flickering” the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. The movement can be distracting for students with certain disabilities.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>7. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse). This provides students with mouse-dexterity problems an alternative way to interact.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>8. Identify, by labeling or other appropriate means, row and column headers. The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>9. Provide title frames and include sufficient information as to their purpose and relationship to each other. This will help blind students understand the organizational purpose of the frame.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>10. Provide an alternative audio description for multimedia presentations. The sound will enable blind students to know what others are seeing.</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>11. Ensure, through “AccVerify/AccRepair” the usability of pages using applets and scripts. Not all applets and scripts are readable by screen readers. NB: If your site includes instantly scored quizzes, which rely on Java script, how will you accommodate students with disabilities?</td>
</tr>
</tbody>
</table>
Appendix C: LACCD Online Absentee Policy

1. Title V - 55376. Instructor Contact.
   . . . district governing boards shall ensure that:

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

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

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

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

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

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

6. Multiple complaints regarding lack of regular meaningful contact should be forwarded to the appropriate Division Chair or Department Head.

7-1-2014
Appendix D: WASC Standards: DE/DL

Policies Referenced in the Standards
Policy on Distance Learning, Including Electronically-Mediated Learning p. 29

Standard II: Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs
The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II: Student Learning Programs and Services
B. Student Support Services
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.
Appendix E: Access Guidelines for Students with Disabilities

Excerpts related to online classes

Chancellor’s Office California Community Colleges
Distance Education: Access Guidelines for Students with Disabilities

Developed By:
Distance Education Accessibility Guidelines Task Force, Chancellor’s Office California Community Colleges

Legal Requirements

Both state and federal law require community colleges to operate all programs and activities in a manner which is accessible to qualified individuals with disabilities (also referred to in federal law as “qualified handicapped persons”). (29 U.S.C. § 794, 20 U.S.C. § 1405, 42 U.S.C. § 12101, Gov. Code § 11135.) The operative federal laws referenced above are commonly referred to as Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. (29 U.S.C. § 794, 42 U.S.C. § 12101.) As the system develops its capacity for creation of technology-based instructional resources and the delivery of distance learning, it must proceed with the needs of all students in mind, including the unique needs of students with disabilities.

Title II recognizes the special importance of communication, which includes access to information, in its implementing regulation at 28 C.F.R. 35.160 (a). The regulation requires that a public entity, such as a community college, take appropriate steps to ensure that communications with persons with disabilities are as effective as communications with others.

The United States Department of Education, Office for Civil Rights (OCR) is responsible for ensuring that all educational institutions comply with the requirements of all federal civil rights laws, including Section 504 of the Rehabilitation Act and Title II of the ADA. As a result, the opinions of OCR are generally afforded considerable weight by the courts in interpreting the requirements of these laws. OCR has had occasion to issue several opinions applying the requirements of the Section 504 and ADA regulations to situations involving access to distance education and/or computer-based instruction.

In responding to a complaint by a student with a disability alleging that a university had not provided access to the Internet, OCR noted that:

“[T]he issue is not whether the student with the disability is merely provided access, but the issue is rather the extent to which the communication is actually as effective as that provided to others. Title II [of the Americans with Disabilities Act of 1990] also strongly affirms the important role that computer technology is expected to play as an auxiliary aid by which communication is made effective for persons with disabilities.”

(OCR Docket No. 09-95-2206, January 25, 1996)
Adding additional clarity to the meaning of "effective communication," OCR has held that the three basic components of effective communication are: "timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability."

(OCR Docket No. 09-97-2145, January 9, 1998)
OCR also points out that the courts have held that a public entity violates its obligations under the ADA when it only responds on an ad-hoc basis to individual requests for accommodation. There is an affirmative duty to develop a comprehensive policy in advance of any request for auxiliary aids or services.
Finally, in considering the magnitude and responsibility of this task, OCR states:

"[T]he magnitude of the task public entities now face in developing systems for becoming accessible to individuals with disabilities, especially with respect to making printed materials accessible to persons with visual impairments, is comparable to the task previously undertaken in developing a process by which buildings were to be brought up to specific architectural standards for access. Buildings in existence at the time the new architectural standards were promulgated are governed by "program access" standards. However, buildings erected after the enactment of the new architectural standards are strictly held to the new standards on the premise that the builder is on notice that such standards apply. One who builds in disregard of those standards is ordinarily liable for the subsequent high cost of retrofitting. Similarly, from the date of the enactment of Title II onwards, when making purchases and when designing its resources, a public entity is expected to take into account its legal obligation to provide communication to persons with disabilities that is "as effective as" communication provided to non-disabled persons. At a minimum, a public entity has a duty to solve barriers to information access that the public entity’s purchasing choices create, particularly with regard to materials that with minimal thought and cost may be acquired in a manner facilitating provision in alternative formats. When a public institution selects software programs and/or hardware equipment that are not adaptable for access by persons with disabilities, the subsequent substantial expense of providing access is not generally regarded as an undue burden when such cost could have been significantly reduced by considering the issue of accessibility at the time of the initial selection."

(OCR Docket No. 09-97-2002, April 7, 1997)

There are also state laws and regulations which require community colleges to make their distance education offerings accessible to students with disabilities. Government Code section 1135 et seq. prohibits discrimination on various grounds, including mental or physical disability, by entities receiving funding from the State of California. The Board of Governors has adopted regulations in Title 5, California Code of Regulations, section 59300 et seq. to implement these requirements with respect to funds received by community college districts from the Board of Governors or Chancellor’s Office. These regulations require community college districts and the Chancellor’s Office to investigate and attempt to resolve discrimination complaints filed by students or employees.
In addition, the Board of Governors has adopted Title 5 regulations setting forth the general requirements applicable to all independent study courses (section 55300 et seq.) and those requirements specific to distance education courses (section 55370 et seq.). Section 55370 expressly states that the requirements of the Americans with Disabilities Act are applicable to distance education courses.

Title 5, California Code of Regulations on Distance Education
The Board of Governor’s approval of distance education regulations for the California Community Colleges permits colleges to explore and develop educational initiatives using advanced communication and computing technologies to address student access issues related to geographical, cultural, disability or facility barriers.

Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility. The Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. § 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinion M 03-09.) Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings.

“It is unacceptable for universities to use emerging technologies without insisting that this technology be accessible to all students.” OCR ‘Dear Colleague’ Letter (2010)

Basic Requirements for Distance Education

Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.

One of the primary concepts of distance education is to offer students learning anytime, anywhere. Therefore, all Distance Education resources must be designed to afford students with disabilities maximum opportunity to access distance education resources anytime, anywhere without the need for outside assistance (e.g. sign language interpreters, aides, etc.).

Distance education resources must generally be designed to provide “built-in” accommodation (i.e., closed or open captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology in common use by persons with disabilities.

Whenever possible, printed information should be provided in the alternative format preferred by the student (i.e., Braille, audio tape, large print, electronic text, MP3, DAISY). When choosing between possible alternative formats or methods of delivery, consideration should be given to the fact that methods which are adequate for short, simple or less important communications may not be equally effective or appropriate for longer, more complex, or more critical material.
(Example: Use of a telephone relay service may be an acceptable method for a faculty member to respond to a brief question from a deaf student during his/her office hours, but would not be appropriate as a means of permitting that same student to participate in a class discussion in a course conducted by teleconference.) Issues concerning accommodation should be resolved through appropriate campus procedures as defined under Title 5, section 56027.

Adoption of access solutions which include assigning assistants (i.e., sign language interpreters, readers) to work with an individual student to provide access to distance education resources should only be considered as a last resort when all efforts to enhance the native accessibility of the course material have failed. This is particularly true since, for several years, colleges have received funding to assist them in providing access to distance education. In the event that a student files a discrimination complaint, a district relying on the use of readers or interpreters to make a distance education course accessible will bear the burden of demonstrating that it was not possible to build in accessibility.

Access to Distance Education courses, resources and materials include the audio, video and text components of courses or communication delivered via existing and emerging technologies. Access includes the audio, video, multimedia and text components of Web sites, electronic chat rooms, e-mail, instructional software, CD-ROM, DVD, laser disc, video tape, audio tape, electronic text and print materials. Where access to Web sites not controlled by the college is required or realistically necessary to completion of a course, the college must take steps to ensure that such sites are accessible or provide the same material by other accessible means.

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.

Any Distance Education courses, resources or materials purchased or leased from a third-party provider, or created or substantially modified “in-house” after August 1999, must be accessible to students with disabilities, unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial and administrative burdens on the district.

In August 1999, the Chancellor’s Office began requiring that the curriculum for each Distance Education course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to Title 5, sections 55002 and 55206, every six years as part of the accreditation process. Thus, this process should now have been completed for all distance education courses.

If a college has not yet reviewed its distance education courses to ensure accessibility, it should do so immediately. However, in the event that a student with a disability enrolls in an existing Distance Education course before this review is completed, the college will be responsible for acting in a timely manner and making any requested modifications to the curriculum, materials or resources used in the course, unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial burden on the district.
In the event that a discrimination complaint is filed alleging that a college has selected software and/or hardware that is not accessible for persons with disabilities, the Chancellor’s Office and the U.S. Department of Education, Office for Civil Rights will not generally accept a claim of undue burden based on the subsequent substantial expense of providing access, when such costs could have been significantly reduced by considering the issue of accessibility at the time of initial selection.

In all cases, even where the college can demonstrate that a requested accommodation would involve a fundamental alteration in the nature of the instructional activity or would impose an undue financial and administrative burden, the college must provide an alternative accommodation which is equally effective for the student if such an accommodation is available.

The college is responsible for assuring that distance education courses, materials and resources are accessible to students with disabilities. All college administrators, faculty and staff who are involved in the use of this instructional mode share this obligation. The Chancellor’s Office will make every effort to provide technical support and training for faculty and staff involved in the creation of accessible distance education courses, resources and materials.

Access Guidelines for Media Categories
In general, all electronic information can be placed in one of the following categories:

- Text
- Audio
- Complex
- Image
- Video

While the first four categories are hopefully self-explanatory, ‘complex’ media encompasses any kind of electronic information that includes interactivity with the end user, as well as electronic information that is a combination of multiple media types.

When considering issues of accessibility with any digital media, it is always important to understand the playback context in which the student will open the media.

Media Type – Text
Text is the most common form of digital information and most Assistive Technology (AT) applications can access digital text documents. Because of this, text is often thought of as the base-level digital format for providing access to information.

Access Challenges
Text requires formatting to make it more readable and useable, and this applies to accessibility as well. Applying styles to text, such as ‘Index,’ ‘Heading 1’ and ‘Heading 2,’ will also provide digital formatting for non-visual users.

Access to information in general, and to educational information specifically, is increased when effective navigation structures are provided. By organizing the content and applying styles, the end user is allowed a means to efficiently navigate and interact with the material. The overall usability of the information is increased for all students, regardless of disability.

Solutions/Best Practices
Digital text comes in a variety of formats, and it is common to denote the type of file format with a three- or four- letter extension following a period, indicated here in parenthesis after each file type.
A range of accessibility and usability potential exists among the digital text varieties, running from simple to powerful. Current digital text categories can be organized as follows:

- **Plain Text (.txt)**, which is, quite literally, plain text with no formatting
- **Rich Text Format (.rtf) Documents**
- **Proprietary document formats like Microsoft Word (.doc or docx) and InDesign (.inDD), etc.**
- **HTML (.htm or .html)**
- **PDF (.pdf)**

There are many digital file formats that use digital text, but not all file formats will open interchangeably without owning the proper application. Because of this, a key consideration for accessibility is to use a non-proprietary file format, or ensure that the necessary technology to open the file is also available to the student.

Of all the digital text formats, properly formatted HTML is a preferred option for access, usability, and content design. HTML provides a high level of access and usability while being freely distributable, easy to create, and able to be viewed with many free applications, as well as many portable devices.

**Media Type – Images**

Images have a unique power to instil emotions and affect attitudes in ways that textual information cannot. Images take advantage of our visual ability to decode complex and sophisticated information, allowing us to quickly comprehend and organize data in various ways. It is easy to see how digital images can be a tremendous asset in designing and delivering Web-based instruction.

**Access Challenges**

Ensuring that images are accessible requires providing a textual equivalent. However, when an image is worth a thousand words, this task can be a bit daunting. Remember to let the context define the textual description. An image may be expressing radically different information, depending on the intent of the message being conveyed.

Consider the role of the image in the bigger message, and determine the significance of the image in communicating that message. The more critical the image is to comprehending the message, the more detailed the textual description should be.

**Solutions/Best Practices**

Whatever the ultimate purpose and instructional value of an image may be, most of the time, digital images will be contained in some sort of digital document file for presentation and viewing by the end user. Depending on the document format, it may be possible to associate a text description of the information directly into the image. Sometimes the textual description will need to be in the document, either before or after the image, or as an image caption.

This relationship between digital images and the documents in which they are used is important to understand. Most digital image files do not allow textual information to be embedded directly inside the image file. Rather, when placing the digital image into an electronic document, the electronic document will provide some means of associating a textual description with the image. For example, in a Web page, the ‘alt’ tag is used to describe the content of an image, but the ‘alt’ tag is part of the Web page, not part of the image.
For complex images such as graphics, charts, maps, or any image requiring an extended explanation, options for placing a text description in the document include:

- placing a text description in the form of a caption, either before or after the image; or
- adding a separate text document that describes the image and making it available to the user via the ‘longdesc’ (long description) attribute.

The notable difference between the longdesc attribute and the use of a separate text description as a caption is that the longdesc will only be available to individuals with visual impairments using screen reading software. Therefore, as a best practice, it is recommended that the caption option be employed so that all users will have access to the textual information.

**Average Annual Rainfall**

<table>
<thead>
<tr>
<th>Month</th>
<th>Ohio</th>
<th>Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>3.0</td>
<td>6.5</td>
</tr>
<tr>
<td>Feb</td>
<td>2.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Mar</td>
<td>2.5</td>
<td>4.0</td>
</tr>
<tr>
<td>Apr</td>
<td>3.5</td>
<td>3.0</td>
</tr>
<tr>
<td>May</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>Jun</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Jul</td>
<td>2.5</td>
<td>1.0</td>
</tr>
<tr>
<td>Aug</td>
<td>2.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Sep</td>
<td>3.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Oct</td>
<td>3.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Nov</td>
<td>4.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Dec</td>
<td>3.5</td>
<td>7.0</td>
</tr>
</tbody>
</table>

Figure 1: The above chart could be explained by this caption. The explanation will vary depending on the context in which the image is being used. To the left is a text chart that could be used in a long description (longdesc).

Remember, if an image is used in multiple documents or converted to a different document format, it will likely have to be re-associated with a textual description in each instance of the image in each document or format. Some content management systems (CMS) and learning management systems (LMS) allow an alternate text description to be associated when importing it into the CMS or LMS, and then every time that image is used, the alternate text description is automatically in place for users of AT.
Images Masquerading as Text
As part of the range of content that can be contained in an image, digital images of textual information may be found, but these are not the same as digital text. The “Average Annual Rainfall” title of the chart on the previous page is an example of this. A quick and easy way to check whether the content is digital text or a digital image of text is to try and select the text on your screen and copy it to a word processor or text editor. If the text can be copied into a word processor or text editor, it is digital text. If the text can't be copied, it may be an image of text. Another method to use in making the determination is to search for key text, if it shows up in a search, then it exists as digital text in that document.

Media Type – Audio
Audio information can convey many types of information, from verbal dialogue to music and sound effects.

Access Challenges
In general, the basic rule of thumb is to provide a transcript of the spoken dialogue and other meaningful audio content for individuals who are deaf or hard of hearing.
Unlike digital image files, certain audio file formats will permanently associate textual information with the audio content. In this way, the audio file always has the textual description included no matter where the file is copied or moved. There is an important limitation, however, as the playback device or software must provide a method for viewing the embedded textual description. Some common audio files that support the permanent association of textual descriptions are MP3 (.mp3), MP4 (.mp4), Apple Audio Codec (.aac), QuickTime Audio (.mov), and the Apple proprietary formats (.m4a, .m4b, .m4v). It is important to know which file format the audio information is in and how to associate textual information with that file.

Solutions/Best Practices
Always provide a text transcript for digital audio, and follow the best practices for creating accessible text when creating the audio transcript.
Remember that producing good quality recordings can also help increase the accessibility and usability of audio files for individuals who are hard of hearing. If the overall quality of an audio recording is poor, AT will have a more difficult time with the information.

Media Type – Video
Digital video information typically includes audio, which, again, needs to be transcribed. However, because it is video, there is a capability to provide the text transcript synchronously with the corresponding dialogue (and all relevant audio information) as it happens. This is called captioning, and it comes in two forms: open and closed.
Closed captions are the captions that can be turned on and off, using the television's remote control. Open captions are the captions that are permanently turned on, similar to foreign language subtitles.

Captions vs. Subtitles
There is an important distinction between captions and subtitles: subtitles provide a translation of dialogue only, while captions are always in the native language being spoken and provide a textual indication of all significant audio information, including sound effects and music.
For accessibility concerns, subtitles are not equivalent to captions because subtitles do not convey all of the significant audio information of the video. Consider the potential for losing valuable content details in the following examples of sound that would not be included in subtitles:

- Door slamming shut (as in the case of someone entering or leaving the room, but off-camera)
- Telephone ringing
- Dog barking
- Sirens
- Squealing tires
- Gunshots
Access Challenges
To create accessible video, ensure that captioning is in place. Also, ensure that the media playback application is accessible, allowing the end user to control the playback of the content. Depending on the digital video file format, the production tools available, and the level of technical skills and abilities of the technician, the options for creating captions will vary. Ultimately, with proper planning, training, and resources, it is possible to caption digital video for use as instructional materials in Web-based instruction.

Solutions/Best Practices
As of this writing, there is a small pool of digital video file formats commonly in use that allow for captioning. To ensure accessibility of video information, always use a video format that supports captioning. The following video formats currently support captioning: QuickTime Movie (.mov), MPEG (.mpg or .mpeg), AVI (.avi), Flash Video (.flv or .swf), Windows Media (.wmv or .asx) and Real Player Media (.rpm). Always ensure that captioning is in place. Audio description may prove to be a viable solution and should be considered as an addition to video content.

Media Type – Complex Digital Media
Complex media refers to those digital media formats and systems that contain multiple media types at the same time and/or provide a means for user interaction with the content. Complex media can be a single digital file or a system that coordinates multiple digital files being exchanged between the instructor and students, and, sometimes, an actual software application. HTML and PDF files are common examples of complex media files that can support a variety of different media types, including captioned video and online forms. Content management systems such as Etudes, Moodle, Blackboard, Wimba, Elluminate, and VoiceThread, are all complex media management systems. Social media technologies like Facebook, Second Life, and Twitter are examples of other complex media systems used by individuals for communication, entertainment, and self expression. Complex digital media as a category encompasses a wide range of technologies that provide a variety of methods for organizing, delivering, and interacting with digital content.

Access Challenges
Typically, complex digital media is an assemblage of discrete media files such as text, images, audio, and video. By following the best practices for creating these individual digital files, the accessibility and usability of the information when it is presented as part of a complex digital media system will be assured.

Solutions/Best Practices
In addition to ensuring the accessibility of the discrete media assets used in a complex media file or system, it is critical to ensure accessibility of the various interactive aspects to ensure that they are compatible with different AT and available to the end user.
In addition, it is important to become familiar with any built-in accessibility tools that are included in whatever complex media file format or system being used.

Summary of Access Strategies for Digital Media
Access strategies for the various media categories focus on ensuring that text is properly formatted, proper textual equivalents are provided for non-textual content, and that all interactive
controls are available to the end user. The following table represents the basic access strategies for the primary categories of digital media: text, images, audio, video, and complex information. Depending on the specific type of media within these categories, different capabilities for enhancing access will exist, as shown in the table.

WAI Guidelines for Accessible Web Site Design

The WAI guidelines excerpted below fall into three priority levels:

Priority 1

This guideline must be followed by an author, or one or more groups of users will find it impossible to access information in the document. Implementing this guideline is a basic requirement for some groups to be able to use Web documents.

- Provide alternative text for images, applets, and image maps.
- Provide descriptions for important graphics, scripts, or applets if they are not fully described through alternative text or in the document’s content.
- Provide textual equivalents for audio information (captioning).
- Provide verbal descriptions of moving visual information in both auditory and text form.
- Ensure that text and graphics are perceivable and understandable when viewed without color.
- Ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen.
- Ensure that pages using newer HTML features (i.e. style sheets, forms, tables) will transform gracefully into an accessible form.
- Use features that enable activation of page elements via input devices other than a pointing device (e.g., via keyboard, voice, etc.).
- For frames, provide sufficient information to determine the purpose of the frames and how they relate to each other.
- Ensure that tables (not used for layout) have necessary markup to be properly restructured or presented by accessible browsers and other user agents.
- Only use technologies defined in a W3C specification and use them in an accessible manner. Where not possible, provide an accessible alternative page that does.

Priority 2

This guideline should be followed by an author, or one or more groups of users will find it difficult to access information in the document. Implementing this guideline will significantly improve access to Web documents.

- Indicate structure with structural elements, and control presentation with presentation elements and style sheets.
- Provide supplemental information needed to pronounce or interpret abbreviated or foreign text.
- Elements that contain their own user interface should have accessibility built in.
- Use interim accessibility solutions so that assistive technologies and older browsers will operate correctly.
- Group controls, selections, and labels into semantic units.
- Wherever possible, create good link phrases.

Priority 3

This guideline may be followed by an author to make it easier for one or more groups of users to access information in the document. Implementing this guideline will improve access to Web
documents.

- Provide mechanisms that facilitate navigation within your site.
- Create a single downloadable file for documents that exist as a series of separate pages.

Complete text of the WAI accessibility guidelines as well as useful tutorials and extensive technical support can be found at: [http://www.w3.org/WAI/](http://www.w3.org/WAI/)

Additionally, a fully automated Web accessibility evaluation tool called BOBBY is available for use by California community colleges. BOBBY will evaluate a local Website incorporating the current WAI guidelines in its Website accessibility analysis and provide a detailed report of accessibility problems and recommended changes arranged by priority of importance.

*It is required that all California community college instructional Web sites created or substantially modified after adoption of these guidelines be Priority 1 compliant. It is strongly recommended that all California community college instructional Web sites created or substantially modified after adoption of these guidelines be Priority 2 compliant.*

BOBBY can be found at: [http://www.bobby.watchfire.com/](http://www.bobby.watchfire.com/)

**A. Transform Gracefully**

Make sure pages transform gracefully across users, techniques, and situations. To "transform gracefully" means that a page remains usable despite user, technological, or situational constraints. In order to use the page at all, some users may need to "turn off" features specified by the author (font size, color combinations, etc.). For example, a person with low vision might need to display all text in 36-point font, so any formatting based on an author-determined font size will fall apart. To create documents that transform gracefully, authors should:

Ensure that all the information on the page may be perceived entirely visually and entirely through auditory means, and that all information is also available in text.

Always separate the content on your site (what you say), and the way you choose to structure that content (how you organize it), from the way the content and structure are presented (how you want people to "see" it).

Ensure that pages will be operable on various types of hardware, including devices without mice, with small, low resolution, or black and white screens, with only voice or text output, without screens, etc. Guidelines A.1—A.12 address these issues.

A.1. Provide alternative text for all images, applets, and image maps [Priority 1] This includes images used as submit buttons, bullets in lists, and all of the links within an image map as well as invisible images used to layout a page. Alternative text does not describe the visual appearance of an image, applet, or image map. Rather, it is used to represent the function that the image, applet, or image map performs whether it be decorative, informative, or for purposes of layout. If alternative text is not provided, users who are blind, have low vision, or any user who cannot or has chosen not to view graphics will not know the purpose of the visual components on the page. Since "bare" ASCII art (characters that form images) does not allow alt-text, it must be marked up especially for this purpose.

**Techniques:**

- For all images (IMG) provide alt-text (via the "alt" attribute). [Priority 1]. Note: This includes images used as image maps, spacers, bullets in lists, and links. For all applets (APPLET) provide alt-text (via the "alt" attribute) and content [Priority 1].
• For all image map links (AREA) Provide alt-text (via the "alt" attribute) [Priority 1]. Also provide redundant links [Priority 2].
• If server-side image maps must be used, provide text links for each hotspot in the image map [Priority 1].
• For all graphical buttons (INPUT type="image"), 1. Provide alt-text (via the "alt" attribute) [Priority 1], 2. Do not use an image map to create a set of buttons in a form. Instead, use separate buttons or images (accompanied by alt-text) [Priority 2].
• Replace ASCII art with an image and alt-text [Priority 1 or 2 depending on the importance of the information (e.g., an important chart)]. Note: If the description of (important) ASCII art is long, provide a description in addition to alt-text (see A.2). If OBJECT is used to incorporate an image, applet, or script into a page, use any of the many ways to convey that information in cases where the OBJECT cannot be perceived (e.g., with "title" or within the body of the OBJECT element) [Priority 1].

A.2. Provide descriptions for important graphics, scripts, or applets if they are not fully described through alternative text or in the document’s content [Priority 1]. Otherwise, important information presented graphically (charts, billboards, diagrams) will not be perceivable to people with blindness, some people with low vision, and users who have chosen not to view graphics, scripts, or applets or whose browser does not support scripts or applets.

Techniques:
• Provide a long description of all graphics that convey important information. To do so: Use "longdesc" [Priority 1]. Until most browsers support "longdesc", also use a d-link (or invisible d-link) [Priority 1].
• If OBJECT is used to incorporate an image, applet, or script into a page, and it presents important information, use any of the many ways to provide a long description of the information in cases where the OBJECT cannot be perceived (e.g., within the body of the OBJECT element) [Priority 1].

A.3. Provide textual equivalents (captions) for all audio information [Priority 1] If the audio is associated with a visual presentation (movie or animation); synchronize the textual equivalents with the visual presentation. Otherwise, users who are deaf, or hard of hearing, or any user who cannot or has chosen not to hear sound cannot perceive the information presented through speech, sound effects, music, etc.

Techniques:
• For stand-alone audio files provide a textual transcript of all words spoken or sung as well as all significant sounds [Priority 1].
• For audio associated with video, provide a textual transcript (of dialog and sounds) synchronized with the video (e.g., captions) [Priority 1].
• Where sounds are played automatically, provide visual notification and transcripts [Priority 1 or 2 depending on the importance of the sound].

A.4. Provide verbal descriptions of moving visual information in both auditory and text form (for movies, animations, etc.) [Priority 1] If the visual presentation is associated with an auditory presentation (e.g., for a movie), synchronize the audio version of the descriptions with the existing auditory presentation and collate the text version of the descriptions with the text transcript (captions) of the primary audio track. Otherwise, if actions, body language, or other visual cues present information that is not expressed through auditory means as well (through dialogue, sound effects, etc.), users who cannot see (or look at) the page will not be able to perceive it. The collated text version allows access to the information by devices that do not play movies and by people who are deaf-blind.

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Techniques:
- For short animations such as animated "gifs" images, provide alt-text (see A.1) and a long description (see A.2) if needed [Priority 1]. For movies, provide auditory descriptions that are synchronized with the original audio [Priority 1].
- Provide a text version of the auditory description that is collated with the text transcript (captions) of the primary audio track [Priority 2].

A.5. Ensure that text and graphics are perceivable and understandable when viewed without color [Priority 1] Otherwise, if color is used to convey information, users who cannot differentiate between certain colors (and users with devices that have non-color or non-visual displays) will not receive the information. When foreground and background colors are too close to the same hue, they may not provide sufficient contrast when viewed using monochrome displays or by people with different types of color blindness.

Techniques:
- Don’t use color to convey information unless the information is also clear from the markup and/or text [Priority 1].
- Use foreground and background color combinations that provide sufficient contrast when viewed by someone with color blindness or when viewed on a black and white screen [Priority 1].

A.6. Indicate structure with structural elements, and control presentation with presentation elements and style sheets [Priority 2] When structural elements and attributes are used to create presentation effects, user agents that allow users to navigate through the structure will be unable to do so properly. Such practices also make it difficult to render the page on other media and devices. For instance, don’t use H1 to create large, bold face text unless that text is actually a top-level heading.

Techniques:
- Nest headings properly (H1—H6) [Priority 2].
- Encode list structure and list items properly (UL, OL, DL, LI) [Priority 2].
- Mark up quotations with the Q and BLOCKQUOTE elements. Do not use them for formatting effects such as indentation [Priority 2].
- Use style sheets to control layout and presentation wherever possible as soon as a majority of browsers in use support them well (see A.9). Until then, simple tables (to control layout) and bitmap text with alt-text (for special text effects) may be used, with alternative pages used as necessary to ensure that the information on the page is accessible [Priority 2].
- Use relative sizing and positioning (e.g., percent) rather than absolute (e.g., pixels or point) [Priority 2].

A.7. Ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen [Priority 1] This is particularly important for objects that contain text and does not apply to instant redirection. Some people with cognitive limitations or visual disabilities are unable to read moving text quickly enough or at all. Movement can also cause such a distraction that the rest of the page becomes unreadable for people with cognitive disabilities. Screen readers are unable to read moving text. People with physical disabilities might not be able to move quickly or accurately enough to interact with moving objects. People with photosensitive epilepsy can have seizures triggered by flickering or flashing in the 4 to 59 flashes per second (Hertz) range with peak sensitivity at 20 flashes per second.

Techniques:
- Movement should be avoided when possible, but if it must be used, provide a mechanism to allow users to freeze motion or updates in applets and scripts or use style sheets and
scripting to create movement (see also A.10) [Priority 2].

- For auto-refreshing or timed response pages, provide a second copy of the page where refresh only happens after a link has been selected (until user agents provide this ability themselves) [Priority 1].

- Avoid any blinking or updating of the screen that causes flicker [Priority 1].

A.8. Provide supplemental information needed to pronounce or interpret abbreviated or foreign text [Priority 2] Unless changes between multiple languages on the same page are identified, and expansions for abbreviations and acronyms are provided, they may be indecipherable when spoken or Brailled.

Techniques:

- Use the "lang" attribute to clearly identify changes in the language of text [Priority 2].

- For abbreviations and acronyms use either ABBR or ACRONYM with the "title" attribute to specify the expansion [Priority 2].

A.9. Ensure that pages using newer W3C features (technologies) will transform gracefully into an accessible form if the feature is not supported or is turned off [Priority 1] Some more recent features that are not completely backwards compatible include frames, scripts, style sheets, and applets. Each release of HTML has included new language features. For example, HTML 4.0 added the ability to attach style sheets to a page and to embed scripts and applets into a page. Older browsers ignore new features and some users configure their browser not to make use of new features. These users often see nothing more than a blank page or an unusable page when new features do not transform gracefully. For example, if you specify an image as the source of a frame (via the "src" attribute), then there is no simple way to attach alt text (see A.1) to that image.

Techniques:

1. Frames:

   1. Provide a fallback page for pages that contain frames (e.g., by using NOFRAME) [Priority 1],

   2. Ensure that the source of each frame is an HTML file [Priority 1].

2. For scripts that present critical information or functions, provide an alternative, equivalent presentation or mechanism (e.g., by using NOSCRITPT) [Priority 1].

3. For pages that use style sheets, ensure that the contents of each page are ordered and structured so that they read appropriately without the style sheet [Priority 1].

4. Applets: (embedded using OBJECT or APPLET). At a minimum, provide alternative text for applets (see also A.1.2) [Priority 1] where needed, provide a description [Priority 1].

5. If possible, provide an alternative function or presentation in a format other than an applet. For example, a canned "mpeg" movie of a physics simulation (written in Java) or a single frame of the animation saved as a "gif" image [Priority 2].

A.10. Elements that contain their own user interface should have accessibility built in [Priority 2] The accessibility of objects with their own interface is independent of the accessibility of the user agent. Accessibility must therefore be built into the objects or an alternative must be provided (see A.11.4).

Technique:

- Where possible make applets directly accessible (see also A.9.4) [Priority 1 if information or functionality is important, and not presented elsewhere, otherwise Priority 2].

A.11. Use features that enable activation of page elements via input devices other than a pointing
device (e.g., via keyboard, voice, etc.) [Priority 1] Someone who is using the page without sight, with voice input, or with a keyboard (or input device other than a pointing device, e.g., a mouse or Braille display) will have a difficult time navigating a page if operation requires a pointing device. If a page is usable via a keyboard, it is more likely that it should also be operable via speech input, or a command line interface. Access to image maps is impossible for these users if alternatives are not provided.

Techniques:
- For image maps, provide alternative text for links (see also A.1) [Priority 1].
- If possible, ensure that all elements that have their own interface are keyboard operable (see also A.11) [Priority 2].
- Create a logical tab order through links, form controls, and objects (via the "tabindex" attribute or through logical page design) [Priority 3].
- Provide keyboard shortcuts (via the "accesskey" attribute) to links (including those in client-side image maps), form controls, and groups of form controls) [Priority 3].

A.12. Use interim accessibility solutions so that assistive technologies and older browsers will operate correctly [Priority 2] Older browsers are unable to "Tab" to edit boxes, text areas and lists of consecutive links, making it difficult to impossible for users to access them. Users not operating in a graphical environment are disoriented by being transferred to a new window without warning.

Techniques:
- Until most users are able to secure newer technologies that address these issues: Include default, place-holding characters in edit boxes and text areas [Priority 3].
- Include non-link, printable characters (surrounded by spaces) between links that occur consecutively [Priority 3].
- Do not use pop-up windows, new windows, or change active window unless the user is aware that this is happening [Priority 2].

- For all form controls with labels, ensure that the label that is either: immediately following its control on the same line (allowing more than one control/label per line) [Priority 2] or on the line before the control (with only one label and one control per line) [Priority 2].
- Until user agents and screen readers are able to handle text presented side-by-side, all tables that lay out text in parallel, word-wrapped columns require a linear text alternative (on the current page or some other) [Priority 2].

B. Context and Orientation
Provide context and orientation information for complex pages or elements. To provide context and orientation information means that additional information is provided to help users gain an understanding of the "big picture" presented by a page, table, frame, or form. Oftentimes users are limited to viewing only a portion of a page, either because they are accessing the page one word at a time (speech synthesis or Braille display), or one section at a time (small display, or a magnified display). To create documents that provide context and orientation information, authors should:
- Structure and group information.
- Clearly label the structure and groups.
- Guidelines B.1—B.3 address these issues.

B.1. For frames, provide sufficient information to determine the purpose of the frames and how
they relate to each other [Priority 1] Users with blindness and low vision often access the screen with "tunnel vision" and are unable to get an overview understanding of the page. Complex relationships between frames may also be difficult for people with cognitive disabilities to use.

Techniques:
- Provide titles for frames (via the "title" attribute on FRAME) so that users can keep track of frames by name [Priority 1].
- Use "longdesc" (where needed) to associate a more complete description (than is provided by the title) directly with the frame. Until "longdesc" is widely supported, also use a d-link or invisible d-link [Priority 2].

B.2. Group controls, selections, and labels into semantic units [Priority 2] This provides contextual information about the relationship between controls, which is useful for all users.

Techniques:
- Group form controls (using the FIELDSET and LEGEND elements) [Priority 2 for radio buttons and checkboxes, Priority 3 for other controls].
- Associate labels to their controls (using LABEL and its "for" attribute) [Priority 2].
- Create a hierarchy of long lists of choices (with OPTGROUP) [Priority 2].

B.3. Ensure that tables (not used for layout) have necessary markup to be properly restructured or presented by accessible browsers and other user agents [Priority 1]

Many user agents restructure tables to present them. Without appropriate markup, the tables will not make sense when restructured. Tables also present special problems to users of screen readers. These guidelines benefit users that are accessing the table through auditory means (e.g., an Automobile PC which operates by speech input and output) or viewing only a portion of the page at a time (e.g., users with blindness or low vision using speech or a Braille display, or other users of devices with small displays, etc.).

Techniques:
- Provide summaries for tables (via the "summary" attribute on TABLE) [Priority 3].
- Identify headers for rows and columns (TD and TH) [Priority 2].
- Where tables have structural divisions beyond those implicit in the rows and columns, use appropriate markup to identify those divisions (THEAD, TFOOT, TBODY, COLGROUP, the "axis" and "scope" attributes, etc.) [Priority 2].
- Provide abbreviations for header labels (via the "abbr" attribute on TH) [Priority 3].

B.4. Wherever possible, create "good" link phrases [Priority 2] "Good" link phrases: do not repeat on a page, are meaningful when read out of context, are terse "Auditory users," people who are blind, have difficulty seeing, or who are using devices with small or no displays are unable to scan the page quickly with their eyes and often use a list of links to get an overview of a page or to quickly find a link. When links are not descriptive enough, do not make sense when read out of context, or are not unique, the auditory user must stop to read the text surrounding each link to identify it.

Wherever possible:
- If more than one link shares the same textual phrase, all those links should point to the same resource [Priority 2].
- Avoid phrases that are not meaningful on their own such as "click here" [Priority 2].
- Avoid creating link phrases that contain full sentences [Priority 2].

**General Access Strategies by Media Type**

Access Strategy Examples

The following table includes some examples of access strategies for specific disability categories, in order to illustrate how multiple access strategies are required to ensure ultimate
While the individual access strategies for a given type of media may be simple, the complete access strategies can be extensive when multiple types of media are combined. Likewise, when an individual has multiple disabilities, the access strategies can also grow more complex.

**Examples of Access Strategies by Disability & Electronic Media Type**

<table>
<thead>
<tr>
<th>Media Type</th>
<th>Blind</th>
<th>Low Vision</th>
<th>Deaf or Hard of Hearing</th>
<th>Mobility Impairment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Braille, Text To Speech, or Audio</td>
<td>Screen Magnification, Text To Speech, or</td>
<td>None required</td>
<td>None required</td>
</tr>
<tr>
<td>Audio Video</td>
<td>None required</td>
<td>Audio</td>
<td>Transcript</td>
<td>None required</td>
</tr>
<tr>
<td>Complex</td>
<td>Audio (if possible)</td>
<td>Screen Magnification</td>
<td>Captions of audio</td>
<td>None required</td>
</tr>
<tr>
<td>Interactive</td>
<td>See above and refer to Section 508 criteria</td>
<td>See above and refer to Section 508 criteria</td>
<td>See above and refer to Section 508 criteria</td>
<td>See above and refer to Section 508 criteria</td>
</tr>
</tbody>
</table>
Ultimately, the power of assistive technology and digital media will develop into a standardized approach of creating content that will ensure the access strategies are viable without excessive effort on the author’s part.

**Assistive Technology Types**
Many people are not familiar with the various types of AT used by people with disabilities. Understanding the relationships between AT and different types of disabilities can help content creators better recognize how a message will ultimately be communicated to diverse audiences.

**Assistive Technology by Disability**

<table>
<thead>
<tr>
<th>Assistive Technology (AT)</th>
<th>Blind</th>
<th>Low Vision</th>
<th>Mobility</th>
<th>Learning Disability</th>
<th>Deaf</th>
<th>Hard of Hearing</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screen Magnifier</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screen Reader</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-text Reader</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Assistive Listening Device</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closed Captioning (CC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Speech Recognition</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Augmentative Alternative Communication (AAC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custom Display/System Theme</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Custom Switch/Input System</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text To Speech (TTS)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Types of Alternate Media

Sometimes it is necessary to create customized media in order to fully accommodate the needs of a certain type of disability. A common example is the category of learning disabilities, where the sheer variety and complexity of each individual case provides a challenge in terms of providing a streamlined and systematic solution. As technology continues to improve and the best practices for remedying specific learning disabilities are refined, more automated AT solutions for students with learning disabilities, as well as refined guidelines for content creation, will surely develop. While AT can often do the conversion of media automatically, sometimes human intervention is required to create the alternate media. The following table shows some examples of typical alternate media formats associated with different types of disabilities.

**Alternate Media by Disability**

<table>
<thead>
<tr>
<th>Alternate Media</th>
<th>Blind</th>
<th>Low Vision</th>
<th>Mobility</th>
<th>Learning Disability</th>
<th>Deaf</th>
<th>Hard of Hearing</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Print Books on Tape/CD (RFBD &amp; Bookshare)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-text</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DAISY</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closed Captioning (CC)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Braille</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tactile Graphics</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3D Models &amp; Manipulatives</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MP3 &amp; Digital Audio</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text To Speech (TTS)</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

7-1-2014
Appendix F: Faculty Evaluation Forms

*(See Article 19: Evaluation of the AFT 1521 bargaining agreement. And Appendix C. Section III: Student evaluation of online instructor.)*

**Questions include:**

1. The instructor clearly defined the course requirements and posted them on the web.
2. A syllabus, which clearly outlined the course objectives and grading criteria, and was posted on the web by the first week of the term.
3. The instructor’s web site is well prepared and organized.
4. The online instruction related to the course objectives.
5. I now feel able to communicate course material to others.
6. The instructor regularly informs me of my grades and provides feedback on my performance.
7. The instructor responds to email in a timely manner.
8. The instructor interacts with students in ways that are free of discrimination.
9. I would recommend this instructor to others.
10. The instructor motivates me and encourages my interest in the subject.
11. The instructor creates an environment in which it is safe to seek help, ask questions, or express opinions, which differ from those of the faculty member.
12. The instructor is knowledgeable in the subject area.
13. The instructor points out where the course material is relevant to daily life.
14. The instructor treats students with respect.

**REFERENCES**


Appendix G: Sample of Etudes Users Group and Resources

Training is done at either the campus level or from Etudes. Contact campus Distance Education/Learning Coordinator for more information. Below is a snap shot of what the Etudes Users group page.
Appendix H: Etudes: Data Retention Policy

http://etudes.org/gateway/etudes_data_retention.htm

This policy defines the duration of course site availability and course data in Etudes.

**Live Course Data**

At any given time, a year and a half worth of course sites are available 'live' on Etudes.

The “live” course sites are accessible in standard author mode by instructors, including authored or uploaded content, grades, rosters, student submissions, private messages, discussion posts and other data recorded by Etudes from students and instructors.

**Archiving of Sites**

Etudes stores two additional years of course sites in archives. Thus, instructors have access to three and a half years of course content at any given time.

Archived courses are stored as backup packages. They are not live sites and instructors do not have direct access to them. However, Etudes enables instructors to copy all or select content from archived courses to current live or development sites, via import from site. When clicking on import from site, instructors can select to Import from Archives. The two years of archived courses are listed in chronological order, just below the live sites in import from site. Import from archives brings over all the content, like import from site. No student data.

**Purging of Sites**

Once courses are archived, the live versions are purged from Etudes. This includes all content, files, grades, assignments, tests, and anything else associated with the course site.

It is important to minimize the amount of database information within Etudes and to best utilize that space for active courses. Purging inactive courses helps maintain a manageable database size, to ensure speed and performance of the servers, as well as a cost containment measure in the amount of storage needed. Purging an Etudes course site removes it from the Etudes system so that it is no longer accessible. When a site is deleted it is automatically removed from a user’s course list. However, if it is within the archiving period, it is available to copy under import from site.

**Policy Exceptions**

The data retention policy does NOT apply to development sites, project sites, or MyWorkspace’s Resources. These always remain 'live'.
Purging Schedule

Arching and purging occurs on July 1, annually. Instructors are given a 90-day notice, via a high-priority announcement in the Users Group. An additional notice is sent to all Distance Education coordinators to distribute locally to all Etudes users.

In the summer of 2012, we did the following:

- Kept all of 2011 and half of 2012 sites "live" on myetudes.
- Archived 2009 and 2010 course sites.

On July 1 of 2013, we will do the following:

- Keep all of 2012 and 2013 to-date live
- Archive 2011 courses. (2010 and 2011 will be in archives)
- Purge 2011 live courses.
- Drop 2009 from archives.

How Do I Retain a Copy of the Content Before the Course is Purged?

If a course is older than three and a half years and is scheduled to be purged in July, you can request a development site and import its content into it to preserve it permanently.
Appendix I: Etudes: Base Date to Publish

Base Date

The "Base Date" feature allows you to adjust *all* of the dates in your sites for next term **in ONE click!** When you get your new term sites, do the following:

1) Go to your new site >> **Site Info >> Import from Site.**

Now, that you have your content copied over to your next term's site, you can use the Base Date to adjust all the dates in one “update” click.

2) Click on a **NEW link "Base Date"** (to the right of "Import from Site")

When you click on Base Date, you will now see a table listing all the date ranges in each of your course site's tools. This information is provided to help you review the dates that you had established in a previous site, determine what the new base should be, and catch any inconsistencies in the date ranges, prior to setting the base date. Additionally, you will see a pre-populated field with the "old" base date for the course and a field for you to set the "new" base date for the course.

Here is an example of the opening screen of Base Date:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Current Date Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Publish/Unpublish Dates</td>
<td>May 2, 2011 - May 21, 2011</td>
</tr>
<tr>
<td>Discussion and Private Messages</td>
<td>May 4, 2011 - May 13, 2011</td>
</tr>
<tr>
<td>Assignments, Tests and Surveys</td>
<td>May 2, 2011 - May 20, 2011</td>
</tr>
<tr>
<td>Announcements</td>
<td>Apr 27, 2011 - Oct 29, 2011</td>
</tr>
</tbody>
</table>

**Current Base Date:** Apr 27, 2011

**New Base Date:**

If there are any date discrepancies in your site's date ranges (i.e. dates in the past, outside a typical 4-6 month term period), Etudes will alert you to it. In the following example, the
site includes fall term dates under Assignments, Tests and Surveys, though the majority of the other dates fall under the spring term.

The site includes dates that are outside of the typical range for a term. You might want to adjust the dates in the tools indicated below prior to setting a new base date.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Current Date Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Publish/Unpublish Dates</td>
<td>May 2, 2011 - May 21, 2011</td>
</tr>
<tr>
<td>Discussion and Private Messages</td>
<td>May 4, 2011 - May 13, 2011</td>
</tr>
<tr>
<td><strong>Assignments, Tests and Surveys</strong></td>
<td>Oct 2, 2010 - May 20, 2011</td>
</tr>
<tr>
<td>Announcements</td>
<td>Apr 27, 2011 - Oct 29, 2011</td>
</tr>
</tbody>
</table>

**Current Base Date:** Oct 2, 2010

* **New Base Date:**

[Input field]

[Update] [Cancel]

Click on Cancel and fix the dates, prior to returning to set the base date.

3) If your dates are consistent, **set the new base date** and click on **Update**.

**Current Base Date:** Apr 27, 2011

* **New Base Date:**

[Input field]

[Update] [Cancel]

You will receive a **confirmation** screen.
Appendix J: Etudes: Automating the Publishing and Unpublishing of Sites

To let Etudes enable and disable access to your course site automatically, go to Site Info >> Manage Access, set your publish and unpublish dates and click on "Done".

Publishing your site makes it available to active site participants.

- Publish site now
- Unpublish site now
- Set site access release dates

Publish on: Feb 7, 2011 6:00 AM
Unpublish on: May 20, 2011 11:59 PM

Done  Save  Cancel

Etudes will take care of opening and closing your site on the dates and times you set.

The "Publish" date is typically the first day of classes. If you prefer to give your students early access to browse around, review the syllabus, read the first module, and get comfortable with your site, you can open it early.

The "Unpublish" date is when you want access to your course site to be disabled. Typically, instructors disable access to sites after final exams are over. You may add a few extra days after the end of the term for students to review how they did in their final, say their good-byes, and see their grades, if you have posted them to the site.

If you don't know when exactly you want to open or close your site, you can use the "Publish now" or "Unpublish now" options and enable and disable access manually, whenever you have the need.

**NOTE:** Scheduled publish and unpublish jobs are processed by Etudes every 10 minutes, so despite the time of your events, there may be a short delay before they are posted.

**How to Setup Site Access for Next Term for Several Sites Efficiently**

1. Go to MyWorkspace >> Click on Worksite Setup >> Click on "Creation Date" TWICE! This will bring up your most recently installed sites at the top of the list. Your next term's sites should be there.
2. Check the box of the first course on the list that you want to adjust its 'access' status.
3. With the box checked, click on "Revise".
4. Click on the "Manage Access" button.
5. Click on "unpublish now" and "Save".
6. Set the time and then select the date of when you want your site to open and close.
7. Click on Done.
8. Click on "Next" to access the next course's Site Info.

REPEAT STEPS 4-8 until you are done setting up all of next term's course sites.

NOTE: Instructors can access unpublished sites. Students, TA's, and guests cannot.

Confirm base date change

<table>
<thead>
<tr>
<th>Tool</th>
<th>Current Date Range</th>
<th>New Date Range</th>
</tr>
</thead>
</table>

Do you want to proceed with base date changes?

Continue  Cancel

4) Review the information on the confirmation screen and click on **Continue** or Cancel. You will receive an operation successful message.
The base date changes have been applied.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Current Date Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion and Private Messages</td>
<td>Aug 9, 2011 - Aug 18, 2011</td>
</tr>
<tr>
<td>Announcements</td>
<td>Aug 2, 2011 - Feb 3, 2012</td>
</tr>
</tbody>
</table>

Current Base Date: Aug 2, 2011

* New Base Date: 

Update  Cancel

That's it!

Your new base date has been applied, and you can see your new date ranges. Adjust further, if needed.

Etudes will update all of your dates forward or back in time proportionately (a few months, weeks, or days), based on the new base date that you set. The base date feature updates open, due, accept until, make visible on date, and release dates in items that you have in: Schedule, Announcements, Modules, Assignments, Tests and Surveys, Discussions, and Manage Access (Publish / Unpublish site dates).

There is no harm done if you enter an incorrect base date. You can always revert back to the previous set of dates by rerunning base date. Make a note of the original base date, in case you need to revert back.

IMPORTANT NOTES ON FEATURE

a) It is important to run the 'base date' feature immediately after 'import from site' (before adding items with dates for the next term).

b) The base date feature is a powerful feature, but it is NOT a 'magic' button. It will not made decisions on your due dates for holidays, spring breaks, etc. They vary across institutions, based on contractual agreements, and calendars. So, you will need to review your dates and make some adjustments for holidays and the like.

c) The base date does not change "Last Modified" dates. We respect the integrity of the dates that help you identify when you last made changes.

d) Publish or un-publish a site on a specific date will be adjusted accordingly, too.

EXAMPLES AND EXPLANATION OF TERMS

7-1-2014
Old Base Date: What is it?

The 'old' base date in a course site is the earliest date found in your site. Etudes searches through all your open, due, accept until, make visible on, and release dates, and finds the current 'base date'. It is an item in your site with the earliest date.

For example, if your fall 2010 term started on August 30, 2010, and the earliest item that you opened or posted for students was a syllabus quiz on August 30, then, your base date will be 08/30/2010. However, if you chose to open your course early and you had opened a "Class Introductions" forum on 08/25, then your base date will be 08/25/2010.

New Base Date: What is it?

Your job is to look at your calendar and find the new base date -- the equivalent date for the next term. To continue with the previous example, if your old base date was 08/30/10, the new base date will be 02/07/11. Note the year, particularly when setting up spring terms.

It is important to write down your original "current" date under Base Date. This way, if you make a mistake, you can set the new base date back to the original and start all over.
## Appendix K: Current Online Courses

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<th>Department</th>
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<td>ADM JUS 5: Criminal Investigation</td>
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<td>ADM JUS 174: Offender Profiling in Criminal Investigations</td>
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<td>ADM JUS 196: Intermediate Report Writing</td>
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<td>ADM JUS 428: Ethics in Forensic Science</td>
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<td>ART 109: The Arts of Africa, Oceania, and Ancient America</td>
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<td>THEATER 505: History of Motion Picture.</td>
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Appendix L: Online Course: General Education Requirements (Plan A)

General Education Requirements Plan A:
Minimum of 18 units in a single or related field.

Natural Sciences - (3 Semester Units Minimum)
- ANTHRO 101: Human Biological Evolution
- FAM & CS 21: Nutrition

Social and Behavioral Sciences - (9 Semester Units Minimum)
- ADM JUS 1: Introduction to Administration of Justice
- CH DEV 1: Child Growth and Development
- FAM & CS 31: Marriage and Family Life
- HISTORY 1: Introduction to Western Civilization I
- HISTORY 2: Introduction to Western Civilization II
- HISTORY 11: Political and Social History of the United States I
- HISTORY 12: Political and Social History of the United States II
- POL SCI 1: The Government of the United States
- PSYCH 1: General Psychology I
- PSYCH 41: Life-Span Psychology: From Infancy to Old Age
- SOC 1: Introduction to Sociology
- SOC 2: American Social Problems
- SOC 3: Crime and Delinquency
- SOC 7: Juvenile Delinquency
- SCO 11: Race and Ethnic Relations

Humanities - (3 Semester Units Minimum)
- ART 101: Survey of the History of Art I
- ART 102: Survey of the History of Art II
- ART 103: Art Appreciation I
- ART 105: History of Asian Art
- ART 111: History of Contemporary Art
- FRENCH 1: Elementary French I
- FRENCH 2: Elementary French II
- FRENCH 3: Intermediate French I
- FRENCH 10: French Civilization
- ITALIAN 10: Italian Civilization
- JAPAN 3: Intermediate Japanese I
- MUSIC 101: Music Appreciation I
- MUSIC 111: Music Appreciation I
- PHILOS 1: Introduction To Philosophy
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Appendix M: Online Course: General Education Requirements (Plan B)

**General Education Requirements Plan B:**
Minimum of 36 units in a single or related field.

**Natural Sciences - (3 Semester Units Minimum)**
- ANTHRO 101 Human Biological Evolution
- FAM & CS 21 Nutrition

**Social and Behavioral Sciences - (9 Semester Units Minimum)**
- HISTORY 11 Political and Social History of the United States I
- HISTORY 12 Political and Social History of the United States II
- POL SCI 1 The Government of the United States

**Humanities - (3 Semester Units Minimum)**
- ART 101 Survey of the History of Art I
- ART 102 Survey of the History of Art II
- ART 103 Art Appreciation I
- ART 105 History of Asian Art
- ART 111 History of Contemporary Art
- FRENCH 1 Elementary French I
- FRENCH 2 Elementary French II
- FRENCH 3 Intermediate French I
- FRENCH 10 French Civilization
- ITALIAN 10 Italian Civilization
- JAPAN 3 Intermediate Japanese I
- MUSIC 101 Music Appreciation I
- MUSIC 111 Music Appreciation I
- PHILOS 1 Introduction To Philosophy
- PHILOS 19 Contemporary Problems in Bioethics
- THEATER 100 Introduction to the Theater
- THEATER 505 History of Motion Pictures

**Language and Rationality Skills - (12 Semester Units Minimum)**
- CAOT 32 Business Communications
- CAOT 35 Concepts in Information Systems
- CO SCI 201 Introduction to Computers and Their Uses
- CO SCI 208 Beginning BASIC Programming
- ENGLISH 101 College Reading and Composition I
- GIS 31 Introduction to Geography Information Systems
- GEOG 31 Introduction to Geographic Information Systems
- LIB SCI 101 Library Research Methods
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<td>MATH 230</td>
<td>Mathematics for Liberal Arts Students</td>
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<td>MATH 245</td>
<td>College Algebra MATH</td>
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<td></td>
<td>Logic in Practice</td>
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<tr>
<td>PHILOS 8</td>
<td>Deductive Logic</td>
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<td>Oral Communication</td>
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<tr>
<td><strong>Health and Physical Education - (3 Semester Units Minimum)</strong></td>
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<tr>
<td>HEALTH 2</td>
<td>Health and Fitness</td>
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<tr>
<td>HEALTH 4</td>
<td>Contemporary Major Diseases and Illness</td>
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<tr>
<td>HEALTH 7</td>
<td>Physical Fitness and Nutrition</td>
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<td>HEALTH 8</td>
<td>Women's Health</td>
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<tr>
<td>HEALTH 11</td>
<td>Principles of Healthful Living</td>
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<td>PHYS ED 631</td>
<td>Stress Management Techniques</td>
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<tr>
<td>PHYS ED 668</td>
<td>Body Dynamic Activity</td>
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Appendix N: CSU Transferable

General Education Certification: California State University
39 units required

**English Language Communication and Critical Thinking (9 Semester or 12-15 Quarter Units)**

*Oral Communication:* SPEECH 101 Oral Communication

*Written Communication:* ENGLISH 101 College Reading and Composition I

*Critical Thinking:* PHILOS 6 Logic in Practice

PHILOS 8 Deductive Logic

**Science Inquiry and Quantitative Reasoning (9 Semester or 12-15 Quarter Units)**

*Life Science:* ANTHRO 101 Human Biological Evolution

*Mathematics/Quantitative:* MATH 227 Elementary Statistics
MATH 230 Mathematics for Liberal Arts Students
MATH 245 College Algebra
MATH 260 Pre-Calculus

**Arts and Humanities (9 Semester or 12-15 Quarter Units)**

*Arts:*
ART 101 Survey of the History of Art I
ART 102 Survey of the History of Art II
ART 103 Art Appreciation I
ART 105 History of Asian Art
ART 111 History of Contemporary Art
MUSIC 111 Music Appreciation I
THEATER 100 Introduction to the Theater
THEATER 505 History of Motion Pictures

*Humanities:*
FRENCH 1 Elementary French I
FRENCH 2 Elementary French II
FRENCH 3 Intermediate French I
FRENCH 10 French Civilization
HISTORY 1 Introduction to Western Civilization I
HISTORY 2 Introduction to Western Civilization II
ITALIAN 10 Italian Civilization
JAPAN 3 Intermediate Japanese I
PHILOS 1 Introduction To Philosophy
PHILOS 19 Contemporary Problems in Bioethics

**Social Sciences (9 Semester or 12-15 Quarter Units)**

*Sociology and Criminology:*
ADM JUS 2 Concepts of Criminal Law
SOC 1 Introduction to Sociology
SOC 2 American Social Problems

7-1-2014
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOC 3</td>
<td>Crime and Delinquency</td>
</tr>
<tr>
<td>SOC 7</td>
<td>Juvenile Delinquency</td>
</tr>
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<td>SCO 11</td>
<td>Race and Ethnic Relations</td>
</tr>
<tr>
<td>SCO 11</td>
<td>Race and Ethnic Relations</td>
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<td>Introduction to Western Civilization II</td>
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<td>Political and Social History of the United States I</td>
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<td>HISTORY 12</td>
<td>Political and Social History of the United States II</td>
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<td>Marriage and Family Life</td>
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<td>Introduction to Administration of Justice</td>
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<td>Civil Rights and the Law</td>
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<td>POL SCI 1</td>
<td>The Government of the United States</td>
</tr>
<tr>
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<td>General Psychology 1</td>
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<td>CH DEV 1</td>
<td>Child Growth and Development</td>
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<td>Nutrition</td>
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<td>Health and Fitness</td>
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<td>Contemporary Major Diseases and Illness</td>
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<td>HEALTH 11</td>
<td>Principles of Healthful Living</td>
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<td>PHILOS 19</td>
<td>Contemporary Problems in Bioethics</td>
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<td>PSYCH 41</td>
<td>Life-Span Psychology: From Infancy to Old Age</td>
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<td>SOC 12</td>
<td>Marriage and Family Life</td>
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<td>SOC 21</td>
<td>Human Sexuality</td>
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## Appendix O: IGETC

### Intersegmental General Education Transfer Curriculum: University of California and California State University

#### English Communication

**English Composition**

<table>
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<tr>
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**Oral Communication**

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<tbody>
<tr>
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#### Mathematical Concepts and Quantitative Reasoning (3 Semester or 12-15 Quarter units)

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<tr>
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<td>College Algebra</td>
</tr>
<tr>
<td>MATH 260</td>
<td>Pre-Calculus</td>
</tr>
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#### Arts and Humanities (9 Semester or 12-15 Quarter units)

**Arts**

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</tr>
<tr>
<td>ART 102</td>
<td>Survey of the History of Art II</td>
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<td>Art Appreciation I</td>
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<td>History of Asian Art</td>
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<td>History of Contemporary Art</td>
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<td>Music Appreciation I</td>
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<tr>
<td>THEATER 100</td>
<td>Introduction to the Theater</td>
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<td>THEATER 505</td>
<td>History of Motion Pictures</td>
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**Humanities**

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<tr>
<td>HISTORY 2</td>
<td>Introduction to Western Civilization II</td>
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<tr>
<td>HISTORY 12</td>
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</tr>
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<td>ITALIAN 10</td>
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<td>PHILOS 1</td>
<td>Introduction To Philosophy</td>
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<tr>
<td>PHILOS 19</td>
<td>Contemporary Problems in Bioethics</td>
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#### Social and Behavioral Sciences (Three from two academic disciplines 9 Semester or 12-15 Quarter units)

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<th>Course</th>
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<tr>
<td>ADM JUS 2</td>
<td>Concepts of Criminal Law</td>
</tr>
<tr>
<td>CH DEV 1</td>
<td>Child Growth and Development</td>
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</table>
HISTORY 1  Introduction to Western Civilization I
HISTORY 2  Introduction to Western Civilization II
HISTORY 11  Political and Social History of the United States I
HISTORY 12  Political and Social History of the United States II
ITALIAN 10  Italian Civilization
JAPAN 3  Intermediate Japanese I
POL SCI 1  The Government of the United States
PSYCH 1  General Psychology I
PSYCH 41  Life-Span Psychology: From Infancy to Old Age
SOC 1  Introduction to Sociology
SOC 2  American Social Problems
SCO 11  Race and Ethnic Relations

Physical and Biological Science (Two Courses 7-9 Semester or 9-12 Quarter units)

Biological Sciences

ANTHRO 101  Human Biological Evolution

Language Other Than English-UC Requirement Only

FRENCH 2  Elementary French II
FRENCH 3  Intermediate French I
JAPAN 3  Intermediate Japanese I

CSU Graduation Requirement in U.S. History, Constitutional and American Ideals

HISTORY 11  Political and Social History of the United States I
HISTORY 12  Political and Social History of the United States II
POL SCI 1  The Government of the United States
## Appendix P: Certificates w/Online Components

### Certificate Administration of Justice/ Law Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADM JUS 1</td>
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<td>Concepts of Criminal Law</td>
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<td>Business Law I</td>
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### Certificate Administration of Justice/ Sociological Emphasis

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<td>Concepts of Criminal Law</td>
</tr>
<tr>
<td>SOC 3</td>
<td>Crime and Delinquency</td>
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<tr>
<td>SOC 7</td>
<td>Juvenile Delinquency</td>
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### Certificate Basic Police Academy Preparation

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<td>Introduction to Administration of Justice</td>
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<tr>
<td>ADM JUS 2</td>
<td>Concepts of Criminal Law</td>
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### Associate Executive Assistant

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<tr>
<td>CAOT 32</td>
<td>Business Communications</td>
</tr>
<tr>
<td>CAOT 35</td>
<td>Concepts In Information Systems</td>
</tr>
<tr>
<td>CAOT 39</td>
<td>Word Processing Keyboard and Operations</td>
</tr>
<tr>
<td>COAT 82</td>
<td>Microsoft Software Survey in the Office</td>
</tr>
<tr>
<td>CAOT 85</td>
<td>Microcomputer Office Applications: Spreadsheets (Excel for Windows)</td>
</tr>
<tr>
<td>CAOT 86</td>
<td>Microcomputer Office Applications: Database</td>
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**and**

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### Associate Legal Secretary

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<td>CAOT 32</td>
<td>Business Communications</td>
</tr>
<tr>
<td>CAOT 35</td>
<td>Concepts In Information Systems</td>
</tr>
<tr>
<td>CAOT 39</td>
<td>Word Processing Keyboard and Operations</td>
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<td>COAT 82</td>
<td>Microsoft Software Survey in the Office</td>
</tr>
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<td>Course</td>
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<td>CAOT 85</td>
<td>Microcomputer Office Applications: Spreadsheets (Excel for Windows)</td>
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<tr>
<td>CAOT 86</td>
<td>Microcomputer Office Applications: Database</td>
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Appendix Q: Effective Instructor Communication Rubrics

From the above, we can extract guidelines to evaluate if an online class is correspondence course or a distance education course.

✔ **Distance Education**

Effective instructor communication on CMS/Course site
- A welcome message to students
- Provide a syllabus and course assignment outline

Instructor sends out announcements about:
- Introduction of new material every week
- Class progress and notable trends in the current class

Instructor – student communication by any of the following:
- Ex. Course chat-room
- ex. Skype
- ex. Ccc Confer
- Designated discussion forum
- Private message/email—harder to observe

Instructors build classroom community by:
- Creating a free thinking space in chat or forums for students
- Discussions are monitored
- Instructors respond to students in discussion forms and chat topics

Instructor’s feedback to student on assignments:
- Provide feedback in a timely manner
- Which elicit critical thinking skills
- Which are not outsourced to publisher, but if they are,
- Individual student feedback is provided on course site

✔ **Correspondence Course**

Students initiate communication about the course:
- Email instructor with no response
- Student appeals to Distance education office
- And Departments/chairs for assistance.

Minimum generic messages/announcements about:
- Assignment’s open and due dates,
- General problems and solutions,
- No messages at all

Instructors:
- There are no office hours,
- no obvious interaction with students,
- students trouble shoot there own problems

Instructors:
- Close off chat room to students
- Lock down forums to students
- Instructors do not interact with students in discussion forum assignments

Instructors only create assignments which”
- are automatically graded
- are objective based assignments

Instructors give no additional feedback on course site beyond the automated score; regardless of assessment tool.
Appendix R: Sample Syllabus, Course Format, and Netiquette

Course Format:

- There are specific DUE dates for each assignment to keep the pace going. You can do more than one assignment in advance if you know you'll be gone. All assignments are open at the beginning of the semester. When you click on Assignments, only the “open” ones will be displayed.
- Questions/Discussion section of this course will never close.
- Three forums have open and close dates. You must submit your essay and response within the dates posted.
- Modules (the lessons) are always open. You can read ahead and practice ahead on your own,
- There is always a "grace" period (1 day) within which you can submit your assignments late. This should allow you to catch up, if things come up. There is no penalty for work submitted within the grace period. This is quite generous; thus, no further extensions will be given.
- Once the "grace" period is over, the assignment is closed. No assignment will be reopened after the grace period is over for any reason. No exceptions.
- There is no grace period for the exams and quizzes. They are open for several days.
- Please note that without the required submissions of each assignment, you will not get credit for the assignment.

Web Etiquette

Some helpful hints with regards to taking an online class

1. Be respectful to your fellow classmates and instructor - be aware that what you write may be misconstrued, so think about it before you send it

2. Do not write in all capitals - this is considered SHOUTING

3. Do not belittle any of your classmates opinions/ideas - everyone is entitled to their own ideas whether you agree or not, it is OK to disagree in a constructive way

4. Do not expect immediate responses to questions - just because this is an online class does not mean that fellow students and/or the instructor is always online and available. All questions will be answered within 48 hours unless it is a weekend, then questions will be answered on Monday.

Students with disabilities
Students with disabilities who need reasonable accommodations should promptly alert the instructor, then provide verification of disability to the Disabled Students Program located in E 1 160 or call (323) 265-8787 to make an appointment. If a student with a disability feels that accommodations offered are inappropriate or insufficient, she/he should seek the assistance of the DSP & S Coordinator and/or the Vice President of Student Services.

HE 07 online

Nutrition & Fitness

INSTRUCTOR: Pauletta Daw

OFFICE PHONE: (323) 415-5313 OFFICE HOURS: W 10:00 – 12:00

OFFICE: G1 110

REQUIRED TEXT: Principles & Labs for Fitness & Wellness, 11th edition, Hoeger

COURSE DESCRIPTION:

This course considers the nature of importance of Physical Fitness and good nutrition in one’s personal and social development. Various types of muscular activities will be analyzed and evaluated. Appropriate selection of nutritional foods for weight control, disease prevention and general well-being will be covered.

NOTE: The content of this course has been divided into two sections.

*Section 1: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9

*Section 2: Chapters 10, 11, 12, 13, 14 & 15

GRADING POLICY:

Grades are assigned using a point system. There are NO MAKE-UPS on ASSIGNMENTS or EXAMS.

GRADING SCALE

90 % - 100% A

89% - 80% B

79% - 70% C

69% - 60% D

< 59 F

7-1-2014
### POINTS | ASSIGNMENT
--- | ---
2 | Checking in assignment
10 | Wellness Lifestyle Questionnaire pages 31 & 33
10 | Behavior Change page 63 & 64
20 | My Pyramid Record Form (internet site)
20 | 2 discussion forums
10 | Body Mass Index Table 4.6 page 134
\[\text{Disease Risk according to BMI table 4.7 page 134}\]
\[\text{Waist Circumference, # in inches, pages 136 Table 4.8}\]
\[\text{Disease Risks according to waist circumference}\]
\[\text{Disease Risk According to Body Mass Index & Waist Table 4.6}\]
10 | Computing Your Daily Caloric Requirements page 179
10 | Cardio-respiratory Exercise Prescription page 229
\[\text{I. Intensity of exercise 1 – 4 only (Target heart rate)}\]
10 | Self-Assessment Coronary Heart Disease pages 413-414
10 | Assessing your risk of cancer page 429 - 431
10 | Cancer Prevention Guidelines page 441
10 | STI discussion forum
60 | 2 Exams (60 questions)
192 | Total possible points

**Extra Credit:**

It is possible to earn 10 points of extra credit to be added to your accumulated point total to raise your grade. You will be able to choose 2 activities that will each be worth 5 points: Extra credit submission must be within the calendar year.

1. Submit proof of a physical exam taken this year.
2. Submit your blood pressure and resting heart rate.
3. Test for any STD. Submit a copy of doctor’s test forms (results can be black out for privacy). Total 2 tests allowed.
4. Take a mammogram. Submit a copy of doctor’s test forms (results can be blacked out for privacy).
5. Submit proof of a diabetes test taken this semester (results can be blacked out for privacy).
6. Submit proof of a cholesterol test taken this semester (results can be blacked out for privacy).
7. Submit proof of a prostate test (results can be blacked out for privacy).

8. Submit proof of a 5k - 10k charity run. Example, Breast cancer 5k – 10k run.

KEY NOTE
*Missed assignments and quizzes cannot be made up.

*All assignments are graded on a rubric scoring method.

*It is the student’s responsibility to attend class and stay current of any class assignments, readings, exams or changes.

Throughout this course it will be important to meet all deadlines and requirements. Each week check your weekly assignment calendar for homework assignments/exams and there due dates. Give yourself plenty of time to complete each assignment. **Do not** wait till the last minute.

**About this class:**

· This class does not require on-campus meetings.

· This course web site is password-protected. Do not give your user ID or password to anybody else, especially to another student – unless you want him or her to be able to log in as you and ruin your grades. Only you and your instructor will have access to your grades via the web site.

· When you submit an assignment or correspondence, please allow up to one week for an instructor to respond. Anything you send in, please keep a copy for yourself in case it gets lost in transit.

**Some words to the wise about online classes**

Online education is well suited for students who are self-disciplined self-starters. It is up to **you** to do the work without the externally imposed discipline of class attendance. If you are not the kind of person who completes work without supervision, you will not do well in an online class.

**Health 07 Exit Skills: Student Learning Outcomes**

Upon completion of this course, the student should have the follow Student Learning Outcomes:

1. At the conclusion of this course, the student will be able to determine Health consequences related to obesity.
2. At the conclusion of this course, the student will be able to list the five components of a physical fitness program
3. At the conclusion of this course, the student will be able to compare and contrast aerobic exercise and anaerobic training
4. At the conclusion of this course, the student will be able to demonstrate the ability to analyze the principles of nutritious eating.
Appendix S: Sample Rubrics

Sample assignment rubrics

1. Wellness assignment

1. Fill out "Lifestyle Assessment Inventory" Pages 21 - 23

2. Check each statement that applies to you

3. Total your check marks for each section to answer the "evaluating your responses" portion on page 23

4. Answer all three questions under "Evaluating Your Responses"

Please submit the entire worksheet.

You may submit your homework by either scanning your worksheet pages and attaching them on your assignment page or type the worksheet in the submission box (or cut and paste in the submission box).

Grading scale:

Type or attach your "Lifestyle Assessment Inventory in the empty box below

1. Completed "Lifestyle Assessment Inventory 6 sections ( 1 point each)

2. Total your check marks and complete "Evaluating Your Responses"

3. Answer 3 questions in "Evaluating Your Responses" (2 points each)

2. Nutrition assignment

Instructions:

Please read the entire directions before starting this assignment.

1. Record everything you eat in one **TYPICAL** eating day including the serving size. (If you had 1 cup of milk 3 times during the day, you may record it as 3 cups of milk in the website. Do this for all foods/beverages.) If there is a day in which you ate too little or too much, DO NOT choose that day.

Go to [www.choosemyplate.gov](http://www.choosemyplate.gov) (write the date you started the nutritional analysis)

Go to [http://www.choosemyplate.gov/](http://www.choosemyplate.gov/) (write the dates of your food intake)

1. Click SuperTracker
2. Click Create Profile (fill in the information) and submit
3. Click Food Tracker
4. Choose the date (of food intake)
5. Type in your food in the box, click Go (if the food does not come up, type it different ways - e.g. pepsi, soda, soft drink, etc.)
6. Select the food
7. Choose the Amount (click drop down box for selection-if you're not able to input the correct amount, you may have to input the food again so you have the correct portion size.
8. Select Meal Time (Breakfast, Lunch, Dinner or Snack)
9. Click + Add
10. Continue to enter all your foods (repeat #5 through #7)
11. Copy the Food and Serving Size and "Daily Food Groups Target" (submit with Assignment)
12. Enter the 2nd day of food intake by repeating instructions #4 - #11 above.
13. Enter the 3rd day of food intake by repeating instructions #4 - #11 above.
15. Select the date range of the food intakes (to get 3 days of food input analysis).
16. Click Create Report (submit with Assignment)

Feel free to visit the rest of this site. There is many other useful information here. You may also follow the history of your eating habits. Remember your username, password, and dates of food intake.

Submit:

1. Provide your height, weight, age, and gender.
2. Use the "Daily Food Group Targets" to compare the "Target" to the "Eaten" for the 3 day of food intake.
3. In the Health's Nutrients Report, how does your "Target" compare to the "Average Eaten"? (Report the Total Calories, Protein, Carbohydrate, Dietary Fiber, Total Fat, Saturated Fat, Cholesterol, and Sodium)
4. Give an analysis of your findings.
5. Submit the following charts:
   1. Daily Food Group Targets for all 3 days
   2. Health's Nutrients Report (average the 3 days)

Grading:

1. Profile (2 pts.) Provide your height, weight, age, and gender (Profile)
2. Food and Serving Size and "Daily Food Groups Target" for all three days (6 pts.)
3. Health's Nutrients Report (average the 3 days) (6 pts.)
4. Personal Analysis - Student is able to show his/her understanding of the nutrition analysis based on the nutrient facts (6 pts.) Give an analysis of your findings. Report the Total Calories, Total Fiber, Total Fat, Saturated Fat, Cholesterol, and Sodium)

I am looking for a complete nutrition analysis. Please make sure your calorie intake makes sense in reference to your height and weight. Your calories need to match your height and weight.

Go to www.choosemyplate.gov

Please feel free to visit the rest of this site. There are many useful information here. You may also follow the history of your eating habits. Remember, you need your user name, password, and date you first entered this site.

- Nutrition_Analysis_Example[1].doc (199 KB)
Appendix T: Samples of Past Communications from Distance Education Office

For New DE Addendum form:
To stay in line with ACCJC and Title 5 guidelines for a distance education course, the curriculum committee and the distance education office has collaborated on revising the “Course Outline Distance Education Addendum” form to ensure ELAC online classes have in place regular and substantive instructor/student contact. Please complete the attached DE Addendum form and submit the completed form to your department chair for signed approval. Once completed and signed by your department chair, forward to Patty Vasquez at vasquep@elac.edu and Steve Wardinski at wardinsl@elac.edu. To have your DE course listed in the catalog, there is a November 1st deadline. Please don’t miss this deadline.

Procedure:
- Obtain a copy of your current DE course - “Course Outline Distance Education Addendum”. Your department chair should have a copy. For example, Health 07 course outline of record.
- If no updates are needed, copy and paste course objective and distance delivery strategy page from your current “Course Outline Distance Education Addendum”.
- Complete #2, Methods of Instruction: Regular and Substantive instructor/student contact (A, B, C, & D).
- For # 3 – 5, if there are no changes, copy from original form.
- Complete the rest of the form and submit to department chair.
• Submit signed document along with course SLO and current approved and updated ELAC Course Outline of Record (f-2-f course outline) to: Patty Vasquez at vasquep@elac.edu and Steve Wardinski at wardinsl@elac.edu by November 1st.

• To assist you with #2, Methods of Instruction: Regular and Substantive instructor/student contact (A, B, C, & D), I have included examples from an English class, a Philosophy class and a Health class.

English
• Writing Prompt
• In "The Color of Family Ties," Naomi Gerstel and Natalia Sarkisian assert that traditional nuclear families (like the one depicted in Norman Rockwell's Freedom from Fear) are not the only ones capable of supportive relationships and strong family connections. For this essay, you will analyze two nontraditional families to discover which family illustrates the most supportive relationships and strongest family ties. Specifically, you will analyze and contrast Roger Jack's family as depicted in "An Indian Story" with either the family depicted in Gary Soto's memoir or Melvin Dixon's poem and argue with textual evidence which of these two unconventional families offers the best illustration of supportive relationships and strong family ties. ELAC DE Course Outline Addendum Form 7

• Discussion Forum Prompt: The authors Gerstel and Sarkisian point out that a commonly held perception among social commentators and politicians is that "Black and Latino/a, especially Puerto Rican, families are more disorganized than White families" (62). In light of this claim, review the selections listed below. "An Indian Story" by Roger Jack "Looking for Work" by Gary Soto Choose one family and explain to what extent that family can be described as "disorganized" or instead, discuss to what extent it exhibits "extended family solidarities and caretaking activities" (62). You must cite (directly quote) at least one passage from the selection you choose from the list above for full credit AND you must cite once from Gerstel and Sarkisian's essay. For full credit, you must also cite your passages according to MLA style guidelines.
• Finally, review the posts submitted by your classmates and select one to respond to with constructive criticism making sure to support your points.

Feedback on Student Essay
• Score: 89 Grade: B+
• Hello Yvonne,
• I enjoyed reading your essay and I think your essay is strong in several ways. I think you organized your material quite well and kept spelling and punctuation errors to a minimum. I also think you handled the MLA format quite competently. However, for a stronger paper and a higher score please revise your thesis so that you state that Anyon's claim is partially correct because your investigations actually reveal that a typical student in the United States may encounter exceptional teachers in middle class and working class schools. Recall that Anyon suggests exceptional teachers are found only in elite and affluent professional schools.

7-1-2014
**Philosophy**

(a) In a brief (3 paragraphs) written essay, state as clearly as you can what you take to be Descartes' argument proving that there must be "innate ideas." Please write in your own words without unnecessary technical vocabulary. You are expected to objectively explain Descartes' argument, not agree or disagree with it.

(b) Discussion topic (students are required to respond to the prompt AND to substantively respond to at least one other student's post).
Please read the story about organ trafficking [at this link](#). Also (optional), watch the movie trailer [here](#).

Drawing on what you now know about ethics, not forgetting the principle of autonomy, do you think the buying and selling of human organs should be illegal? If so, why? If not, why not? Whether you agree with it or not, international organ trade exists. Make at least one suggestion on how international organ trade could theoretically be regulated.

(c) Announcement on main course site: "Hello everyone! The average score on the midterm exam was 38 out of 50, which is a C. I noticed that most people who got low scores waited until the last minute to take the test, and thus didn't have time for the two extra tries that were available. Let's take that as a lesson for the final! Good work overall!"

**Health**

a. Complete the weight management assessment assignment on page 155 – 160. Develop a healthy weight management plan (Use the chart on page 161). Please make sure you include diet, physical activity and sleep.

b. Discussion topic (Students are required to respond to the prompt AND to substantively respond to two other student’s post).
Please view pdf lecture on body image in Module 4. Write a 3 paragraph essay on what eating disorders are and who is at risk. Come back to voice thread and log in. Add your comments to the appropriate slide. Two comments per person.

   a. Feedback left on assignment page and private message:

Hello Sue,
You did a great job with this week’s discussion – Body image. 10 out of 10 points scored. I sense by your comments that this may have been a little difficult to view my pdf lecture. If you have any concerns, please let me know. Thank you for participating in this week’s discussion forum.

If you should need assistance, please stop by my office or send me an email. I am more than glad to assist you.
Thank you
Paulette Daw
## Appendix U: Workshops of the Past

**ELAC Office of Distance Education, Distance Learning, and Etudes.**

**Events and Workshops for Fall 2011**

To sign up for these workshops please visit: [http://tinyurl.com/3fl473e](http://tinyurl.com/3fl473e)

<table>
<thead>
<tr>
<th>Date and time</th>
<th>Event or Workshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15 from 12:00 to 1:00 P.M.</td>
<td>YouTube: Explore all that this site can do for you and your courses.</td>
</tr>
<tr>
<td>In room: <strong>G1 – 301C and 16</strong> from 12:00 to 3:00 P.M.</td>
<td><strong>Orientation! We don’t need no orientations!</strong> How to improve student success and retention without having face to face orientations.</td>
</tr>
<tr>
<td>September 20, 2011 from 12:00 to 1:00 P.M. In room: <strong>G1 – 101D</strong></td>
<td><strong>Video casting:</strong> what to use it for, create your own, and what not to do.</td>
</tr>
<tr>
<td>September 22 from 12:00 to 1:00, in <strong>G1 – 301C and 23</strong> from 12:00 to 3:00 P.M. In room: <strong>E7-416</strong></td>
<td><strong>Textbooks, E-Books, and alternatives:</strong> Alternatives to textbooks, and find out the truth about E-books.</td>
</tr>
<tr>
<td>September 27 from 12:00 to 1:00 P.M. In room: <strong>G1 – 101D</strong></td>
<td><strong>Let’s create some Best Practices!</strong> More than just a check list.</td>
</tr>
<tr>
<td>September 29 from 12:00 to 1:00, in <strong>G1 – 301C</strong></td>
<td><strong>Can I Teach online?</strong> Information on the curriculum process and online teaching.</td>
</tr>
<tr>
<td>October 4, 2011 from 12:00 to 1:00 P.M.</td>
<td><strong>Screen Casting:</strong> An interactive way to comment on student work and more.</td>
</tr>
<tr>
<td>In room: <strong>G1 – 301C</strong></td>
<td><strong>Quality</strong> is a program aimed to help improve, and give you a fresh perspective to your course.</td>
</tr>
<tr>
<td>October 6 from 12:00 to 1:00, in <strong>G1 – 301C and 7</strong> from 12:00 to 3:00 P.M. In room: <strong>E7-416</strong></td>
<td><strong>Textbooks, E-Books, and alternatives:</strong> Alternatives to textbooks, and find out the truth about E-books.</td>
</tr>
<tr>
<td>October 10 through November 11 <strong>Online</strong></td>
<td><strong>Pre-ETUDES workshop:</strong> Get the feel of Etudes while helping you gather material for ETUDES Training.</td>
</tr>
<tr>
<td>October 11 from 12:00 to 1:00.</td>
<td><strong>Orientation! We don’t need no orientations!</strong> How to improve student success and retention without having face to face orientations.</td>
</tr>
<tr>
<td>In room: <strong>G1 – 301C</strong></td>
<td><strong>Podcasting:</strong> compose audio lectures and notes for your courses.</td>
</tr>
<tr>
<td>October 13 through 18 <strong>Online</strong></td>
<td><strong>Pedagogy:</strong> you will explore different pedagogy and learning theories, and how apply these to your online courses.</td>
</tr>
<tr>
<td>October 25 from 12:00 to 1:00</td>
<td><strong>Different from previously offered!</strong></td>
</tr>
<tr>
<td>In room: <strong>G1 – 301C</strong></td>
<td><strong>Let’s create some Best Practices!</strong> More than just a check list.</td>
</tr>
<tr>
<td>October 27 from 12:00 to 1:00, in <strong>G1 – 301C and 28</strong> from 12:00 to 3:00 P.M. In room: <strong>E7-416</strong></td>
<td><strong>Etudes Summit:</strong> on Thursday, November 3 and Friday, November 4, with an optional pre-conference workshop on November 2.</td>
</tr>
<tr>
<td>October 28 through December 3.</td>
<td><strong>Online</strong></td>
</tr>
<tr>
<td>In room: <strong>online</strong></td>
<td><strong>November 1 from 12:00 to 1:00</strong></td>
</tr>
<tr>
<td>November 1 from 12:00 to 1:00</td>
<td>In room: <strong>G1 – 101D</strong></td>
</tr>
<tr>
<td>In room: <strong>G1 – 101D</strong></td>
<td><strong>November 2, 3, and 4 San Francisco Area</strong></td>
</tr>
<tr>
<td>November 2, 3, and 4 San Francisco Area</td>
<td>Please register with Etudes directly: etudes.org</td>
</tr>
</tbody>
</table>

7-1-2014
# Appendix V: Distance Education Committee By-laws

## Article 1  Purpose

### Section 1
Per Article 40 of the LACCD & AFT Agreement 2011-2014, the Distance Learning Committee (DL) “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.”

### Section 2
To carry out its primary purpose as stated in section 1 above, the DL Committee will promote guidance to faculty in various learning modalities including online, hybrid/blended and web enhanced courses. In addition, the DL Committee shall participate in the development and evaluation of all distance learning policies and procedures, and oversee the implementation of such policies and procedures.

## Article II  Membership

### Section 1
The Distance Learning Committee membership should include equal representation of AFT and Academic Senate Distance Learning faculty, administrators, and information technology staff involved in DL course development and delivery.

### Section 2
The voting and non-voting members of the DL Committee shall consist of the following:

<table>
<thead>
<tr>
<th>Position</th>
<th>Constituency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voting Members</td>
<td></td>
</tr>
</tbody>
</table>

7-1-2014
Article III Chair

Section 1 The Distance Learning Coordinator shall chair the Distance Learning Committee meetings.

Section 2 The DL chair shall be responsible for preparing and distributing a proposed agenda in advance of the meeting and shall assist in the preparation of the minutes.

Section 3 The DL chair shall be responsible for providing periodic updates of the DL Committee discussions to the District Distance Education Committee, Academic Senate, EPSC, and TPSC.

Article IV Meetings

Section 1 Meetings shall be held on the second Wednesday of each month at 2:00 p.m. during the semester. This schedule may be altered by a simple majority vote of the committee. In the event of a holiday, alternate meeting dates and times shall be arranged. Additional meetings may be held as needed.

Section 2 Meetings shall be open to all members of the campus community, and individuals may address the committee under the “Items from the Floor” agenda item.
Article V  Amendment of By-Laws

Section 1  Amendments to these Bylaws may be proposed by any committee member. A majority vote of the committee members shall be necessary for adopting proposed amendments, which shall then be forwarded to EPSC and Academic Senate.

Approved by:
Distance Education Committee: September 11, 2013
Educational Plan Sub-Committee (EPSC): November 19, 2013
Shared Governance Council (ESGC): January 30, 2014
Appendix W: LACCD Online Absentee Policy

1. Title V - 55376. Instructor Contact.
   …district governing boards shall ensure that:

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

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

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

3. Meaningful regular contact may include, but is not limited to the following examples done at least once a week for a full semester class or within 48 hours for a short-term class:

   - submitting/grading assignments (students/faculty)
   - participating in discussions (students/faculty)
   - responding to emails / phone calls (students/faculty)
   - attendance at scheduled chats (students/faculty)
   - adherence to scheduled events in the syllabus (students/faculty)
   - logging into the virtual classroom, reviewing messages and responding to messages (students/faculty)
   - Web conferences or other live events scheduled for the class (students/faculty)
   - On-campus events or other locations where instructor and students meet for class; i.e. museum, observatory, etc. (students/faculty)

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

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

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

Informal Adult Education
by Malcolm S. Knowles

The major problems of our age deal with human relations; the solutions can be found only in education. Skill in human relations is a skill that must be learned; it is learned in the home, in the school, in the church, on the job, and wherever people gather together in small groups.

This fact makes the task of every leader of adult groups real, specific, and clear: Every adult group, of whatever nature, must become a laboratory of democracy, a place where people may have the experience of learning to live co-operatively. Attitudes and opinions are formed primarily in the study groups, work groups, and play groups with which adults affiliate voluntarily. These groups are the foundation stones of our democracy. Their goals largely determine the goals of our society. Adult learning should produce at least these outcomes:

- **Adults should acquire a mature understanding of themselves.** They should understand their needs, motivations, interests, capacities, and goals. They should be able to look at themselves objectively and maturely. They should accept themselves and respect themselves for what they are, while striving earnestly to become better.

- **Adults should develop an attitude of acceptance, love, and respect toward others.** This is the attitude on which all human relations depend. Adults must learn to distinguish between people and ideas, and to challenge ideas without threatening people. Ideally, this attitude will go beyond acceptance, love, and respect, to empathy and the sincere desire to help others.

- **Adults should develop a dynamic attitude toward life.** They should accept the fact of change and should think of themselves as always changing. They should acquire the habit of looking at every experience as an opportunity to learn and should become skillful in learning from it.

- **Adults should learn to react to the causes, not the symptoms, of behavior.** Solutions to problems lie in their causes, not in their symptoms. We have learned to apply this lesson in the physical world, but have yet to learn to apply it in human relations.

- **Adults should acquire the skills necessary to achieve the potentials of their personalities.** Every person has capacities that, if realized, will contribute to the well-being of himself and of society. To achieve these potentials requires skills of many kinds—vocational, social, recreational, civic, artistic, and the like. It should be a goal of education to give each individual those skills necessary for him to make full use of his capacities.

- **Adults should understand the essential values in the capital of human experience.** They should be familiar with the heritage of knowledge, the great ideas, the great traditions, of the world in which they live. They should understand and respect the values that bind men together.

- **Adults should understand their society and should be skillful in directing social change.** In a democracy the people participate in making decisions that affect the entire social order. It is imperative, therefore, that every factory worker, every salesman, every politician, every housewife, know enough about government, economics, international affairs, and other aspects of the social order to be able to take part in them intelligently.

The society of our age, as Robert Maynard Hutchins warns us, cannot wait for the next generation to solve its problems. Time is running out too fast. Our fate rests with the intelligence, skill, and good will of those who are now the citizen-rulers. The instrument by which their abilities as citizen-rulers can be improved is adult education. This is our problem. This is our challenge.