

Substantive Change Proposal

Change in Mode of Delivery: Distance Education

Shasta-Tehama-Trinity Joint Community College District

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Submitted

April 3, 2015

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A. Overview of Substantive Change

Description of Proposed Change

Shasta College is requesting a Substantive Change Review to seek approval to offer 50% or more of 69 Degrees and 22 Certificates through online mode of delivery (Appendix A). Each of the programs noted represents a departure from prior practice in that 50% or more of each program can be offered through Distance Education. The number of degrees noted represents a broad interpretation of substantive change in that the 50% threshold is crossed primarily because general education requirements can be met almost entirely online at Shasta College; the certificates reflect an increasing number of career, and technical courses approved for online delivery.¹

Growth in the offerings of online and interactive television courses has been planned to focus primarily on general education requirements so as to have the widest impact on access to education across the District since these courses are applicable to a wide-range of degrees and certificates. Now that these general education requirements may be met largely through online course delivery and success rates are comparable, the College is seeking to offer and promote Distance Education programs rather than courses that simply fulfill some program requirements.

Recently, Shasta College was selected as one of eight pilot colleges to participate in a statewide collaborative project called the Online Education Initiative. This project aims to improve completion rates by allowing students to take courses online at any of the participating colleges. Shasta College was chosen in part because of its high success and retention rates compared to other community colleges as well as its support structure for distance education. Participation in the initiative will improve completion rates, provide professional development opportunities for faculty, and improve student services.

Relationship to Mission

The College's mission statement is as follows:

Shasta College provides a diverse student population open access to educational programs and learning opportunities, thereby contributing to the social, cultural, intellectual, and economic development of our communities. The District offers general education, transfer and career-technical programs, and basic skills education. Shasta College provides opportunities for students to develop critical thinking, effective

¹ Unlike most California community colleges, Shasta's distance education program includes interactive television (ITV) courses as well as online courses. Typically, an instructor will meet with a face-to-face class at the main campus in Redding and simultaneously broadcast to sites in Burney, Weaverville, and Tehama. Class sizes at the other sites vary from 1 to 20 students. All students can interact with the instructor and other students using individual microphones and the instructor can see all classes simultaneously on a monitor. In the Fall of 2014, the College taught 48 ITV courses (211 sections) and served 157 FTES, primarily in general education or English. These classes are essential to students in the far reaches of the District who do not have internet access at home or simply succeed better in a live class. Supports for these students are similar to face-to-face students since they meet at a physical campus; where appropriate, we include information about program resources, etc., throughout this proposal.

communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. Comprehensive student services programs support student learning and personal growth. Approved by the Board of Trustees on July 9, 2014

Given the wide geographic distribution of the District (approximately 10,000 square miles), Distance Education is required to fully reach the service area. Students who live within the District but at great distances from the main campus will have educational opportunities that may otherwise be unavailable. Additionally, students who are hindered from taking on-campus courses because of family/work obligations and time restrictions will have greater opportunities to complete their educational goals.

Rationale for Proposed Change

By offering more online courses leading toward degrees, transfer, and certificate fulfillment, the College will be better able to offer educational opportunities throughout the District. Students who are hindered from taking on-campus courses by geography, family/work obligations, and time restrictions will have greater opportunities to complete their educational goals. Enrollment trends in online classes indicate demand for further development of online course offerings (Appendix B).

Distance Education is identified as a priority in Shasta College's Educational Master Plan which is derived from the College mission. As an example, Institutional Goal 2 sets the use of technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area as an important priority. The development of additional online opportunities is one way the College is attempting to achieve that goal.

As the College gains more experience and has dedicated additional resources to online education, confidence remains high that the College can meet student needs and demands while providing high-quality education. For example, according to the California Community College Chancellor's Office, success rates for Shasta College online programs are 5% higher than the statewide average (Appendix C). Although the College seeks to improve success rates, performance in comparison to the statewide average indicates the College is already providing quality online education.

Moreover, demand for online courses has remained high for several years indicating that online classes are an important part of Shasta College's educational programs. The average semester enrollment (excluding summer) over five years is 4152.² In Spring 2014, the College was able to teach the largest number of sections, with the largest number of enrollments on record. (Appendix B). The College shows an upward trend in enrollments since Spring 2010 and expects to increase online enrollments by approximately 10% upon approval of the Substantive Change Proposal. The average number of students per online section is 32 (Appendix B).

Labor market is an important consideration for all career technical education programs and an analysis is part of each program review. Gainful employment for all certificate programs is

² ITV enrollment for Fall 2014 was 1646.

reported on the [gainful employment](#) section of the Shasta College website.

B. Description of the Program to be Offered

The programs associated with this proposal are not new. All of them have been reviewed and approved by the Curriculum Committee, Academic Senate, and Board of Trustees. The proposed change solely involves a change in mode of delivery. All degree requirements are identical in Distance Education and face-to-face formats. Courses, regardless of their delivery mode, share a common course outline of record, student learning outcomes, and evaluation procedures. That said, the Shasta College Curriculum Committee separately approves online course delivery to ensure the following criteria are met:

- Regular Effective Contact as governed by Administrative Policy 4105 (Appendix D)
- Appropriate Instructional Methodology
- Multiple Measures are used to assess student learning
- Americans with Disabilities Act compliance

Regarding Accreditation Standards and Commission policies, as stated above, the development, implementation, and evaluation of all courses and programs offered online are the same as those offered through face-to-face courses, and are within the scope of the College's mission. Fiscal and personnel resources are adequate to support student learning.

ACCJC Distance Education Policies

- *Development, implementation, and evaluation of all courses and programs, including those offered via distance education or correspondence education, must take place within the institution's total educational mission.*

As described above, distance education courses and programs are developed to serve the communities served in Shasta's large geographic district. Development and evaluation follow the same processes as for all courses and programs, as further described below.

- *Institutions are expected to control development, implementation, and evaluation of all courses and programs offered in their names, including those offered via distance education or correspondence education.*

The college approves all distance education courses and programs through a process that includes Curriculum Committee review and Board approval. This process is described in Section C.

- *Institutions are expected to have clearly defined and appropriate student learning outcomes for all courses and programs, including those delivered through distance education or correspondence education.*

The college has clearly defined learning outcomes in all courses and programs. Learning outcomes are assessed each semester. Distance Education courses have the same learning outcomes as face-to-face courses.

- *Institutions are expected to provide the resources and structure needed to accomplish these outcomes and to demonstrate that their students achieve these outcomes through application of appropriate assessment.*

Shasta College provides faculty paid time to assess and report learning outcomes through its faculty development program. Faculty use this time to evaluate progress toward achieving outcomes and are encouraged to work in departmental teams. The Faculty Excellence Committee works with faculty on special projects designed to improve learning outcomes. The College has invited a Resource Team from the State Chancellor's Office to recommend additional enhancements to current practices related to learning outcomes assessment.

- *Institutions are expected to provide the Commission advance notice of intent to offer a program, degree or certificate in which 50% or more of the courses are via distance education or correspondence education, through the substantive change process. For purposes of this requirement, the institution is responsible for calculating the percentage of courses that may be offered through distance or correspondence education.*

This proposal serves as the College's notice of intent to offer degree and certificate programs in which 50% or more of the courses could be offered via distance education.

- *Institutions which offer distance education or correspondence education must have processes in place through which the institution establishes that the student who registers in a distance education or correspondence course or program is the same person who participates every time in and completes the course or program and receives the academic credit. This requirement will be met if the institution verifies the identity of a student who participates in class or coursework by using, at the institution's discretion, such methods as a secure log-in and password, proctored examinations, other technologies and/or practices that are developed and effective in verifying each student's identification. The institution must also publish policies that ensure the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity. 34 C.F.R. § 602.17(g).*

Shasta College requires secure authentication for all course activities and assessments. Students must authenticate with their login credentials each time they login to the learning management system. Password resets require a two-step verification process to add an additional layer of security. All correspondence outside the learning management system occurs through the students' email of record.

C. Planning Process Leading to Request for Change

Shasta-Tehama-Trinity Joint Community College District maintains an integrated planning process to develop and evaluate programs. All planning efforts are derived from the mission and vision of the College. The Educational Master Plan provides the foundation and guiding principles to all other planning efforts.

Relationship to Planning, Evaluation and Stated Mission

Planning for online courses is ongoing and integrated into other campus planning efforts. All

online courses are selected in pursuit of the College's mission and Distance Education is a critical component of the Educational Master Plan. Moreover, Institutional Goal 2 specifically recognizes the importance of using technology to serve students by stating that the "District will use technology and other innovations to provide students with improved access to instruction and student services across the District's large geographic area." Moreover, Objective 2.1 of the Strategic Plan (2012-2015) calls for developing online courses to reduce bottlenecks as one way to improve educational opportunities for students.

To ensure curriculum is consistent with internal and external quality standards and oversight requirements, new and revised programs are reviewed by a wide variety of stakeholders including: advisory committees, department faculty, area deans, Curriculum Committee, Academic Senate, Vice President of Instruction, the College President, and Board of Trustees. As required by Title V regulations, course outlines for each course are approved by the governing board.

Faculty who are proposing or revising courses determine the appropriateness of mode of delivery and fill out an addendum to the course outline of record for all online courses. The addendum requires careful documentation of the reason for offering the course online, methods of instruction that will be used in online courses, methods of student/instructor contact, and methods the instructor will use to make the course accessible (Appendix E). Each course then goes through an approval process that includes Distance Education, the Library, the Curriculum Committee, Academic Senate, and the Board of Trustees.

Needs and Resource Assessment

Needs assessments of Distance Education are integrated into the College's planning cycle and are part of the College's shared governance process. Each year competing needs are prioritized and ranked for consideration. In recent years, the College has increased resources to support online courses by creating a new administrative position – Dean of Library Services & Educational Technology. There are also now two full-time staff members in the department to support students and faculty. In the most recent College-wide planning cycle, online tutoring was ranked the number one initiative among hundreds of other proposals. The current plan is to have multidisciplinary online tutoring available beginning Summer 2015 for all Shasta College students.

Upon approval of this change, growth in online enrollments is expected to be moderate (10%) and therefore will not have a significant impact on College resources. It is anticipated that participation in the statewide Online Education Initiative will realize the District cost savings and that these savings will mitigate potential costs associated with growth.

Anticipated Effect of the Proposed Change on the Institution

It is anticipated that this change will increase access to educational opportunities for residents of the service area that would otherwise be unavailable. As more programs become available, the College expects a moderate increase in online enrollment, especially among service area

residents who live a great distance from the main campus.

Benefits Resulting from Change

The primary benefit of the proposed change is increased access to educational opportunities. As the District expands online learning opportunities that support specific degree programs, more students will be able to reach their educational goals. It is anticipated that this change will also have a positive impact on completion rates.

Description of the Preparation and Planning Process for the Change

Growth in online course offerings was planned to meet general education requirements and as a result of these efforts, 50% or more of degree requirements of an additional 69 degrees and 22 certificates can be met through distance modes of education. Through the Curriculum Committee and academic divisions, faculty were asked to submit the Distance Education Addenda for general education courses and asked to go through the training to teach online. The College also began offering stipends for faculty who complete the learning management system training and for delivering new courses online. The College now has more than 70 faculty members who are approved to teach online.

Distance Education Addenda were reviewed and discussed at the Curriculum Committee. As noted elsewhere, the initial intent was not to offer specific programs of study, but to develop online offerings in a way that would have the largest impact across the District. As a result, more than 300 courses are approved for online delivery (236 for ITV) and College's process accomplished this goal (Appendix F). Given that it is now possible to offer 50% or more of several degrees and certificates through Distance Education modes, the College would like to further enhance educational opportunities by promoting specific programs as available partially or fully through Distance Education.

D. Institutional Resources and Process for Change

Student Support Services³

The [College Orientation](#) is available online and counseling/advising services are available via telephone. Registration is fully online and does not require a campus visit. Student guidance is available through every step of the enrollment process. All of the information needed to apply, matriculate, and enroll is available on the College website. To help students navigate the complexities of financial aid, there are a number of online videos.

In addition, the [Tutoring & Learning Center](#) offers student success workshops that teach students how to use the learning management system and how to be a successful online student. The Writing Center offers online writing help and the [Library](#) provides access to a wide variety of electronic resources including articles, eBooks, streaming videos, and research guides. [Research help](#) is available through a live chat service, email, and by telephone. Links to all support services are also included in the learning management system navigation menu.

³ ITV students can access these services in person or online.

Beginning in Summer 2015, all first-time online students will be enrolled in an optional Online Readiness workshop. The workshop is professionally designed and is currently being piloted by other colleges in the Online Education Initiative. The workshop is intended to help students understand and develop the necessary skills to be successful online. Currently, all online students receive a welcome email with links to the [Shasta College Online](#) website. There are currently two self-paced online workshops available that are specifically geared toward online students as well as other workshops that help students develop study skills. Faculty are encouraged to provide incentives for students who complete these online workshops. The website also provides access to a readiness self-assessment that provides students with feedback based on their responses and additional resources online students can access (Appendix G).

Tier 1 technical support services for online/hybrid students are offered 24/7 through a [third party support service](#). All other issues are forwarded to the Department of Educational Technology. Online/hybrid students receive a welcome email with instructions on how to login and links to support services. The Educational Technology staff recently made several modifications to the Shasta College Online website and learning management system interface. These changes led to a 2/3 reduction in the number of technical support requests from students.

Accommodations for students with disabilities are honored in online classes. Appointments can be made at the Disabled Students Programs & Services (DSPS) office for test proctoring and use of assistive technology and other services. The learning management system has been tested for accessibility and instructors are trained on how to handle accommodation requests from students registered with the DSPS office. The Department of Educational Technology offers workshops on designing accessible courses, works closely with the DSPS office, and supports faculty who need to make modifications and accommodations in their online courses.

Distance Education students are rarely required to come to campus. In the rare case where a faculty member wishes to conduct an in-person exam, faculty proctor the exam in a classroom on campus. Each classroom is designed to accommodate students with disabilities and special accommodation requests are honored. The College has no approved proctoring sites.

Sufficient and Qualified Faculty, Management, and Support Staffing

Faculty who teach online are required to meet the same subject area qualifications as face-to-face faculty. Additional training for teaching online is required. The Dean of Library Services & Educational Technology works in collaboration with Instructional Deans and the Office of Instruction to plan online offerings (Appendix H). The Department of Educational Technology has two full-time staff members that provide assistance to faculty, staff, and students by offering one-on-one technical support and workshops.

Professional Development

All faculty who teach online are currently required to complete two four-week online courses. One course focuses primarily on using the learning management system from a technical perspective and is taught by local staff. The other course is entitled *Introduction to Online Teaching and Learning* and is taught by @One, a statewide training program supported by a

grant from the Chancellor's Office. This course covers a wide variety of course design concerns and familiarizes faculty with critical issues such as FERPA, regular effective contact, and accessibility (Appendix I). Instructors who are new to online are also assigned a peer reviewer who gives feedback on the course based on criteria established by the Distance Education Committee (Appendix J). Moreover, first time online faculty have a negotiated enrollment cap of 35 students to help ensure they maintain regular effective contact.

In addition to these required professional development opportunities, the Department of Educational Technology offers one-on-one support and workshops. Current workshops in the series include: Accessible Course Design Principles, Incorporating Media into Online Courses, Turnitin, and Moodle Gradebook (Appendix K). Faculty are encouraged to participate in professional development through the College's FLEX program in which they are compensated for up to 42 hours a year for professional growth activities. In addition, faculty have access to a wide range of resources on the [Shasta College Online Faculty Resources](#) and Faculty Guide pages. These resources are meant to inform faculty about special concerns and resources regarding teaching online. These resources include information on the following: regulatory concerns, pedagogical strategies, accessibility issues, instructor preparation, technology tools, and more.

Appropriate Equipment and Facilities

The District contracts with a vendor for off-site hosting of the learning management system to ensure reliable access and keep hardware costs low. The District maintains open computer labs at the main campus and all of the Distance Education sites. These labs provide students with access to the learning management system as well as other productivity software. For faculty, the Department of Educational Technology maintains a multimedia studio where they can produce video content for their classes with the assistance of staff.

Sustainable Fiscal Resources

The Shasta-Tehama-Trinity Joint Community College District has sufficient resources to support the planned moderate growth in online enrollment. Approximately 1/3 of the Dean of Library Services and Educational Technology time is dedicated to online education. Two full-time staff members administer the learning management system, train faculty, and troubleshoot challenges as they arise. Aside from staff, the most significant District expense is the learning management system. Current contractual arrangements allow for modest growth in online enrollment. The proposed change will not have a significant impact on the institutional budget for the next several years. Moreover, participation in the statewide Online Education Initiative should mitigate any local fiscal challenges due to moderate growth in online enrollment.

Plan for Monitoring Achievement of Outcomes

All courses offered are reviewed and approved by the Curriculum Committee to ensure online courses meet the same learning outcomes, have the same rigor, and use appropriate instructional methodology. Institutional Research collects, analyzes, and disseminates data to measure the attainment of student learning outcomes and course success (Appendix L). All of the related

programs are on a program review cycle. Success Data is shared with division Deans for the purpose of improving student outcomes.

Evaluation and Assessment of Student Success, Retention and Completion

Faculty are encouraged to use multiple measures of assessments in each course and are trained in the use of tools that enhance academic integrity such as test banks, timed tests, and plagiarism detection software. Students are required to enter authentication credentials into the learning management system to verify identity for assessments and other course activities. Password resets and communications outside the learning management system are handled through the official email of record.

Student success and retention rates are monitored for all courses at Shasta College. The most recent analysis of the last three years (Fall 2011 to Spring 2014) shows average success rates for Shasta College online courses were 68.48% and retention rates were 85.07%. These rates are more than 5% higher than the statewide average (Appendix C). They also show a success gap between online and face-to-face courses, which is not uncommon for online courses (Appendix M). The College is working to overcome this gap. The Research Department shares information with division Deans and the Vice President of Instruction regarding success rates. This information is then used at the division level to develop appropriate interventions. Regarding completion, the development of online programs and participation in the statewide Online Education Initiative are two interrelated strategies the College is pursuing to improve completion rates.⁴

E. Evidence of Internal and External Approvals

The College Strategic Plan and Educational Master Plan both highlight the important role Distance Education has for the community. These plans were developed and approved through a collaborative process involving various constituencies including the Board of Trustees. All online courses have the same course outline of record and the same approval process as face-to-face courses. The approval process includes the Curriculum Committee, Academic Senate and the Board of Trustees. In addition, the Dean of Library Services and Educational Technology makes an annual report to the Board detailing information about student retention and success, enrollment, and efforts geared toward enhancing educational opportunities for online students (Appendix N). Also, the Board of Trustees approved Board Policy 4105 which states that “Distance Education is subject to the general requirements of Title 5 and have the same quality, accountability, and focus on student outcomes as the traditional course offerings” (Appendix O). The Board also reviewed Administrative Procedure 4105 where regular, effective, and substantive contact is defined (Appendix D).

The Dean of Library Services and Educational Technology keeps current on relevant legal requirements related to online education by attending the Chancellor’s Office Distance Education Coordinators’ Meetings and reviewing relevant Title 5 requirements. Regarding State

⁴ ITV Success Rates over the most recent three years (Fall 2011 through Spring 2014) were 69.76%. Retention Rates during the same period were 87.29%.

Authorization, the College does not currently offer courses in states that require a full authorization application and charge significant fees. A list of states from which students are eligible to register is maintained on the College website. If a student expresses interest from a state not on the list, the Dean of Library Services and Educational Technology checks state laws to see if registration is permitted. Since laws related to state authorization are in flux, the Dean of Library Services and Educational Technology reviews regulations from all 50 states each summer to see if any need to be removed from the local eligibility list or any can be added. Reports are run daily during registration periods to confirm that no students from ineligible states register for courses.

F. Evidence of Maintenance of Eligibility Requirements

1. Authority

Shasta-Tehama-Trinity Community College District's authority to operate as a degree granting institution is granted by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC). ACCJC is an institutional accreditation body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education.

2. Mission

The mission statement is clearly defined and reviewed and revised periodically by College Council. The current mission statement was approved by the Board of Trustees in 2014.

3. Governing Board

The Shasta-Tehama-Trinity Joint Community College District Board of Trustees consists of seven (7) members elected by qualified voters of the District. Members of the Board are elected by trustee area as defined in Board Policy 2100. The Student Senate President of Shasta College, elected at large by all Shasta College student body, is designated as the student member of the Board (Appendix P).

4. Chief Executive Officer

The Superintendent/President of the College is selected by the Governing Board. Joe Wyse, Superintendent and President of Shasta-Tehama-Trinity Joint Community College District, is the chief executive officer.

5. Administrative Capacity

The administration is sufficient in number and qualifications to support the mission of the College. The Dean of Library Services and Educational Technology oversees online learning in collaboration with Instructional Deans, all reporting to the Vice President of Instruction.

6. Operational Status

Approximately 8,000 students enroll in courses each semester. Students primarily enroll in courses that lead to two-year degrees, transfer, or certificates of achievement.

7. Degrees

The majority of courses support degree programs as described in the Shasta College Catalog.

Degree and transfer courses are identified in the catalog and listed on the College website.

8. Educational Programs

Shasta-Tehama-Trinity Joint Community College District degree programs are aligned with its mission, are based on recognized higher education fields of study, and are of sufficient content and length. All Distance Education courses use the same course outline of record as their face-to-face counterparts and are designed to achieve the same student learning outcomes. Shasta College offers courses and programs oriented toward transfer and career and technical education.

9. Academic Credit

Academic credit is based on Title 5 Section 55002.5 of the California Administrative Code of Regulations. The Curriculum Committee makes recommendations to the Academic Senate who in turn makes recommendations to the Board of Trustees regarding changes in the curriculum.

10. Student Learning and Achievement

Shasta-Tehama-Trinity Community College District identifies and assesses Student Learning Outcomes for all courses, Student Service programs, degrees and certificates. In an effort to improve effectiveness, the college is on a continuous improvement cycle.

11. General Education

General education courses require students to demonstrate competence in writing and mathematics and serve as introductions to natural sciences, social and behavioral sciences, humanities, and language and rationality (Title 5, Section 55806). All general education courses go through a review process to ensure that they meet appropriate academic standards and are consistent with statewide practices.

12. Academic Freedom

The College's academic freedom standards are defined in Board Policy 4030 (Appendix Q). The policy ensures that all students and faculty members are entitled to freedom of expression and applies to all Distance Education courses.

13. Faculty

The College employs 120 full-time faculty and 246 part-time faculty (Fall 2014). All faculty meet the minimum qualifications as defined by the California State Chancellor's Office. The names and degrees of full-time faculty are published in the catalog. Faculty are required to complete training prior to teaching online courses.

14. Student Services

Shasta College develops student service programs to meet the educational needs of the students. Programs and services are published in the catalog and promoted widely through the campus website. Distance Education students have reasonable and adequate access to the range of services to support learning. Students can apply to the College, apply for financial aid, register for classes, contact a counselor, go through orientation, and receive help with writing and research online.

15. Admissions

Admissions policies are consistent with the College mission and conform to state law. The policies are codified in Board Policies 5005 and 5010 (Appendix R). They are published in the catalog and on the Shasta College website.

16. Information and Learning Resources

The College has appropriate and sufficient information and learning resources to support student success. The physical resources include more than 70,000 books and AV materials and 50 magazine subscriptions. The Library also subscribes to approximately 40 online databases that provide access to millions of full-text articles and 31,000 eBooks. Research and support services are also available online. In addition, the Library maintains two open computer labs, seven group study rooms, and many other learning spaces where students can complete course work.

17. Financial Resources

Most College financial resources come from the State of California. Additional funding is obtained from federal, state, and private sources. All funds are carefully tracked and documented. For many years, the College has allocated adequate financial resources to support the immediate and potential growth needs of its Distance Education courses and programs. The College maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future.

18. Financial Accountability

The College is audited annually by certified public accountants. The audit includes expenses and income generated by Distance Education programs.

19. Institutional Planning and Evaluation

The District plans are developed based on an established yearly planning cycle. The cycle begins with each division's and administrative area's plan, which is based on program reviews and other input from campus committees. These committees include: Budget Committee, Academic Senate, and Enrollment Management among others. The College Council is responsible for

integrating the division and area plans into a cohesive, integrated strategic planning document. The integrated College plan includes support materials and data used by the divisions and areas in the development of their individual planning documents and recommendations.

20. Integrity in Communication with the Public

The College mission is articulated in the College's catalog, the Educational Master Plan and Strategic Plan. The College catalog, the District schedule of classes and the Distance Education website provide current information on: degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation and appropriate contact information. The College issues press releases and purchases radio and television advertisements to make the public aware of important dates and special events.

21. Integrity in Relations with Accrediting Commission

The College is in good standing with the Commission. The College consistently and promptly complies with all Commission requests for information.

G. Accreditation Standards

Shasta College is a fully accredited institution. Its accreditation was reaffirmed without sanction in February 2013. All courses and Distance Education operations will maintain the same standards as on-campus classes.

Standard I: The College mission guides the delivery of Distance Education. Moreover, given the large geographic area of the District, Distance Education is critical to helping students meet their educational goals. The College mission provides the framework for developing the College's strategic goals and serves as a reference and guide as new plans are made to support student success. Programs, services, and courses are on a continual review cycle to ensure academic quality and institutional effectiveness. Student Learning Outcomes are defined in all programs and courses and are assessed with frequency. Assessment data is shared with constituent groups to ensure the College maintains a continual improvement cycle. As an example, the College conducted a survey of online students to try to better understand their learning experiences (Appendix S). Although the responses were generally favorable, the College began offering additional online success workshops for students and developed additional training for faculty.

Standard II: The College continues to offer high-quality courses and programs online. The primary purpose of the College is to support transfer and career development. Online courses adhere to the course outlines of record, are taught at the appropriate depth and rigor, and maintain the same learning outcomes as face-to-face courses. All online courses require approval by the Curriculum Committee, Academic Senate, and Board of Trustees.

Student services are sufficient to help students meet their educational goals. Most matriculation

requirements can be met through a combination of online and telephone services. Guidance through admissions, registration, financial aid, and counseling is available online and/or via telephone. The College Orientation has an online option and counseling offers telephone appointments. Students have access to online library resources and services. These resources and services are integrated into the online learning management system.

Standard III: Faculty hiring and evaluation for online courses follows the same process as face-to-face instructors. All instructors must meet the minimum qualifications in their disciplines and are on an evaluation cycle. Administrators and staff associated with online courses also have a yearly evaluation cycle.

As noted elsewhere in the document, the College invests heavily in online learning. In addition to two full-time support staff and an educational administrator, the College maintains a multimedia studio for faculty use and provides numerous training opportunities. The primary technology used in teaching online (Moodle) is maintained through a third party, but is frequently updated and the platform is stable.

Standard IV: The College has implemented the integrated planning cycle that is documented in the Educational Master Plan (2012). In addition, the College follows a participatory governance model in which faculty, students, staff, and administrators serve on key committees and share in decision-making processes. Institutional committees report findings and recommendations to Instructional Council, Student Services Council, and/or Academic Senate. As appropriate, these recommendations are then reported to College Council and/or the Board of Trustees for final consideration. The Distance Education Committee is a joint committee and reports to Academic Senate and Instructional Council. The Distance Education Committee has representative members from instructional divisions, Disabled Student Services, Information Technology, and Educational Technology. The Committee meets monthly and publishes their minutes online.

H. Appendices

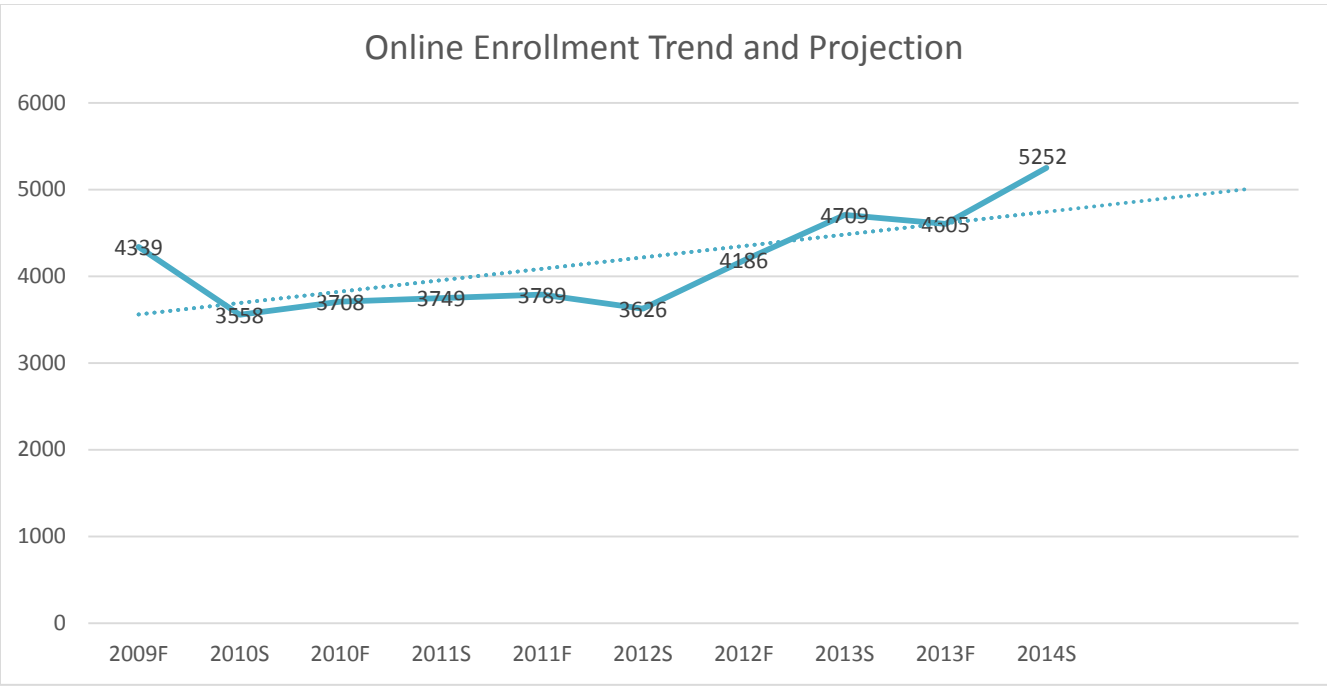
Appendix A – Degrees and Certificates Related to Proposed Change

The following Degrees & Certificates can be attained 50% or more online.			
University Studies -			Associate Degree for
AA	General Studies - AS	AS	Transfer
Agricultural Sciences	Agriculture Trades	Applied Geographic Information Systems	AA-T: COMMUNICATIONS STUDIES
Allied Health	Business - Basic Business	Computer & Information Systems: Network Administration	AA-T: ENGLISH
Behavioral Sciences	Climatological and Meteorological Studies	Computer & Information Systems: Systems Management	AA-T: KINESIOLOGY
Biological Sciences	Coastal Oceanographic Studies	Fire technology	AA-T: MUSIC
Business Administration	Emergency Medical Response	Hospitality Management: Culinary Arts	AA-T: PHILOSOPHY
Child Development	Fire Investigation	Office Administration – Administrative Office Professional	AA-T: PSYCHOLOGY
Criminal Justice	Fire Service Command, Company Officer	Office Administration: Health Information Management	AA-T: SOCIOLOGY
Earth System Science	Food & Beverage & Lodging Mgmt		AA-T: STUDIO ARTS
Engineering	Geologic Field Studies		AA-T: THEATRE ARTS
Geology	Health		AS-T: ADMINISTRATION OF JUSTICE
Humanities	Human Development		AS-T: BUSINESS ADMINISTRATION
Language Arts	Humanities		AS-T: EARLY CHILDHOOD EDUCATION
Liberal Studies - Teaching Prep	Industrial Technologies		AS-T: PHYSICS
Mathematics	Language Arts		
Meteorology/Climatology	Natural Sciences		
Multicultural Studies	Office & Computer Technologies		
Natural Sciences	Public Safety & Services		
Oceanography	Social Sciences		
Physical Education	Wildland Fire Behavior		
Physical Sciences			
Quantitative Reasoning			
Science Teacher - Earth			
Social Sciences			
World Languages			

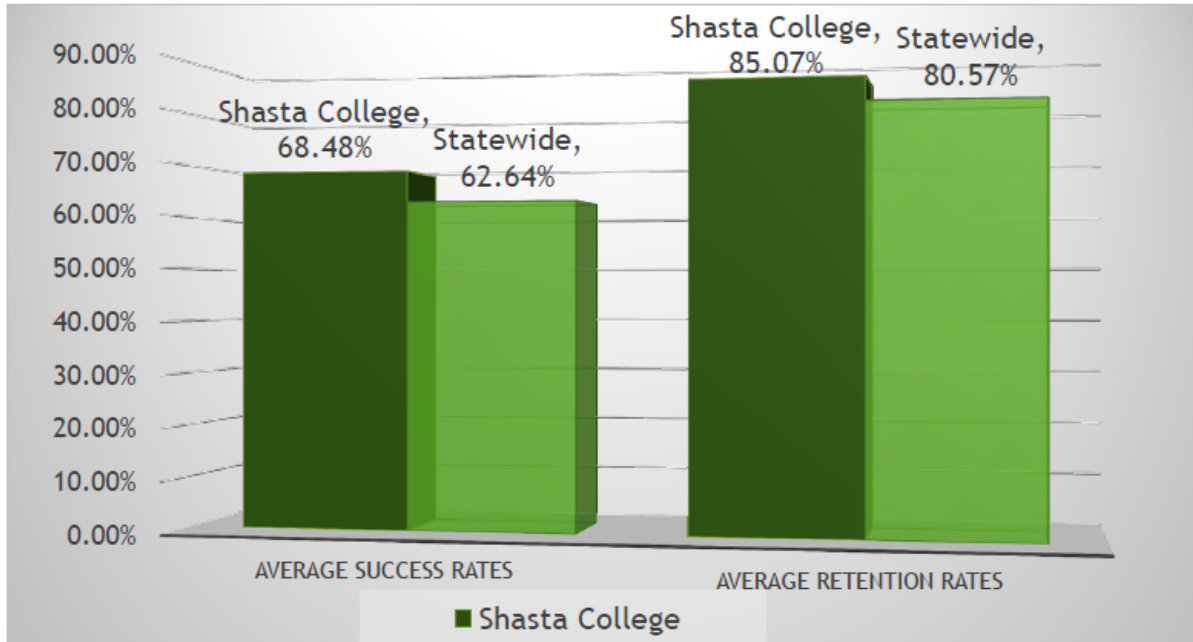
		AA- Art & Theatre Arts (non transfer)	
AA - Music	AS - Agriculture		Certificates
Music	Agribusiness	Art	Administrative Office Assistant
	Environmental Horticulture	Theatre Arts	Administrative Office Professional
	Sustainable Agriculture		Applied Geographical Information Systems
			Baking
			Bartender
			Business Entrepreneurship
			Business Retailing
			Customer Service Academy
			Dietary Service Supervisor
			Dining Room Management
			Dining Room Staff
			Early Childhood Education
			Family Childcare
			Health Information Management
			Hotel/Restaurant Management
			Life Management
			Pest Control Advisor
			Watershed Restoration
			Web Design
			Windows Server
			Computer Maintenance
			Wastewater Treatment

Appendix B – Online Enrollment Trends

Five year enrollment data (including summer)								
Year	TERM	LINE_STA	Distinct Faculty	Distinct Courses	Count of Sections	Student Headcount	Enrollment	Average Class Size
2009-10	2009U	ONLINE	36	46	62	1467	1945	31.4
2009-10	2009F	ONLINE	76	101	135	2506	4339	32.1
2009-10	2010S	ONLINE	61	75	108	2128	3558	32.9
2010-11	2010U	ONLINE	33	40	49	1192	1583	32.3
2010-11	2010F	ONLINE	68	84	118	2271	3708	31.4
2010-11	2011S	ONLINE	63	80	115	2182	3749	32.6
2011-12	2011U	ONLINE	29	28	41	1020	1402	34.2
2011-12	2011F	ONLINE	64	83	120	2271	3789	31.6
2011-12	2012S	ONLINE	57	71	107	2127	3626	33.9
2012-13	2012U	ONLINE	37	38	49	1134	1558	31.8
2012-13	2012F	ONLINE	63	84	124	2337	4186	33.8
2012-13	2013S	ONLINE	68	92	143	2582	4709	32.9
2013-14	2013U	ONLINE	47	50	63	1358	1892	30.0
2013-14	2013F	ONLINE	70	99	144	2522	4605	32.0
2013-14	2014S	ONLINE	73	106	168	2644	5252	31.3
Avaerage			56	72	103	1983	3327	32.3
Five year enrollment data (excluding summer)								
Year	TERM	LINE_STA	Distinct Faculty	Distinct Courses	Count of Sections	Student Headcount	Enrollment	Average Class Size
2009-10	2009F	ONLINE	76	101	135	2506	4339	32.1
2009-10	2010S	ONLINE	61	75	108	2128	3558	32.9
2010-11	2010F	ONLINE	68	84	118	2271	3708	31.4
2010-11	2011S	ONLINE	63	80	115	2182	3749	32.6
2011-12	2011F	ONLINE	64	83	120	2271	3789	31.6
2011-12	2012S	ONLINE	57	71	107	2127	3626	33.9
2012-13	2012F	ONLINE	63	84	124	2337	4186	33.8
2012-13	2013S	ONLINE	68	92	143	2582	4709	32.9
2013-14	2013F	ONLINE	70	99	144	2522	4605	32.0
2013-14	2014S	ONLINE	73	106	168	2644	5252	31.3
Avaerage			66	88	128	2357	4152	32.5
Cuurent year enrollment								
2014-15	2014U	ONLINE	46	50	67	1454	2015	30.1
2014-15	2014F	ONLINE	80	113	162	2705	4930	30.4



Average Success and Retention Rates Spring 2011- Fall 2014



Source: California Community Colleges Chancellor's Office: Data Mart
<http://datamart.cccco.edu/datamart.aspx>

Distance Education

AP 4105

Reference: *Title 5, Sections 55200-55210; Education Code Sections 66700, 70901 and 70902; Title 29 USC 794d; Title 42 12100 et seq.; U.S. Department of Education Regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Section 602.17.*

Definition

Distance education is defined as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. The District utilizes both Internet-based and interactive television (ITV) delivery methods.

Course Quality Standards

The same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made by the District curriculum review process.

Separate Course Approval

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between the instructor and students, the course shall be separately reviewed and approved by the District's adopted course approval process.

All distance education courses approved by the District will follow the same curriculum review cycle standard as applies to other courses.

Faculty Selection and Workload

Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls. Instructors of course sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments: needs of the District, workload, and preparation.

Instructional Quality Standards for Distance Education Instruction

The District recognizes that distance education instruction differs from that of a traditional classroom setting. Because of that difference, instructors wanting to be involved in distance education instruction shall be trained in the development and use of ITV or learning management system (LMS) platforms adopted by the District, and course design of materials and resources to ensure accessibility. When instruction is intended in a fully online or hybrid format, instructors shall be trained in online pedagogy.

Instructor Contact

All courses conducted through distance education shall ensure that there is regular, effective, and substantive contact between the instructor and the students through such synchronous or asynchronous mechanisms as group or individual meetings, discussion boards and chat rooms, online orientations and review sessions, supplemental seminars or study sessions, field trips, telephone contact, correspondence, voice mail, email, or other comparable activities.

Authentication and Verification of Student Identity

To authenticate and verify a student's identity in an Internet-based course, the District will require secure login and password to the LMS and affirmation that the person entering the login is the student registered in the course. If the instructor chooses to conduct a proctored exam, the District will continue to provide proctoring at each of its campuses within the District. The District will review/adopt other technologies and practices as they become available.

The District will continue to promote academic honesty in all courses and incorporate training to promote academic honesty in Internet-based course design.

State Authorization

The District will comply with federal and any applicable state regulations regarding non-resident enrollment in Internet-based classes and will, when practical, seek the necessary authorization to accommodate registration for students permanently residing outside California. Statements apprising potential non-resident students of the regulations will be included in the course catalog and maintained on the District's Distance Education web page.

Other factors which may require the District to seek authorization from other states include, but are not limited to, advertising or marketing within another state, or employing faculty or other representatives within another state.

Reviewed by DEC 10/01/08

Approved by Academic Senate 10/27/08

Board Reviewed 3/11/09

Revised by DEC 4/18/13

Board Reviewed 7/10/13

Appendix E – Sample Distance Education Addendum

Course Distance Education

GEOG-10 Introduction to Geographic Information Systems

Online Delivery
Is only a portion of this course approved for online/internet delivery?
No
Is this course also taught in a non-distance education manner?
Yes: This Internet course is equivalent in content and objectives to the GIS 10 Introduction to Geographic Information Systems non-distance education course. Students taking this course will interact with course material, instructor, and other students using the learning management system currently in place at Shasta College. Evaluation and assessment will be frequent and students will have immediate access to scores, grades, and course standing information. The instructor will be in contact with the students via online discussion boards and personal email messages. Students taking the Internet course will be required to install the student edition of ArcGIS (free software from ESRI, Inc) to complete required assignments. Students will receive a student-version of ArcGIS, the course software platform, for installation on their home computers. Students are assigned weekly lab-tutorial assignments from the course text and/or from instructor. Lab results are uploaded to the course drop-box in Learning management system (LMS) . Instructor will hold live chat hours during designed times to allow students to ask questions to guide them through the lab activities.
Total hours of course
Total: 162 72 hours: Course content and correspondence 1. Approximately 42 hours interacting with content and subject matter pages online, following web links to other related sites, participating in interactive online animations. 2. Approximately 20 hours, composing, reading, and responding to other students and the instructor using the learning management system communication tools such as email and discussion forums. 3. Approximately 10 hours completing online examinations and quizzes. 90 hours: Offline Student Study and Work Time 1. Approximately 20 hours reading and studying conceptual materials 2. Approximately 70 hours using ArcGIS to complete GIS lab activities
Instructional Methodology unique to internet-based instruction
Discussion forum/Chat Email Web Pages Computer Tutorials/Aids Online audio/visual aids Online Presentation Online Orientations/Sessions Pod-casts Lecture materials will be delivered in the form of PowerPoint presentations, text-based notes and graphical animations. Students will be given 2 conceptual exams consisting of multiple choice, short answer and essay questions to be completed in an allotted amount of time. Students will also be required to complete ArcGIS skills quizzes. Students and the instructor will be in contact via email and online discussion boards. Feedback and grades will be delivered to the student electronically.

Methods of Evaluation unique to internet-based instruction
Online exams/quizzes Discussion forums Uploaded projects/essays
Timed exams and quizzes will be administered and graded online.
Student/Instructor Contact
Students will have on-going communication with the instructor throughout the course. Announcements, discussion forums and email contact are the primary modes of communication. May also include chat rooms and 'live office hours'. Instructor also encourages students to use phone and face-to-face office hours, if they can.
What was the intent of offering this course through internet-based instruction, and how was learning enhanced by the use of technology?
As a information technology, delivery of content related to digital mapping and geospatial technologies is ideally suited to online delivery. Offered in hybrid format, this course takes advantage of online delivery of lectures, concept assessment, and discussion. Labs are given in class, giving students face-to-face time with instructor.
What student services will be provided to support student success in this course?
<p>There are a number of computer labs on the main Shasta College campus that provide access to software in support of this course. Student tutors hours are also scheduled on the main campus. Technology assistance for Moodle is provide 24/7 to assist with technological aspects of navigating the course website, completing on-line quizzes/exams/assignments, or viewing on-line videos. The campus web portal also has a "Help" link that can assist with log-in and some other technological problems with on-line software. In addition, the instructor of the course will be available, via e-mail, voice mail, or personal contact, to assist with course-specific questions.</p> <p>Access to academic counseling, career planning, library, and writing center/tutoring services is available online. Internet students can also access a variety of other student services and special programs via the Shasta College homepage, e-mail, or telephone. For this particular course, it is expected that the greatest demand will be for English tutoring to assist students in completion of writing requirements. The Writing Center will be notified of the course writing requirements, and electronic Library holdings will be made available.</p>
What is planned or has already been done to make the course accessible to all students in compliance with ADA and Section 508 guidelines?
<p>In compliance with state and federal guidelines, this online course will:</p> <ul style="list-style-type: none"> • provide closed-captioned for any audio portions of the class • honor all DSPS requests for reasonable accommodation • use appropriately sized font and images • apply established protocol for clearly visible and contrasting colors <p>Also, the course syllabus will inform students of accommodations and resources available through DSPS. The learning management system currently in place at Shasta College is ADA compliant. All Word, PDF, or PowerPoint documents used in the course will be made accessible using ALT tags and other accessibility tools as recommended by Shasta College's Distance Education Committee. Any instructor-generated content that students link out to will also be made ADA compliant.</p>

Appendix F – List of Online and ITV Approved Courses

COURSE	DESCRIPTION	Units	ITV Approved	Online Approved
ACCT 101	Basic Accounting I	3.0	Y	Y
ACCT 102	Basic Accounting II	3.0	Y	Y
ACCT 103	PC Accounting	2.0		Y
ACCT 104	Payroll Accounting	2.0		Y
ACCT 194	Income Tax	3.0		Y
ACCT 2	Introduction to Financial Accounting	3.0	Y	Y
ACCT 4	Introduction to Managerial Accounting	3.0	Y	Y
ADJU 10	Introduction to Administration of Justice	3.0	Y	Y
ADJU 18	Community Relations	3.0	Y	Y
ADJU 22	Juvenile Procedures	3.0	Y	Y
ADJU 40	Introduction to Corrections	3.0	Y	Y
ADJU 41	Fundamentals of Crime & Delinquency	3.0	Y	Y
AGEH 33	Environmental Horticulture	3.0	Y	Y
AGEH 61	Plant Protection Materials	3.0		Y
AGNR 11	Environmental Ethics	3.0		Y
AGNR 12	Environmental Policy & Law	2.0		Y
AGNR 4	Introduction to Wildland & Range Ecology	3.0		Y
AGNR 50	Natural Resources Measurements	4.0		Y
AGNR 53	Forestry Protection & health	3.5		Y
AGNR 60	Environmental Science	3.0	Y	Y
AGNR 64	Watershed Management & Ecology	3.0		Y
AGNR 65	Forest Ecology	3.0		Y
AGPS 25	California Water	3.0	Y	Y
ANTH 1	Physical Anthropology	3.0	Y	Y
ANTH 14	Religion, Myth and Ritual	3.0	Y	Y
ANTH 2	Cultural Anthropology	3.0	Y	Y
ANTH 25	Culture History of the North American Indian	3.0		Y
ANTH 5	Humanity, Culture and Ecology	3.0	Y	Y
ART 1	Introduction to Art	3.0	Y	Y
ART 2	West Art Thru Gothic Period	3.0		Y
ART 3	West Art: Renaissance To Contemporary	3.0		Y
ART 6	History of Modern Art	3.0		Y
ASL 80	Deaf Challenges	3.0		Y
ASL 81	Educational World of the Deaf	3.0		Y
ASTR 1	Astronomy	3.0		Y
ASTR 2	Astronomy of the Solar System	3.0		Y
BIOL 10	General Biology	4.0	Y	Y
BIOL 11	Diversity of Life	3.0		Y
BIOL 12	Field Biology	3.0		Y
BIOL 5	Introduction to Human Biology	3.0	Y	Y
BUAD 10	Introduction to Business	3.0	Y	Y

COURSE	DESCRIPTION	Units	ITV Approved	Online Approved
BUAD 106	Business Mathematics	3.0	Y	Y
BUAD 12	International Business	3.0		Y
BUAD 120	Starting Small Business	1.0		Y
BUAD 166	Business English	3.0	Y	Y
BUAD 176	Retail Management	3.0		Y
BUAD 30	Real Estate Principles	3.0		Y
BUAD 40	Entrepreneurship/Small Bus Ops	3.0		Y
BUAD 41	Leadership and Supervision	3.0		Y
BUAD 42	Financing Small Business	3.0		Y
BUAD 44	Investments	3.0		Y
BUAD 45	Human Resources on Job	3.0	Y	Y
BUAD 46	Fund of Nonprofit Mgmt	1.0		Y
BUAD 6	Business Law	3.0	Y	Y
BUAD 66	Business Communications	3.0	Y	Y
BUAD 71	Intro to E Commerce	1.0		Y
BUAD 72	E Commerce Marketing	1.0		Y
BUAD 77	Principles of Marketing	3.0		Y
BUAD 8	Business Law	3.0	Y	Y
BUAD 80	Principles of Customer Service	3.0	Y	Y
BUAD 81	Stress Management/Workplace	0.5	Y	Y
BUAD 82	Managing Organization Change	0.5		Y
BUAD 83	Conflict Resolution	0.5	Y	Y
BUAD 84	Attitude in the Workplace	0.5	Y	Y
BUAD 85	Customer Service/Workplace	0.5		Y
BUAD 86	Decision Making/Problem Solv	0.5		Y
BUAD 87	Team Building	0.5	Y	Y
BUAD 88	Communicating With People	0.5		Y
BUAD 89	Time Management	0.5	Y	Y
BUAD 90	Foundation Essentials	0.5	Y	Y
BUAD 91	Principles of Management	3.0		Y
CHEM 10	Chemistry for the Liberal Arts	3.0		Y
CHEM 16	Chemical Problem Solving	3.0		Y
CHEM 1A	General Chemistry A	5.0		Y
CHEM 1B	General Chemistry B	5.0		Y
CHEM 26	Fund/Gen, Organic & Biochemist	4.0		Y
CHEM 2A	Introduction to Chemistry	5.0	Y	Y
CHEM 2B	Intro Organic Biochemistry	5.0		Y
CHEM 70	Organic Chemistry	4.0		Y
CHEM 70A	Organic Chemistry Laboratory	1.0		Y
CHEM 71	Organic Chemistry	3.0		Y
CIS 1	Computer Literacy Workshop	3.0	Y	Y
CIS 2	Intro to Computer Science	4.0		Y

COURSE	DESCRIPTION	Units	ITV Approved	Online Approved
CIS 20	Access for Windows I	1.0		Y
CIS 21	Access for Windows II	1.0		Y
CIS 23	Fundamentals of SQL	3.0		Y
CIS 31	Cis CCNA 1 Net Home/Sm Business	3.0		Y
CIS 32	CIS CCNA 2 S M Business or ISP	3.0		Y
CIS 33	Routing and Switching in the Enterprise	3.0		Y
CIS 34	Designing and Supporting Computer Networks	3.0		Y
CIS 39	Cisco Networking CCNA Security	3.0		Y
CIS 62	Java Programming	3.0	Y	Y
CIS 63	Assembler Language Programming	4.0		Y
CIS 72	Fundamentals of Unix	3.0		Y
CIS 76	Cell Phone App Dev	2.0	Y	Y
CIS 86	HTML	3.0		Y
CIS 90	A+ Cert Prep/Cisco IT Essen I	4.0	Y	Y
CIS 92	Intro to Computer Security	3.0		Y
CMST 10	Interpersonal Communication	3.0	Y	Y
CMST 20	Intercultural Communication	3.0		Y
CMST 40	Argumentation & Debate	3.0		Y
CMST 54	Small Group Communication	3.0	Y	Y
COM 20	Intro to Multi Media	3.0	Y	Y
COM 21	Multi Media Authoring	3.0	Y	Y
COM 30	Intro to Audio Recording	3.0		Y
COM 31	Intro to Digital Audio	3.0		Y
CONS 178	Building Codes and Standards	3.0		Y
CONS 45	Career Planning for Heavy Equip Operators	2.0		Y
CULA 49	Menu Planning & Cost Analysis	2.0	Y	Y
CULA 50	Sanitation and Safety	2.0	Y	Y
CULA 55	Purchasing	2.0	Y	Y
CULA 60	Beverage Management	2.0	Y	Y
CULA 80	Wine Sales and Marketing	3.0		Y
DIES 161	Diesel Technology Field Trng	2.0		Y
DSS 10	Food Production Management	3.0	Y	Y
DSS 63	Dietary Svc Supv Ops/Mgmt	3.0		Y
ECE 1	Human Development	3.0	Y	Y
ECE 10	Early Childhood Learning	3.0	Y	Y
ECE 12	Infant Toddler Learning	3.0	Y	Y
ECE 14	School Age/Adolescent Develop	3.0	Y	Y
ECE 140	Essentials of Developmental Assets	1.0	Y	Y
ECE 147	Mental Hlth Awareness	1.0	Y	Y
ECE 15	Child Health/Safety & Nutrition	3.0	Y	Y
ECE 16	Fundamentals Ec Mentoring/Supv	2.0	Y	Y
ECE 17	Princ & Pract of Teaching Young Children	3.0	Y	Y

COURSE	DESCRIPTION	Units	ITV Approved	Online Approved
ECE 2	Child, Family, Community	3.0	Y	Y
ECE 20	Introduction to Curriculum	3.0	Y	Y
ECE 22	EC Curriculum: Infant/Toddler	3.0	Y	Y
ECE 24	EC Curriculum: School Age Care	3.0	Y	Y
ECE 26	The Child with Spcl Needs	3.0	Y	Y
	Teaching Children with Spcl Needs & Early			
ECE 27	Intervention Strategies	3.0	Y	Y
ECE 28	Teaching in a Diverse Society	3.0	Y	Y
ECE 3	EC Program Administration	3.0	Y	Y
ECE 51	EC Staffing/Management	3.0	Y	Y
ECE 6	Exploring Family Childcare	3.0	Y	Y
ECE 8	Teaching Practicum Yng Chldrn	5.0	Y	Y
ECE 9	Child, Growth & Development	3.0	Y	Y
ECON 1A	Principles of Economics Micro	3.0	Y	Y
ECON 1B	Principles of Economics Macro	3.0	Y	Y
ENGL 10A	World Literature (to 1500)	3.0		Y
ENGL 10B	World Literature (after 1500)	3.0		Y
ENGL 11A	Survey Am Lit/Precolony 1860	3.0		Y
ENGL 11B	Survey American Lit 1860 Pres	3.0		Y
ENGL 12	Intro to Short Fiction	3.0		Y
ENGL 129	Gram Rev I: Corr/Effect Sent	1.5		Y
ENGL 13A	Surv of Engl Lit Thru Neoclas	3.0		Y
ENGL 13B	Surv/Engl Lit Romantic to Pres	3.0		Y
ENGL 14	Survey of Drama As Literature	3.0		Y
ENGL 15	Intro to Lit By/About Women	3.0		Y
ENGL 16	Poetry	3.0		Y
ENGL 17	Intro to Shakespeare	3.0		Y
ENGL 19	Survey Bible As Literature	3.0		Y
ENGL 190	Reading and Writing II	4.0	Y	Y
ENGL 1A	College Composition	4.0	Y	Y
ENGL 1B	Literature & Composition	3.0	Y	Y
ENGL 1C	Critical Reasoning	3.0	Y	Y
ENGL 20	World Mythology	3.0		Y
ENGL 24	Multicult Perspectives in Am Lit	3.0		Y
ENGL 25	Linguistics	3.0		Y
ENGL 31	Creative Writing	3.0	Y	Y
ENGL 33	Fiction and Film	3.0		Y
ENGL 36	Children's Literature	3.0		Y
ENGL 91	Adv Composition	3.0		Y
ENGR 29	Computer Aided Drafting CAD	2.0		Y
ESCI 1	Physical Geology	4.0	Y	Y
ESCI 12	General Earth Science	4.0		Y

COURSE	DESCRIPTION	Units	ITV Approved	Online Approved
ESCI 15	Oceanography	4.0		Y
ESCI 18	Global Climate Change:Past, Present and Future	3.0	Y	Y
ESCI 32	Geology of Northern Sierras	1.5		Y
ESCI 33	Geology of Sacramento Valley	1.5		Y
ESCI 34	Geology of Modoc Plateau	1.5		Y
ESCI 35	Geology of Lassen Volcanic Prk	1.5		Y
ESCI 36	Geology of Mt. Shasta/Vicinity	1.5		Y
ESCI 37	Geol No. California Coast	1.5		Y
ESCI 38	Geol Pt. Reyes Natl Seashr	1.5		Y
ESCI 42	Geology of the Redding Area	1.0		Y
ESCI 43	Geology of Shasta Lake Area	1.0		Y
ESCI 44	Geology of Whiskeytown Area	1.0		Y
ESCI 45	Geology Castle Craggs/Vicinity	1.0		Y
ESCI 46	Geology Burney Falls/Vicinity	1.0		Y
ESCI 5	Introduction to Geology	4.0		Y
ESCI 6	Ancient Life	4.0		Y
ESCI 7	Intro to Geology of California	4.0		Y
ESCI 9	Earthqk/Volcanoes/Oth Geol Haz	3.0		Y
FIRS 189	Fire Investigation 1A	2.0		Y
FIRS 191	Fire Investigation 1B	2.0		Y
FIRS 193	Training Instructor 1A	1.5		Y
FIRS 194	Training Instructor 1B	1.5		Y
FIRS 71	Fire Behavior and Combustion	3.0		Y
FIRS 74	Fire Protection Equip/Systems	3.0		Y
FIRS 79	Fund of Personal Fire Safety	3.0		Y
FIRS 86	Bldg Construction Fire Protect	3.0		Y
FSS 25	Nutrition	3.0	Y	Y
FSS 27	Nutrition and Disease	2.0		Y
GEOG 10	Intro to Geographic Info Sys	3.0		Y
GEOG 11	Map Principles	1.0		Y
GEOG 12	GIS Data Design/Capture	3.0		Y
GEOG 13	GIS Spatial Analysis	3.0		Y
GEOG 14	GIS Cartography/Visualization	3.0		Y
GEOG 15	Intro to Remote Sensing	3.0		Y
GEOG 21	GIS-CAD Integration	1.0		Y
GEOG 24	Customizing GIS	1.0		Y
GEOG 25	GIS Projects			Y
GEOG 5	Digital Planet: GIS & Society	3.0		Y
GEOG 7	California Geography	3.0	Y	Y
GEOG 8	World Regional Geography	3.0	Y	Y
GEOG 9	Map and Geospatial Principles	3.0		Y
GIS 1	Survey of Digital Mapping	1.0		Y

COURSE	DESCRIPTION	Units	ITV Approved	Online Approved
GIS 20	Spatial Databases	1.0		Y
GIS 23	Raster GIS	1.0		Y
HEOC 10	Applied Pharmacology	3.0		Y
HEOC 100	Preparing for a Nursing Career	2.0		Y
HIST 17A	United States History	3.0	Y	Y
HIST 17B	United States History	3.0	Y	Y
HIST 1A	History Western Civilization	3.0		Y
HIST 1B	History Western Civilization	3.0		Y
HIST 2	World Civilization to 1500 CE	3.0		Y
HIST 25	African American History	3.0		Y
HIST 3	World Civilization/1500 Present	3.0	Y	Y
HIST 38	History of World Religions	3.0		Y
HIST 40	History & Govt of California	3.0		Y
HIST 57	Russian History	3.0		Y
HOSP 10	Intro to Hospitality Industry	3.0		Y
HOSP 20	Hospitality Operations Mgmt	3.0		Y
HOSP 35	Computer Apps/Hosp Industry	3.0		Y
HOSP 40	HR Mgmt in Hospitality Ind	3.0		Y
HOSP 45	Rest, Hotels & Lawful Mgmnt	2.0		Y
HOSP 50	Hospitality Mktg/Sales/Adv	3.0		Y
HOSP 60	Hospitality/Financial Mgmnt	3.0		Y
HOSP 65	Hospitality Supervision	3.0		Y
HUM 2	Exploring the Humanities	3.0	Y	Y
HUM 4	Humanities Through Film	3.0	Y	Y
HUM 70	Exploring Contemporary TV	3.0	Y	Y
JOUR 27	Newswriting & Reporting	3.0		Y
JOUR 29	Photojournalism	2.0		Y
MATH 102	Intermediate Algebra	5.0	Y	Y
MATH 110	Essential Math	3.0	Y	Y
MATH 13	College Algebra	3.0		Y
MATH 14	Introduction to Statistics	4.0	Y	Y
MATH 17	Calculus Applications for Social and Life Sciences	4.0		Y
MATH 2	Precalculus	5.0		Y
Math 2a	Precalculus College Algebra	4.0		Y
Math 2b	Precalculus Trigonometry			Y
MATH 3A	Calculus 3A	4.0		Y
MATH 3B	Calculus 3B	4.0		Y
NASS 1	Sustainability & Native Americans	3.0	Y	Y
NASS 2	Tech Impact on Native Americans	3.0	Y	Y
NASS 3	Federal Indian Law	3.0	Y	Y
NASS 4	Native Amer Traditions	3.0	Y	Y

COURSE	DESCRIPTION	Units	ITV Approved	Online Approved
NASS 5	Native Amer Globalization	3.0	Y	Y
OAS 10	Excel for Windows I	1.0	Y	Y
OAS 11	Excel for Windows II	1.0	Y	Y
OAS 110	Beginning Medical Terminology	3.0	Y	Y
OAS 111	Advanced Med Terminology	3.0	Y	Y
OAS 112	Medical Coding	3.0		Y
OAS 113	Advanced Medical Coding	3.0		Y
OAS 114	Healthcare Bill & Reimbur	3.0		Y
OAS 12	Excel for Windows III	1.0		Y
OAS 150	Computerized Med Acct Mgmt	3.0		Y
OAS 152	Keyboarding for Speed/Accuracy	0.5	Y	Y
OAS 157	Office Procedures	3.0	Y	Y
OAS 158	Medical Office Procedures	3.0		Y
OAS 160	Medical Transcription	3.0		Y
OAS 166	Records Management	2.0	Y	Y
OAS 171	Proofreading Skills	2.0	Y	Y
OAS 30	Create/Manage Virtual Office	3.0		Y
OAS 51	Keyboarding 1 (Beg Type)	3.0	Y	Y
OAS 52	Keyboarding II (Intrm Typing)	3.0	Y	Y
OAS 53	Keyboarding III (Adv/Techn)	3.0		Y
OAS 64	Computerized 10 Key	0.5		Y
OAS 80	Outlook	1.0	Y	Y
OAS 91	Word for Windows I	1.0		Y
OAS 92	Word for Windows II	1.0		Y
OAS 93	Word for Windows III	1.0		Y
OAS 94	PowerPoint	1.0		Y
PHIL 10	Life and Death Moral Issues	3.0		Y
PHIL 14	Modern Western Philosophy	3.0		Y
PHIL 6	Intro to Philosophy	3.0		Y
PHIL 7	Ethics: Understanding Right and Wrong	3.0		Y
PHIL 8	Logic	3.0		Y
POLS 1	Intro Poli Sci	3.0	Y	Y
POLS 2	Intro Amer Govt	3.0	Y	Y
POLS 20	Politics of Developing World	3.0	Y	Y
POLS 25	Global Politics	3.0	Y	Y
PSYC 14	Understanding Human Behavior	3.0	Y	Y
PSYC 15	Social Psychology	3.0	Y	Y
PSYC 16	Health Psychology	3.0	Y	Y
PSYC 17	Abnormal Psych	3.0	Y	Y
PSYC 1A	Gen Psychology	3.0	Y	Y
PSYC 20	Cross Cult Psych	3.0		Y
PSYC 41	Cultural/Soc Context Childhood	3.0	Y	Y

COURSE	DESCRIPTION	Units	ITV Approved	Online Approved
PSYC 46	Human Memory and Learning	3.0	Y	Y
PSYC 5	Human Sexuality	3.0	Y	Y
SDEV 301	Pre GED Test Prep	0.0		Y
SDEV 302	GED Test Prep	0.0		Y
SOC 1	Intro to Sociology	3.0	Y	Y
SOC 15	Sociology of Mass Media	3.0	Y	Y
SOC 2	Social Problems	3.0	Y	Y
SOC 22	Sociology of Aging	3.0	Y	Y
SOC 25	Sociology of Minorities	3.0	Y	Y
SOC 30	Sociology of Gender	3.0	Y	Y
SOC 70	Social Welfare	3.0	Y	Y
STU 1	College Success	3.0	Y	Y
STU 90	Career Choice	1.0	Y	Y
STU 92	Worksite Readiness	1.0		Y
VOCN 161	Nursing of Adults	13.0	Y	Y
ADJU 15	Concepts of Criminal Law	3.0	Y	
ADJU 16	Legal Aspects of Evidence	3.0	Y	
ADJU 17	Principles and Procedures of the Justic System	3.0	Y	
ADJU 20	Principles of Investigation	3.0	Y	
ADJU 21	Police Field Operations	3.0	Y	
ADJU 23	Career Planng for Administration of Justice	3.0	Y	
ADJU 24	Multi-Cultural Issues in Law Enforcement	3.0	Y	
ADJU 25	Substantive Law	3.0	Y	
ADJU 26	Courtroom Testimony & Report Writing	3.0	Y	
ADJU 30	Wildlife Law Enforcement	3.0	Y	
ADJU 42	Interviewing and Counseling	3.0	Y	
AG 1	Career Planning for Agriculture	2.0	Y	
AGAB 51	Agriculture Accounting	3.0	Y	
AGAB 53	Introduction to Agricultural Business	3.0	Y	
AGAB 54	Agriculture Economics	3.0	Y	
AGAS 10	Livestock Selection	3.0	Y	
AGAS 11	Livestock Feeding & Nutrition	3.0	Y	
AGAS 15	Artificial Insemination	1.0	Y	
AGAS 19	Principles of Animal Science	3.0	Y	
AGAS 30	Livestock Production	3.0	Y	
AGEH 120	Environmental Horticulture: Pruning	0.5	Y	
AGEH 122	Environmental Horticulture: Plant Propagation	0.5	Y	
AGEH 125	Micro Irrigation & Low Water Use Landscaping	1.0	Y	
AGEH 130	Introduction to Native Plants	1.0	Y	
AGEH 22	Nursery Practices & Plant Propagation	2.0	Y	
AGEH 23	Nursery Practices & Management	2.0	Y	
AGEH 26	Integrated Pest Management in Environmental	3.0	Y	

COURSE	DESCRIPTION	Units	ITV Approved	Online Approved
	Horticulture			
AGEH 27	Plant Identification & Taxonomy of Evergreen Trees, Shrubs and Ground Covers	1.0	Y	
AGEH 28	Plant Identification and Taxonomy of Deciduous Trees, Shrubs and Ground Covers	1.0	Y	
AGEH 29	Plant Identification and Taxonomy of Trees, Shrubs and Ground Covers	1.0	Y	
AGEH 31	Landscape Irrigation	3.0	Y	
AGEH 31.1	Landscape Irrigation - Design	1.0	Y	
AGEH 31.2	Landscape Irrigation - Installation	1.0	Y	
AGEH 31.3	Landscape Irrigation - Troubleshoot & Schedule	1.0	Y	
AGEH 34	Beginning Floral Design - Fall Flowers	2.0	Y	
AGEH 35	Landscape Design	3.0	Y	
AGEH 36	Floral Design: Wedding & Special Occasions	2.0	Y	
AGEH 38	Landscape & Turf Management	3.0	Y	
AGEH 39	Tropical Floral Design	1.5	Y	
AGEH 40	Intermediate Floral Design	2.0	Y	
AGEH 41	Selection & Care Blooming Tropical Plants	1.5	Y	
AGEH 44	Beginning Floral Design - Spring Flowers	2.0	Y	
AGEH 45	Holiday Decorations & Banquets	1.0	Y	
AGEH 46	Sympathy Flowers	1.0	Y	
AGEH 60	Master Gardener Training	3.0	Y	
AGEH 71	Organic Garden Practices (Summer)	1.0	Y	
AGEH 72	Organic Garden Practices (Fall & Spring)	1.0	Y	
AGEH 94	Horticulture Worksite Learning	1.0	Y	
AGEQ 109	Equine Reproduction	1.5	Y	
AGEQ 111	Handling Problem Horses	3.0	Y	
AGEQ 113	Horse Ownership & Basic Handling	3.0	Y	
AGEQ 14	Western Riding & Training	3.0	Y	
AGEQ 21	Horse Management	3.0	Y	
AGNR 61	Environmental Science Lab	1.0	Y	
AGPS 20	Plant Science	4.0	Y	
AGPS 24	Soils	3.0	Y	
AGSA 50	Agriculture Resource Management	3.0	Y	
AGSA 56	Sustainable Ag/Farm Mgt	3.0	Y	
AGVETT 16	Veterinary Practices	2.0	Y	
AGVIT 80	Vineyard Design and Construction	1.0	Y	
AGVIT 81	Vineyard Care	1.0	Y	
ASL 1	Amer Sign Language I	4.0	Y	
ASL 1L	Amer Sign Lang Lab 1	1.0	Y	
ASL 2	Amer Sign Language II	4.0	Y	

COURSE	DESCRIPTION	Units	ITV Approved	Online Approved
ASL 2L	Amer Sign Lang Lab 2	1.0	Y	
BIOL 10L	General Biology Lab	1.0	Y	
BUAD 15	Business and Society	3.0	Y	
CIS 57	Intro/Computers Thru Gaming	3.0	Y	
CIS 83	Web Design Using Dreamweaver	2.0	Y	
CMST 60	Public Speaking	3.0	Y	
CULA 46	Advanced Food	5.0	Y	
ECE 152	Yng Child Movemt/Rhythm/Sing	1.0	Y	
ECE 155	Young Child Intro Montessori	1.0	Y	
ECE 30	EC Curric: Physical Developmt	3.0	Y	
ECE 40	EC Curric: Affective Devlpmnt	3.0	Y	
ECE 50	EC Curriculum: Cognitive Dev	3.0	Y	
ECE 52	Guidance in Adult/Child Rel	3.0	Y	
ECE 7	Observation/Assessment	3.0	Y	
ESCI 17	Earth System Science	3.0	Y	
FAID 175	Emerg Medical Tech Basic I	5.0	Y	
FSS 10	Intro Human Services	3.0	Y	
FSS 12	Stds/Practices in Human Svcs	3.0	Y	
FSS 16	Marriage and Family	3.0	Y	
FSS 18	Adulthood and Aging	3.0	Y	
FSS 46	Personal Finance	3.0	Y	
GEOG 1A	Physical Geography	3.0	Y	
HLTH 1	Health and Wellness	3.0	Y	
HLTH 2	Nutrition and Fitness	3.0	Y	
JOUR 21	Intro to Mass Communications	3.0	Y	
MATH 100	Tech Appl of Mathematics	3.0	Y	
MATH 101	Basic Algebra	3.0	Y	
MATH 101L	Basic Algebra & Lab	4.0	Y	
MATH 41A	Concepts of Elem Mathematics	3.0	Y	
MATH 8	Finite Mathematics	3.0	Y	
NHIS 15	Natural History of California	3.0	Y	
NSCI 30	Science Colloquium	1.0	Y	
PSYC 25	Research Methods	3.0	Y	
PUENTE LC	Puente Learning Community	5.0	Y	
SPAN 1	Elementary Spanish I	5.0	Y	
SPAN 151	Spanish Vocabulary	3.0	Y	
SPAN 2	Elementary Spanish II	5.0	Y	
SPAN 3	Intermediate Spanish I	3.0	Y	
STU 70	College Study/Learning Skills	1.0	Y	
THTR 1	Intro to Theatre Arts	3.0	Y	

COURSE	DESCRIPTION	Units	ITV Approved	Online Approved
VOCN 160	Foundations of Nursing Pract	15.0	Y	
WTT 181	Interm Water Treatmt Technol	3.0	Y	
WTT 183	Interm Wastewater Treatment	3.0	Y	
WTT 184	Sm Water Systems/Distribution	3.0	Y	
WTT 186	Adv Wastewater Treatment	3.0	Y	

Appendix G– Student Readiness Resources

SC Online

Readiness Exam

Getting Started

Admissions Home

Online Counseling

Skills for Success

Apply/Enroll

Campus Resources

Assistance Programs

Getting Started with Moodle

Live/Self-Help and Support

Updating Your Email Address in Moodle

Support Portal

System Requirements

Browser Checker

Lookup Your Student ID

Lookup Your Moodle Username

Online Student Success Workshops


State Authorizations

Suggestions & Comments?

Shasta College Online



Login to Shasta College Online



(Click on the MOODLE icon above to log in)

Check out these upcoming events:

The Shasta College Transfer Center offers the following upcoming services for Students:

Free Transfer Reminders - Keep up with the latest Transfer Center News. When is your favorite school going to be on campus for a visit? Upcoming Workshops?

Transfer Interest for:	Text	Email
California State Universities	@ csut	csut@mail.remind101.com
University of California	@ uctr	uctr@mail.remind101.com

Help

ADA Transcripts

Shasta College

 **Shasta College**

Academic & Career Exploration
[Exploring Careers & Choosing A Major](#)

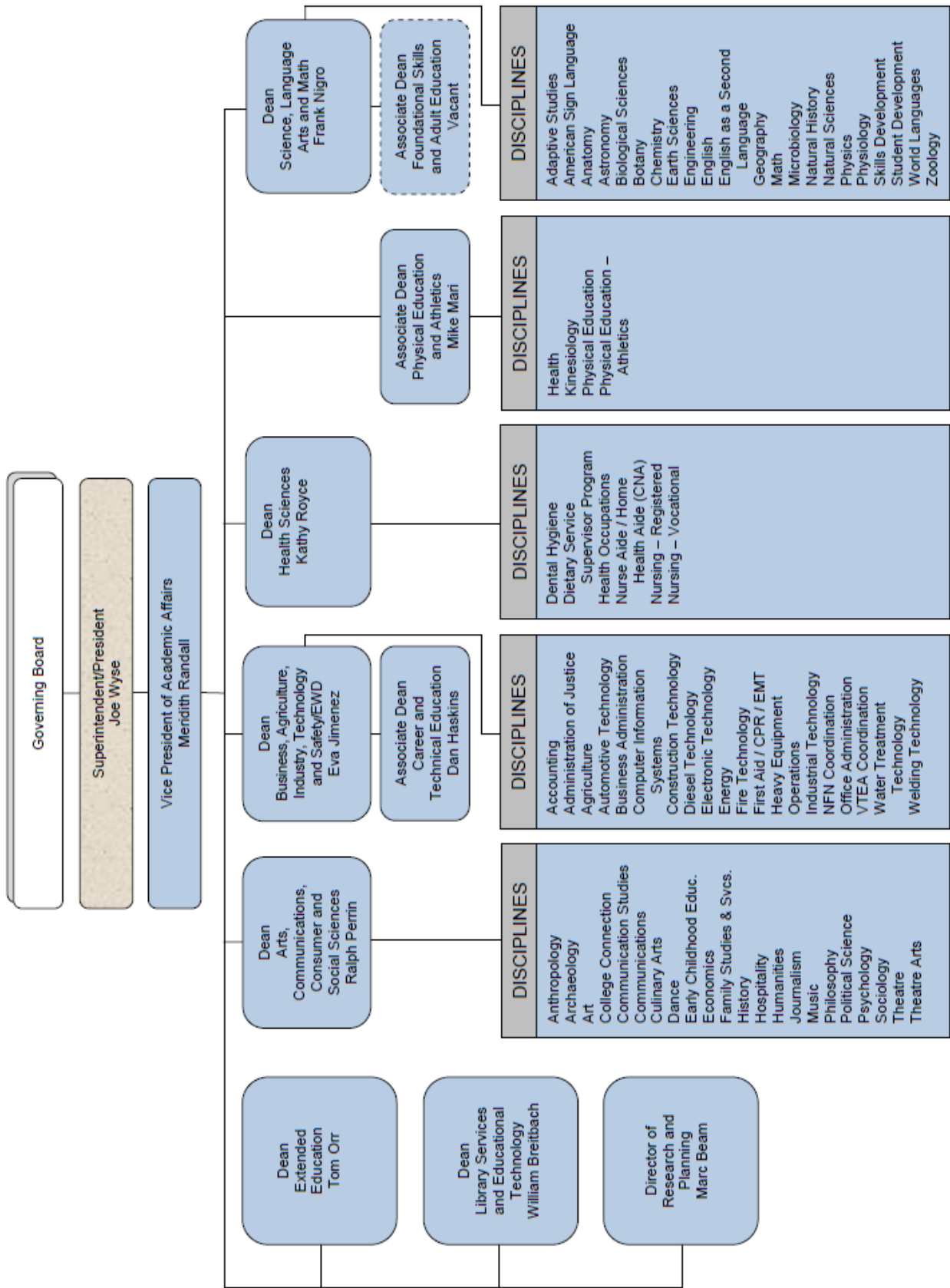
Reading & Writing Strategies
[Reading Comprehension Strategies](#)

Learning To Learn
[Study Tips & Note-Taking Strategies](#)
[How To Reduce Test Anxiety](#)
[Exam Preparation Tips & Test-Taking Strategies](#)
[How To Overcome Math Anxiety](#)

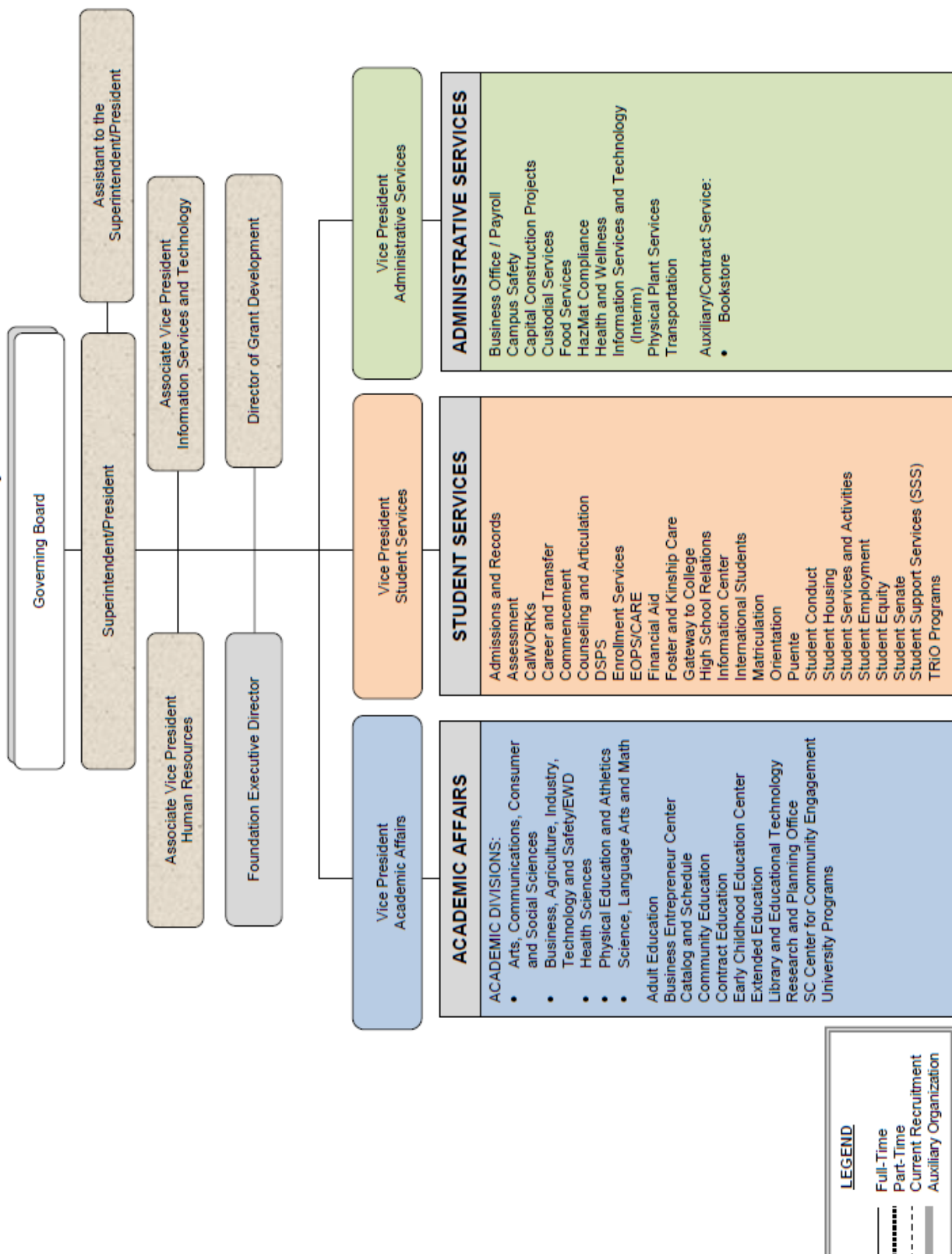
Personal Management
[Time Management: Strategies For Success](#)
[Setting & Accomplishing Realistic Goals](#)

Online Learning
[10 Tips For Success In Your Online Course](#)
[Online Courses: Staying Motivated & Disciplined](#)

Appendix H - Organization Charts



Students Served By:



Introduction to Online Teaching and Learning

Course Description:

This course introduces effective practices in online instruction. Building on a solid understanding of California Community College distance education policies and procedures, the learner will actively create an effectively designed online learning unit, maximize student success, develop online policies, identify the functions of a course management system, explore dynamic online content options, evaluate online assessments, and successfully apply copyright and fair use practices to digital content.

- I. Getting Started**
 - A. Update Profile in the Administration Block
 - B. Review the resources in the top block of course homepage
- II. Week 1: Welcome to the World of Online Teaching and Learning**
 - A. Complete the IOTL survey
 - B. Participate in the "Check-In Here" discussion forum
 - C. Read the "Distance Ed Toolkit" Moodle book and the "Student Success" Moodle book
 - D. Write "Dear Online Students" letter and share it in a new blog post
 - E. Read the "Effective Practices in Online Teaching" Moodle book.
 - F. Read: "Building From Content to Community: [Re]Thinking the Transition to Online Teaching and Learning"
- III. Week 2: Designing Your Online Course**
 - A. Read the "Course Essentials" Moodle book.
 - B. Write three course policies and share them in a new blog post
 - C. Read the "Introduction to Course Design" Moodle book.
 - D. Create and share your "Course Roadmap and Learning Objectives" in a new blog post.
 - E. Participate in the "Course Design Check-In" forum
- IV. Week 3: Designing and Evaluating Student-Centered Learning Activities**
 - A. Read the Moodle book, "Creating Content and Designing Learning Activities.
 - B. Complete the "Course Design Quiz"

- C. Complete the instructions listed in "Building Your Online Learning Unit"
 - D. Share and discuss your online learning unit in the "Learning Unit Lounge" discussion forum
- V. **Week 4: Reflecting on Summative Assessments, 21st Century Copyright, and Going from Good to Great!**
- A. Read the Moodle book, "Summative Assessments"
 - B. Read the Moodle book, "Going From Good to Great!"
 - C. Complete "Copyright 101," a learning module from BYU
 - D. Complete the "Copyright 101 Quiz"
 - E. Build your online learning unit.
 - F. Participate in the "Final IOTL Reflections" discussion forum
 - G. Complete the course evaluation

2015 Spring Moodle Course Development

Course Description:

This online training is designed to introduce faculty to Moodle and its full list of features/functionality for the development of online, hybrid or web enhanced courses. Elements covered will include navigation, course layout and settings, adding resources and course activities, assessment, grading and feedback. Best practices for designing, managing and facilitating your Moodle courses will also be integrated into the training.

I. Course Overview

1. Navigating This Course
2. Course Syllabus
3. Let's Get Acquainted (Forum Assignment)
4. Moodle/Joule Course Building Glossary
5. Instructor Planning Template

II. Accessibility and Accommodations

This module is designed to introduce faculty to Universal Design and best practices for developing courses that are accessible to all students and how to meet the needs of students requiring accommodations.

1. Introduction to Accessibility and Accommodations – Part 1
2. Introduction to Accessibility and Accommodations – Part 2
3. 5 Simple Steps to Create Accessible Documents in Microsoft Word 2010

III. Week 1 – Getting to Know Moodle & Shaping Your Sandbox

This is designed to familiarize the learner with Moodle and the sandbox. Faculty will learn how to navigate in Moodle, set up their profile, and adjust their course settings.

1. About Activities, Resources, and Blocks
2. Profile Settings
3. Course Set-Up
4. Activity Streams & Alerts

IV. Week 1 (Continued) - Gradebook

A primary key to keeping an online course running smoothly is the proper creation of the gradebook. Using the syllabus as a guide, the faculty will learn how to configure the gradebook. This topic covers views from within the gradebook, categories, items, outcomes, scales, letters, settings, and preferences.

1. The Gradebook in a nutshell
2. Gradebook Views
3. Settings and Preferences
4. Categories and Items
5. Week 1 – Setting Up a Gradebook Exercise

V. Week 1 (continued) – Communication Tools

Communication with students is crucial to establishing instructional presence and maintaining regular, effective and substantive contact with the students. There are many features within Moodle/Joule that are available for communication.

1. Communicating with Your Students
2. Calendar Block

VI. Week 2 – Exploring Resources

This topic focuses on the resources available in Moodle and adding curb appeal and core course information to the course.

1. Interactive: Adding Resources Exercise
2. Label
3. The HTML Editor
4. Page
5. File and URL
6. File Management in Moodle
7. Books
8. Choice and Glossary
9. Designing Online Courses to Encourage Academic Integrity

VII. Week 2 (cont.) – Assessment Activities

1. Introduction to activities
2. About Moodle Activities
3. Assignment
4. Quiz
5. The Question Bank
6. The Successful Quiz Building
7. Week 2 – Interactive: Creating a Quiz Exercise

VIII. Week 3 – Building Community in Advanced Forums

1. Granting Assignment Extensions
2. Adding a User Override
3. How Do You Deal with Late Work?
4. Building Community Using Forums
5. Advanced Forums
6. Developing Online Communication Skills
 - 6.1 *Adding an Announcement*
 - 6.2 *Each Person Posts a Discussion Forum*
 - 6.3 *Single Simple Forum*
 - 6.4 *Q&A Forum*
7. Open House

IX. Week 4 – Facilitating Your Course

1. Advanced Grading Methods
2. Grading in a Nutshell
3. Grading Forums and Glossaries
4. Grading Quizzes
5. Grading Assignments
6. Week 4: Interactive: Grading Exercises
7. Feedback Activity
8. Course Completion Tracking
9. Backup, Restore, and Import
10. Week 4: Course Management Exercise
11. Exporting Course Grades
12. Reports
13. Grading Activities



Online Peer Review Form

The Peer Review process, including the Peer Reviewer's observation and submission of the form to the Division Dean, should be completed no later than one week prior to early registration.

Faculty Member: _____
 Course Number: _____ Section: _____
 Course Title: _____
 To be offered: ____ Fall ____ Spring ____ Summer 20____
 Peer Reviewer: _____
 Date of review: _____

- **Instructions to the Faculty Member:** The course should include at least two weeks of content including a digital version of the syllabus, a complete course calendar, and any online lectures, quizzes, or other assignments. It should give the Peer Reviewer a clear sense of how the content will appear and be delivered. In addition to those items listed below for specifics on what will be reviewed, the College's *Best Practices in Online Teaching* (available on the college's Distance Education Committee website) will be used.
- **Instructions to Peer Reviewer:** After reviewing the faculty member's course and completing the checklist, review it with the Faculty Member and forward to the Division Dean.
- **Instructions to the Division Dean:** If you approve to offer the course in an online or hybrid format, sign this form and keep on file in the Division office.

External settings (check all that have been completed):	
<input type="checkbox"/>	Course section has a 'development' shell within the Learning Management System (LMS) adopted by the College.
<input type="checkbox"/>	It is recommended that items such as course description, instructor name and contact information, office hours, required or recommended texts, and basic instructions for initial student access to the course material are available to students in the Course Summary.
Inside the course (check all that have been completed):	
<input type="checkbox"/>	Course homepage gives basic instructions for student's initial access to the course.
<input type="checkbox"/>	Course is easily navigable.
<input type="checkbox"/>	Course lists course objectives, defines key concepts, and clearly identifies learning outcomes.
<input type="checkbox"/>	Instructor's syllabus is easy to locate/identify.
<input type="checkbox"/>	Syllabus provides information/links on how to obtain the required materials for the course.
<input type="checkbox"/>	Syllabus explains course organization, defines expectations of student activities/participation, and gives students clear expectations about instructor response time.
<input type="checkbox"/>	Syllabus establishes behavior criteria and defines course policies.
<input type="checkbox"/>	Instructor's contact preferences, email, and phone number (if preferred by the instructor) are defined and easy to locate.
<input type="checkbox"/>	Course schedule is easy to locate.
<input type="checkbox"/>	Type face used throughout the course is easy to read.
<input type="checkbox"/>	Text/background contrast is adequate.
<input type="checkbox"/>	Course has interactive components (for example, discussion boards or chat-rooms) and the frequency that students are expected to participate in these components is clearly stated.
<input type="checkbox"/>	Minimum of two weeks of course content (quizzes, discussions, lectures, etc.) have been posted.

	Evaluation tools are easy to locate.
	Instructions for evaluation procedures are detailed and clear.
	Provides appropriate reference to the Institutional Resources link.

Accessibility:

	Provides link to DSPS.
	Offers alternative formats of instructional material.
	Images include alternate text or are accompanied by descriptive text.
	Use of color adequate for color blindness.
	Multimedia material includes captioning.

Peer Reviewer's Observations/Comments:

--

Faculty Member's Comments:

--

Faculty Member's Signature _____

Date _____

Peer Reviewer's Signature _____

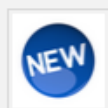
Date _____

Division Dean's Signature _____

Date _____

Approved by Deans' Meeting: December 11, 2008
 Approved by Academic Senate: March 9, 2009
 Revised by DEC: May 4, 2011
 Approved by Academic Senate: August 22, 2011

Appendix K - Sample Workshop Schedule



Tips for Maintaining Regular Effective and Substantive Contact with Students

By clicking on the link above, you will gain access to tips that are meant to help ensure student success in online/hybrid classes by providing examples of how to maintain regular, effective, and substantive contact.

Multimedia Production Studio Now open

- Located in Room 2160 -
The Camera is Back!

Moodle Lite is now available for all classes.

- Contact your Division Dean to get your courses designated as M-LITE.
- With M-LITE you can share lecture notes, files, syllabi, embed video, create image galleries, share links, embed library resources and much more.

Newsletters:

- [Archived Newsletters](#)

- **Online Pedagogy Course –**

6 July - 31 July 2015

Please contact your Division Dean to sign up for this course.

- **Online Media -**

3 March 1 PM - 2:30 PM Rm: 2202B

4 March 2:30 PM - 4:00 PM Rm: 2209

Produce and integrate Media into your Online Course. We will cover simple methods of creating media, using YouTube as a resource and More!!

- **Accessibility -**

4 March 1 PM - 2:30 PM Rm: 2209

5 March 1 PM - 2:30 PM Rm: 2202B

Learn about creating an ADA Accessible Online course. Tips and reminders.

- **Streamlined Grading in Moodle**

25 March - 1:00 PM Rm: 2217

"No pain, no gain." As it turns out, grading with Moodle doesn't have to be painful and you do stand to gain more time for other things in your class (and life).

- **Turnitin**

16 April - 11:00 AM Rm: 2217

This session is designed to provide an overview of the Turnitin plagiarism prevention resource. The focus of this session will be effective grading and providing comprehensive feedback in a reasonable amount of time.

- **Moodle 2.7 Training**

2 March 2014 thru 27 March 2015

Are you planning to teach online? A certificate of completion of the Moodle Training is required.

[Click Here to sign up](#)

- **Moodle Lite – (self-paced training, ongoing).**

Please fill out the interest form and you will be contacted with the login details: [MLITE](#)

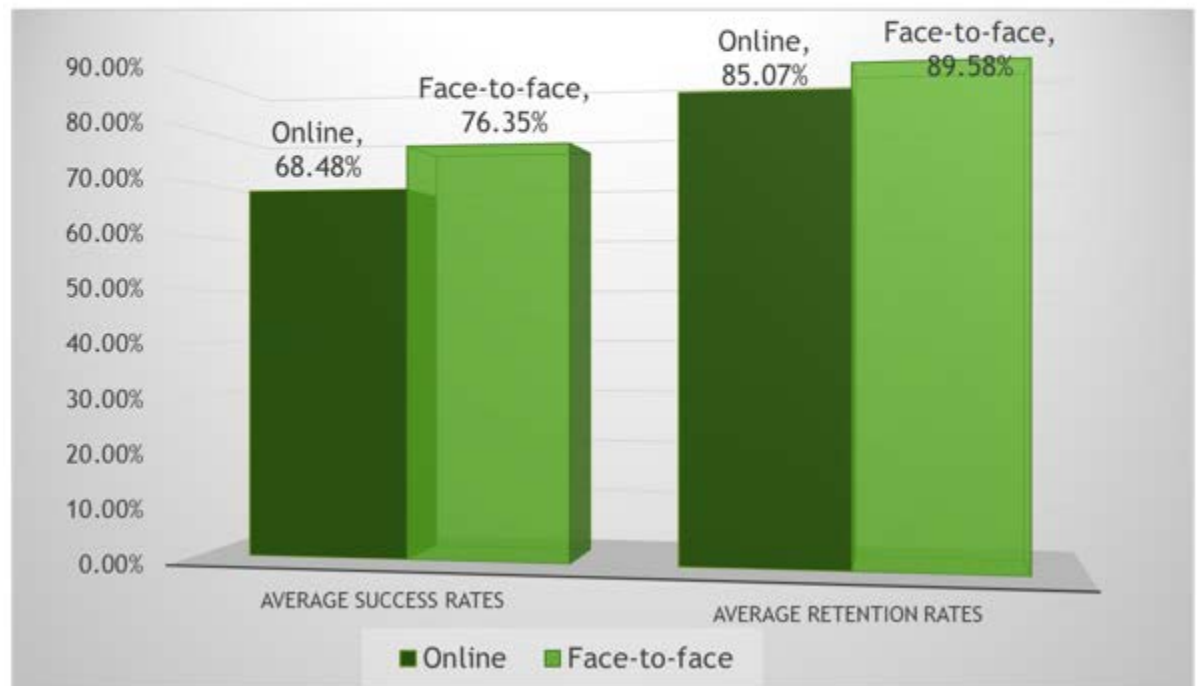
Appendix L – Subjective Level Analysis of Success Rates

Subject	F2F	ENR F2F	ONLINE	ENR ONLINE	ONLINE GAP	AVG-F2F	std	rank
HEOC	80.4%	327	86.5%	148	6.1%	3.58%	0.62	24
ECE	77.6%	2464	73.1%	1565	-4.5%	-2.20%	-0.35	58
GEOG	77.4%	505	71.8%	532	-5.7%	-3.40%	-0.51	63
OAS	81.0%	2695	75.3%	1844	-5.7%	-2.35%	0.01	41
CULA	81.7%	1344	75.1%	213	-6.6%	-0.90%	0.26	29
ART	79.6%	4109	79.9%	806	0.3%	0.04%	0.13	34
BIOL	78.8%	2207	82.3%	554	3.5%	0.10%	0.05	39
ESCI	77.5%	742	70.9%	175	-6.6%	-0.97%	-0.22	51
AGNR	80.6%	1394	78.1%	589	-2.5%	-2.50%	-0.04	42
HIST	70.7%	4633	63.3%	2950	-7.4%	-3.82%	-1.31	81
DSS	73.7%	19	78.2%	156	4.5%	4.03%	-0.09	45
POLS	76.5%	2680	68.9%	879	-7.5%	-2.26%	-0.49	62
ECON	79.9%	1231	71.5%	1162	-8.3%	-4.04%	-0.30	56
ACCT	67.7%	1457	59.0%	447	-8.7%	-3.04%	-1.56	83
ADJU	77.1%	1536	73.1%	357	-4.0%	-0.74%	-0.24	54
HUM	78.2%	2748	69.0%	358	-9.2%	-1.38%	-0.19	48
MATH	61.5%	15710	52.3%	532	-9.3%	0.34%	-1.87	86
PHY	73.9%	1076	86.2%	29	12.3%	0.32%	-0.48	61
CMST	81.5%	5088	71.7%	492	-9.8%	-1.33%	0.19	32
GIS	89.8%	49	75.6%	164	-14.2%	-9.56%	0.19	31
FSS	72.8%	2821	80.8%	647	8.0%	0.77%	-0.55	64
CIS	76.3%	2144	72.3%	Red cells are below the average gap in online success rate. These are the first courses to look for improvements.				68
ANTH	73.4%	1550	70.0%					69
CHEM	71.5%	3362	71.1%					73
BUAD	71.9%	4307	71.1%					75
PSYC	71.9%	5351	70.1%					76
ENGL	69.0%	11989	71.9%	3814	2.9%	0.52%	-1.02	77
STU	66.4%	1696	80.4%	168	14.0%	1.73%	-1.17	79
AGEH	77.5%	894	52.9%	17	-24.6%	-0.46%	-0.17	46
PHIL	64.9%	1238	73.0%	300	8.1%	1.57%	-1.35	82
FIRS	85.3%	770	56.0%	50	-29.3%	-5.58%	0.14	33
AGPS	86.8%	219	53.2%	79	-33.6%	-8.91%	-0.08	44
HOSP	57.1%	140	58.3%	630	1.1%	0.91%	-2.30	88

* Analysis of subject areas where the “success gap” is below average.

Subject	S F2F	S ONLINE	S HYBRID	S ITV-P	S ITV-R	Success	ENR ALL	HIGHEST	MAX RATE	AVG RATE	MIN RATE	LOWEST	ONLINE	GATV P	GATV S	GA	AVG-F2F	std	rank
CMST	81.5%	71.7%	63.6%	75.6%	73.8%	80.2%	5987	F2F	81.5%	80.2%	63.6%	HYBRID	-9.8%	-5.9%	-7.7%	-1.33%	0.19	32	
OAS	81.0%	75.3%	79.0%	81.0%	71.4%	78.6%	4930	ITV-P	81.0%	78.6%	71.4%	ITV-S	-5.7%	0.1%	-9.5%	-2.35%	0.01	41	
AGNR	80.6%	78.1%	72.7%	58.3%	70.5%	78.1%	2419	F2F	80.6%	78.1%	58.3%	ITV-P	-2.5%	-22.3%	-10.2%	-2.50%	-0.04	42	
HUM	78.2%	69.0%	73.3%	74.9%	73.5%	76.8%	3477	F2F	78.2%	76.8%	69.0%	ONLINE	-9.2%	-3.3%	-4.6%	-1.38%	-0.19	48	
GEOG	77.4%	71.8%	80.0%	81.5%	61.6%	74.0%	1202	ITV-P	81.5%	74.0%	61.6%	ITV-S	-5.7%	4.1%	-15.8%	-3.40%	-0.51	63	
FSS	72.8%	80.8%	72.0%	69.1%	67.5%	73.6%	3968	ONLINE	80.8%	73.6%	67.5%	ITV-S	8.0%	-3.7%	-5.3%	0.77%	-0.55	64	
BUAD	71.9%	71.1%	66.9%	70.5%	52.8%	70.7%	7489	F2F	71.9%	70.7%	52.8%	ITV-S	-0.8%	-1.4%	-19.0%	-1.21%	-0.88	75	
PSYC	71.9%	70.1%	52.6%	66.4%	64.1%	70.5%	9157	F2F	71.9%	70.5%	52.6%	HYBRID	-1.8%	-5.5%	-7.9%	-1.43%	-0.90	76	
ENGL	69.0%	71.9%	57.4%	71.0%	62.3%	69.5%	16408	ONLINE	71.9%	69.5%	57.4%	HYBRID	2.9%	2.1%	-6.6%	0.52%	-1.02	77	
STU	66.4%	80.4%	61.8%	81.8%	71.4%	68.1%	2020	ITV-P	81.8%	68.1%	61.8%	HYBRID	14.0%	15.4%	5.1%	1.73%	-1.17	79	
HIST	70.7%	63.3%	48.2%	63.4%	47.6%	66.9%	8057	F2F	70.7%	66.9%	47.6%	ITV-S	-7.4%	-7.3%	-23.1%	-3.82%	-1.31	81	

Shasta College Average Success and Retention Rates 2011 - 2014

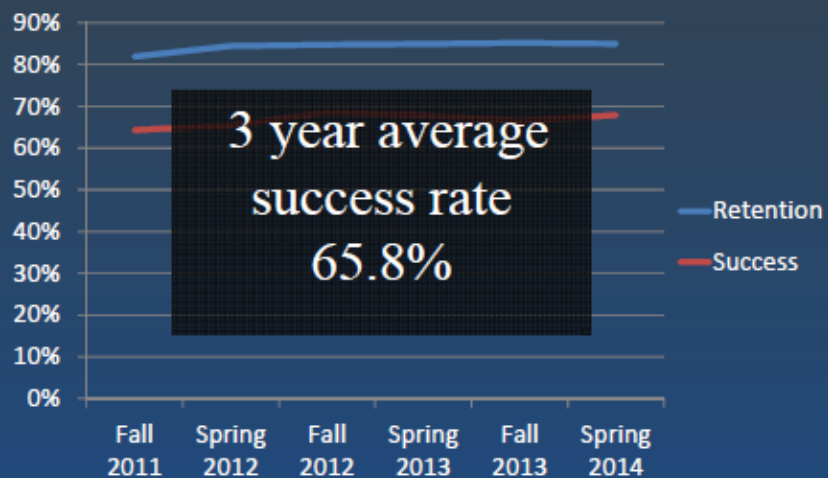


Online Education Shasta College Board Report

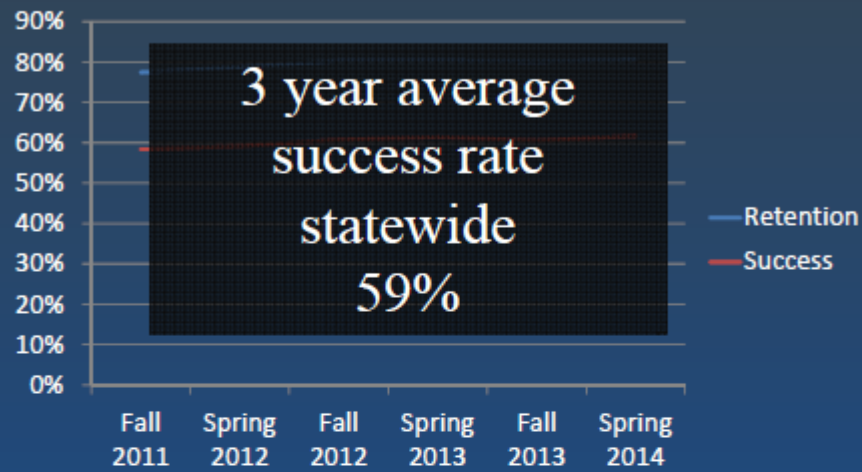
October 2014

Will Breitbach
Dean of Library Services
& Educational Technology

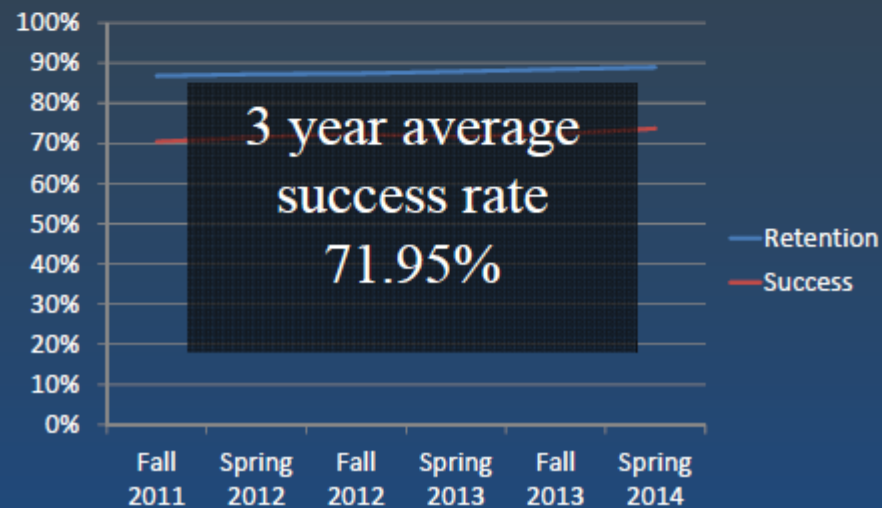
Retention & Success Rates Online at SC



Retention & Success Statewide Online

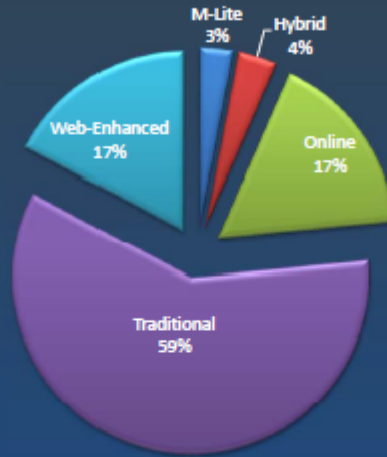


Retention & Success Traditional SC



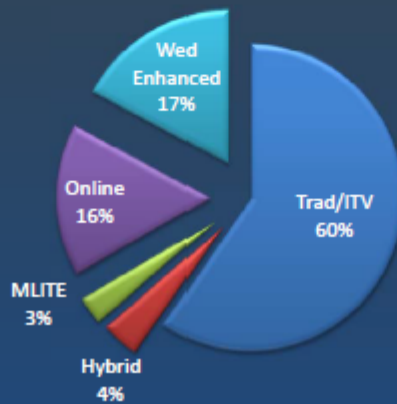
% of Online Courses

M-Lite Hybrid Online Traditional Web-Enhanced



% of enrollment by FTES

Traditional/ITV HYBRID MLITE ONLINE WEBENH



In support of student success

- Develop clear pathways toward degree completion
- Enhance faculty development
- Improve student support services
- Improve the online experience for students

Pathways Toward Degree Completion



Faculty Training and Continuing Education

- Introduction to Online Teaching and Learning
- Workshops
 - Creating Multimedia
 - Synchronous Online Meetings
 - Moodle Grade Book
 - Accessibility
 - Streamlined Grading in Moodle
 - Turnitin

Academic Success/ User-centered Web

The screenshot displays the 'Academic Success' section of the Shasta College website. It features a central 'Student Services' menu with icons and contact numbers for various departments. To the left, there are sections for 'Financial Aid' and 'Tutoring Center'. To the right, there are sections for 'Library', 'Counseling', 'Transfer Center', 'DPS', 'Financial Aid', 'Bookstore', 'MyShasta', and 'Health/Wellness'. The website has a blue header and footer, and the main content area is white with blue accents.

Welcome to Shasta College

Financial Aid

Our Financial Aid Team strives to provide accurate information through your student "My Shasta" account, processing and valuable resources to contribute to your success.

- Financial Aid Orientation
- FAFSA (Free Application for Federal Student Aid)
- BOG Fee Waiver

Tutoring Center

Research has shown that students who receive tutoring are much more likely to achieve the grade they want. Fortunately, Shasta College offers learning support, including the following learning centers:

- Writing Center
- Math/Business Learning Center
- Science Learning Center

Student Services

- Library**
530.242.7550
- Counseling**
530.242.7724
- Transfer Center**
530.242.7570
- DPS**
530.242.7790
- Financial Aid**
530.242.7700
- Bookstore**
530.242.7574
- MyShasta**
530.242.7650
- Health/Wellness**
530.242.7580

begin familiarizing yourself with the website.

able anytime to no matter where you need assistance, call the 800 242 7700. After Ask a Librarian and you within 24 hours.

rary Card
Search Databases

ation

bookstore offers other Shasta College

on
book

Distance Education

BP 4105

Reference: ***Title 5, Sections 55200-55210; Education Code Sections 66700, 70901 and 70902; Title 29 USC 794d; Title 42, 12100 et seq.; ACCJC Accreditation Standards I-IV***

Definition and Application

Distance education, or distance learning, "is defined as a formal interaction designed for learning in which the interaction principally occurs when the student is separated by location from the instructor, resources used to support learning, or other students." Most often, interaction occurs through the assistance of communication technology and may be synchronous or asynchronous. All distance education is subject to the general requirements of Title 5 and have the same quality, accountability, and focus on student outcomes as the traditional course offerings. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. s 12100 et seq.) and sections 504 and 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d).

The Board of Trustees will assure that the Superintendent/President has procedures in place to meet the accreditation requirements as well as those of State and Federal statutes.

Reporting

Administration will provide the Board of Trustees, no later than August 31 of each year, a report on all distance education activity.

Responsibilities of the District

The District will address and meet distance education Eligibility Requirements for Accreditation and insure compliance with standards, policies, and statutes. The District, through its current organizational structure and decision-making framework, will continue to strive for proficiency and continuous improvement in distance education services, resources, and governance to serve the District's vast region.

The District shall maintain appropriate records of distance education offerings and report the necessary distance education data annually through both the California Community Colleges Chancellor's Office Management Information System and the Accrediting Commission for Community and Junior College's Accreditation Annual Report.

See Administrative Procedure 4105

Reviewed by Distance Education Committee 10/01/08
Approved by Academic Senate 10/27/08
Board Approved 3/11/09

Board Elections

BP 2100

Reference: ***Education Code Sections 5000 et seq. and 72036***

The term of office of each trustee shall be for four years, commencing on the first Friday in December of the same year following the election. Elections shall be held every two years, in even-numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election. The Board of the District has seven members representing major parts of the three counties of Shasta, Tehama and Trinity, and minor parts of Lassen, Modoc and Humboldt Counties.

Trustee terms shall expire the Thursday immediately preceding the first Friday in December of the applicable Trustee Area election year. Trustees from Trustee Areas A, C, D and E shall have terms expiring as of 2012, and at four-year intervals thereafter. Trustees from Trustee Areas B, F and G shall have terms expiring as of 2014, and at four-year intervals thereafter.

The Board of Trustees has provided for the election of trustees by trustee areas. The trustee areas of the seven publicly elected members of the Board of Trustees as currently in effect and their populations are on file with the respective county clerks of the six counties of the District.

Effective May 8, 2002, the Trustee areas by school district are:

Area A: Redding Elementary

Area B: Cascade Union Elementary, Cottonwood Union Elementary [shared with Trustee Area G], Happy Valley Union Elementary, Pacheco Union Elementary

Area C: Columbia elementary, Enterprise Elementary [shared with Trustee Area D]

Area D: Bella Vista Elementary, Enterprise Elementary [shared with Trustee Area C], Fall River Joint Unified, Gateway Unified [shared with Trustee Area E], Indian Springs Elementary, Junction Elementary, Millville Elementary, Mountain Union Elementary, North Cow Creek Elementary, Oak Run Elementary, Whitmore Union Elementary

Area E: Burnt Ranch Elementary, Coffee Creek Elementary, Cox Bar Elementary, Douglas City Elementary, French Gulch-Whiskeytown Elementary, Gateway Unified [shared with Trustee Area D], Junction City Elementary, Lewiston Elementary, Mountain Valley Unified, Shasta Union Elementary, Southern Trinity Joint Unified, Trinity Center Elementary, Weaverville Elementary

Area F: Antelope Elementary, Bend Elementary, Black Butte Union, Evergreen Union Elementary [shared with Trustee Area G], Gerber Union Elementary, Lassen View Elementary, Manton Joint Union Elementary, Mineral Elementary, Plum Valley Elementary, Red Bluff Union Elementary [shared with Trustee Area G]

Area G: Capay Joint Union Elementary, Corning Union Elementary, Cottonwood Union Elementary [shared with Trustee Area B], Elkins Elementary, Evergreen Union Elementary [shared with Trustee Area F], Flournoy Union Elementary, Grant Elementary, Igo Ono Platina Union Elementary, Kirkwood Elementary, Los Molinos Unified, a portion of Orland Joint Unified, Red Bluff Union Elementary [shared with Trustee Area F], Reeds Creek Elementary, Richfield Elementary

The election of a board member residing in and registered to vote in the trustee area he or she seeks to represent shall be only by the registered voters of that same trustee area.

The Superintendent/President shall submit recommendations to the Board regarding adjustments to be made to the boundaries of each trustee area, if any adjustment is necessary, after each decennial federal census. The Superintendent/President shall submit the recommendation in time for the Board to act as required by law.

See Administrative Procedure 2100

Board Approved 4/09/03

Reviewed by the Board Ad Hoc Committee on Policy 11/14/07

Board Approved Revisions 11/09/11

Board Approved Revisions 10/09/13 [MANDATED CHANGE]

Academic Freedom

BP 4030

Reference: ***Title 5, Section 51023; Accreditation Standard 2.2***

Controversial issues and divergent viewpoints have existed among men throughout the history of civilization. Only in a constitutional republic such as ours has a high degree of freedom of expression been permitted. There must be freedom of the student and teacher to present their viewpoints in and out of the classroom. American democracy is strong enough to stand on its own merits and to survive criticism and comparison with any system so long as its advantages and virtues are not deliberately slighted in such comparisons. However, an atmosphere of responsibility to the students, the College, the community and the nation must accompany these freedoms. To carry out their mutual responsibilities to each other and to insure these principles of academic freedom, the Board of Trustees, the administration and faculty agree to support certain guiding principles and procedures as set forth below.

1. The faculty member shall:
 - (a) Be entitled to freedom of expression in teaching his/her subjects in the classroom. He/she shall encourage fair examination of controversial questions. He/she shall encourage students, by word and example, to form their own opinions based upon critical judgment and documented facts. In his/her presentation of subject matter to his/her students, he/she shall distinguish between objective facts and his/her personal evaluation of facts.
 - (b) Be supported in his/her right to participate in legal political activities of the community, state and nation during off-duty hours. No disciplinary action may be brought to coerce him/her for political purposes. (Education Code 13004, 13754). He/she shall permit no outside political activities to interfere with his/her academic duties. He/she should always make clear to audiences that the opinions expressed regarding outside political activities are his/her own and not to be taken as necessarily representing the policies of the College. He/she should refrain from making irresponsible statements to any group.
 - (c) Be ever cognizant that it is illegal to advocate the overthrow of the Government by force (Education Code 9455). He/she should make a clear distinction between the description of such philosophies as might fall in that category and the advocacy of such philosophies.
 - (d) Emphasize the need for maintaining a level of individual integrity and responsibility consistent with good community relations of the College, when associated with student activities that reach beyond the classroom.
 - (e) Provide a fair platform for the presentation of facts when outside speakers are invited to the classroom on the campus. Such speakers should be free to speak on topics which are relevant to questions being discussed in the classroom or campus situation. It may, at times, be desirable for the faculty members and administration to provide information and viewpoints to rebut opinions expressed by such speakers in order to encourage critical analysis of the questions discussed.

2. Classroom policy regarding the discussion of controversial issues shall be:
 - (a) That free classroom expression by the instructor and the students be encouraged so long as topics are pertinent to the course being taught. The instructor is careful to be accurate, responsible and aware of the immaturity of some of the students in presenting and discussing controversial topics.
 - (b) That the instructor avoids prejudicial indoctrination. He/she points out to students that there may be other recognized views, and he/she carefully distinguishes between personal opinion and documented fact. He/she avoids imposing his/her opinion regarding controversial topics through the pressure of his/her authority in the classroom.
 - (c) That discussion of religious concepts is free from restraint so long as it is an integral part of the subject being taught and does not become sectarian indoctrination.
 - (d) That the teacher respects the student's right to differ in opinion in any discussion of controversial issues, without penalty, attack, or reflection in grading.

Board Approved 4/09/03

Reviewed by the Board Ad Hoc Committee on Policy 11/12/08

Admissions and Concurrent Enrollment

BP 5010

Reference: *Education Code Sections 48800, 48800.5, 76000, 76001, 76002 and 76038; Labor Code Section 3077; U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended; 34 Code of Federal Regulations Section 668.16(p)*

Open Enrollment

The District shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

- Any person possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President or his or her designee are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Section 3077 of the Labor Code.

The District may deny or place conditions on a student's enrollment upon finding that the applicant has been expelled within the preceding five years or is undergoing expulsion procedures in another California community college district, and that the applicant continues to present a danger to the physical safety of the students and employees of the District.

The District shall in its discretion, or as otherwise federally mandated, evaluate the validity of a student's high school completion. The Superintendent/President shall establish procedures for evaluating the validity of a student's high school completion.

Admission

Any student whose age or class level is equal to grades K-12 is eligible to attend as a special part-time student for advanced scholastic or vocational courses.

Any student whose age or class level is equal to grades K-12 is eligible to attend as a special full-time student.

Any student enrolled in K-12 may attend summer session.

The Superintendent/President shall establish procedures regarding ability to benefit and admission of high school and younger students.

Denial of Requests for Admission

If the Board denies a request for special full time or part time enrollment by a K-12 student who is identified as highly gifted, the Board will record its findings and the reason for denying the request in writing within 60 days.

The written recommendation and denial shall be issued at the next regularly scheduled board meeting that occurs at least 30 days after the pupil submits the request to the District.

The Superintendent/President shall establish procedures regarding evaluation of requests for special full time or part time enrollment by a student who is identified as highly gifted.

Claims for State Apportionment for Concurrent Enrollment

Claims for state apportionment submitted by the District based on enrollment of high school students shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

The Superintendent/President shall establish procedures regarding compliance with statutory and regulatory criteria for concurrent enrollment.

See Administrative Procedure 5010

Board Approved 3/12/03

Reviewed by the Board Ad Hoc Committee on Policy 5/13/09

Board Approved Revisions 3/10/10

Board Approved Revisions 1/15/14

The Superintendent/President has the authority to establish procedures that provide for special admission requirements for the following special programs:

- (a) Nursing (ADN) – Associate Degree Nursing
- (b) Nursing (LVN) – Licensed Vocational Nursing
- (c) Nursing (CNA) – Nurse Aide/Home Health Aide
- (d) Dental Hygiene
- (e) Early Childhood Education Center

See Administrative Procedure 5005

Reviewed by the Board Ad Hoc Committee on Policy 5/13/09
Board Approved Revisions 7/14/10

Appendix S – Online Student Survey Summary



Summary of 2014 Student Survey on Online Experiences

Background

In fall 2014 Shasta College conducted an online survey of currently enrolled students regarding their experiences with Hybrid and Online instruction. The survey was sent by email to 8,468 students with reminders sent to non-responders over the three weeks the survey was open. We also made paper copies available in the library and at specific locations on campus or classrooms by invitation. Students were told to complete the survey only once, either on paper or online. We received a total of 656 email and 164 paper surveys for a total of 820 responses between September 16 and Oct 9, 2014 with a response rate of 9.7%. Three demographic questions were asked at the end of the survey to determine whether respondents are representative of the student body in terms of age groups, gender and residential ZIP code.

The survey has four sections with multiple questions asking students to respond to a four-point Likert scale (Strongly Disagree to Strongly Agree). Two sections asked for comments. The following results show the summary of scaled items in the order they were asked. We show the percent that agree and strongly agree combined, as well as the average rating based on the Likert scale (4.0 means everyone selected Strongly Agree). Qualitative comments are shared with the Dean of Library Services & Educational Technology and support staff.

Results

Have you taken an online or hybrid class at Shasta College? Select the answer that best describes your experience.

Answer Options	Response Percent	Response Count
I have taken hybrid classes at Shasta	20.6%	150
I have taken online classes at Shasta	21.2%	154
I have taken both online and hybrid classes at Shasta	28.5%	207
No I have not taken either online or hybrid classes at Shasta	29.7%	216

Please answer the following questions regarding class interactions.

Answer Options	% Agree	Rating Average	Response Count
My instructor requires frequent interaction with me	71.7%	2.86	473
My instructor requires frequent student to student	77.8%	2.99	473
My instructor responds in a timely manner	86.9%	3.10	472
My instructor gives high quality explanations via	81.9%	3.01	470

Summary of 2014 Student Survey on Online Experiences

Online & Hybrid Classes			
Answer Options	% Agree	Rating Average	Response Count
I would recommend online/hybrid classes to other students.	79.1%	3.02	475
Instructor to student interactions support my learning.	89.4%	3.22	471
Student to student interactions support my learning.	76.5%	2.93	471
I receive the help and support services I need to be successful in online/hybrid classes.	80.8%	3.04	470
I sometimes have technical difficulties while using Moodle.	52.8%	2.54	473

Which Moodle features do you use and which best support your learning?							
Answer Options	I use this		I like this		I learn from this		Response Count
Discussion Forum	289	74.9%	157	40.7%	145	37.6%	386
Quizzes	315	73.6%	162	37.9%	200	46.7%	428
Chat	103	57.2%	76	42.2%	33	18.3%	180
Book	163	61.5%	93	35.1%	141	53.2%	265
Multimedia video	151	57.2%	126	47.7%	124	47.0%	264
Live (online) meetings	63	45.7%	64	46.4%	41	29.7%	138
Calendar	194	65.1%	166	55.7%	75	25.2%	298
Wiki	76	52.1%	69	47.3%	49	33.6%	146

Demographic Questions

What is your current age?		
Answer Options	Response Percent	Student Body
Under 18	9.2%	10.2%
Age 18 to 24	42.3%	48.0%
Age 25 to 39	26.5%	27.0%
Age 40 or older	22.0%	14.8%

What is your gender?		
Answer Options	Response Percent	Student Body
Female	64.9%	58.1%
Male	35.1%	41.1%

Summary of 2014 Student Survey on Online Experiences

There were 692 students that provided a residential ZIP code with 97.4% living within the three counties we serve including 59.4% in Redding, 9.3% in Anderson, and 8.1% in Red Bluff. The survey respondents are representative of our fall 2014 student body with a higher percentage of female and young (under age 25) respondents. Older students (age 40+) and males responded in lower percentages than in the student body.

Summary and Conclusion

The survey has a moderately low (9.7%) response rate and is generally representative of the student body although a higher percentage of young and female students responded. The use of paper surveys addressed a potential bias due to "digital divide" where some students may not have email or access to online services. Therefore we are able to generalize these findings to all students with some confidence. Some key findings are:

- About 70% of students have taken hybrid and/or online classes at Shasta College.
- Most students report frequent interaction is required between students and instructor (72%) and student to student (78%).
- Almost 82% state their instructor gives high quality explanations in these online/hybrid interactions and 87% say their instructor's responses are timely.
- More than three-fourths (79%) of students would recommend SC online/hybrid classes to other students.
- Half (53%) have technical difficulties using Moodle at some time.
- Most students use the discussion forum (75%) and online quiz (74%).
- Students like using the online calendar (56%).
- Students report they learn from their textbook (53%), online quizzes (47%), and multimedia videos (47%).

Further information is available upon request. If you have questions or would like to discuss these results, please contact the Research Office or the Dean of Library Services & Educational Technology.

Prepared by Marc Beam
Shasta College office of Research and Planning
October 31, 2014