

Courses Offered by Cerro Coso Community College via Distance Education Fall 2010 through Fall 2011

Course Name/Number	Course Title
ADMJ C101	Introduction to Administration of Justice
ADMJ C105	Concepts of Criminal Law
ADMJ C111	Principles and Procedures of the Justice System
ADMJ C115	Legal Aspects of Evidence
ADMJ C121	Community Relations
ADMJ C125	Principles of Investigation
ADMJ C131	Juvenile Procedures
ADMJ C151	Introduction to Corrections
ANTH C111	Cultural Anthropology
ANTH C121	Physical Anthropology
ANTH C131	Archaeology
ART C101	Introduction to Art
BIOL C121	Survey of Anatomy and Physiology
BIOL C141	Environmental Studies
BIOL C142	Environmental Studies - Laboratory
BSAD C070	Business Mathematics
BSAD C100	Introduction to Business
BSAD C101	Financial Accounting
BSAD C102	Managerial Accounting
BSAD C110	Introduction to Personal Finance
BSAD C131	Business Law I
BSAD C141	Human Relations in Business
BSAD C145	Business Communication
BSAD C152	Managing Diversity in the Workplace
BSAD C155	Human Resource Management
BSAD C171	Introduction to Marketing
BSAD C180	Entrepreneurship: Small Business Management
BSAD C211	E-Commerce
BSAD C220	Principles of Project Management
BSDA C251	Principles of Management and Organization
BSOT C127	MS PowerPoint
BSOT C131	Basic Computer Keyboarding
BSOT C132	Intermediate Computer Keyboarding
BSOT C133	Advanced Computer Keyboarding
BSOT C154	Office Personnel Seminar
CHDV C100	Principles and Practices of Teaching Young Children
CHDV C102	Materials and Curriculum
CHDV C104	Child, Family and Community
CHDV C105	Introduction to Infant Development
CHDV C106	Child Growth and Development

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Course Name/Number	Course Title
CHDV C107	School Age Development
CHDV C111	Principles of Child Guidance
CHDV C121	Health, Safety, and Nutrition
CHDV C125	Diversity in Education
CHDV C145	Language and Literature
CHDV C149	Play and Meaning
CHDV C200	Observation and Assessment
CHDV C203	Practicum – Field Experience
CHDV C205	Foundations of Infant Development
CHDV C207	School-Age Curriculum
CHDV C241	The Exceptional Child: Nature and Nurture
CHDV C251	Administration of Child Development Programs I
CHDV C252	Administration of Child Development Programs II
CHDV C281	Adult Supervision
CSCI C070	Computer Literacy
CSCI C101	Introduction to Computer Information Systems
CSCI C121	Beginning Word
CSCI C123	Beginning Excel
CSCI C125	Beginning Access
CSCI C127	<i>Deleted Spring 2011 and replaced with BSOT C127</i>
CSCI C129	Microsoft Outlook
CSCI C135	Beginning Adobe Acrobat
CSCI C140	A+ Essential Skills for Computers
CSCI C141	A+ Standard Skills for IT Technicians
CSCI C143	Network + Fundamentals of Network Technologies
CSCI C146	Security + Fundamentals of Network Security
CSCI C151	Intermediate Word
CSCI C153	Intermediate Excel
CSCI C155	Intermediate Access
CSCI C161	Advanced Word
CSCI C163	Advanced Excel
CSCI C165	Advanced Access
CSCI C171	Introduction to the Internet and the World Wide Web
CSCI C181	XHTML and CSS
CSCI C187	Introduction to MS Project
CSCI C241	Introduction to Telecommunications
CSCI C251	Introduction to Visual Basic Programming
CSCI C252	Introduction to Computer Science
CSCI C267	Introduction to Java Programming
CSCI C270	Introduction to Database Design and Management
DMA C102	Digital Imaging with Photoshop
DMA C103	Digital Photo Enhancement with Photoshop
DMA C107	Illustration and Design with Illustrator
DMA C109	Desktop Publishing with InDesign
DMA C111	XHTML and CSS

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Course Name/Number	Course Title
DMA C113	Accessibility and Usability
DMA C115	Interactivity and Interface Design with Flash
DMA C117	Web Design with Dreamweaver
DMA C131	Digital Video Production
DMA C133	Motion Graphics with After Effect
DMA C135	Digital Cinematography
DMA C211	Web Scripting with JavaScript
DMA C217	PHP Site Management and Theme Design
DMA C280	Web Production Management
ECON C101	Introduction to Economics
ECON C102	Macro-Economics
ECON C103	Micro-Economics
EDUC C170	Tutor Training I
ENGL C040	Improving College Writing Skills
ENGL C070	Introductory Composition
ENGL C101	Freshman Composition
ENGL C102	Critical Thinking Through Literature
ENGL C111	Introduction to Types of Literature
ENGL C141	Creative Writing: Fiction and Poetry
ENGL C151	Technical Communication
ENGL C221	World Literature I
ENGL C231	Survey of British Literature I: Beginnings - 1785
ENGL C245	Women's Literature
ENGL C249	Multi-Ethnic Literature
FILM C211	Hispanic Cinema
FREN C101	Beginning French I
HCRS C061	Administrative Medical Assisting - Receptionist
HCRS C062	Administrative Medical Assisting – Financial Management and Insurance
HCRS C121	Nutrition
HCRS C140	Introduction to Health Care
HCRS C150	Medical Terminology for the Health Professional
HCRS C160	Rehabilitative Career Choices
HCRS C230	Pharmacology for the Health Professional
HCRS C240	Nutrition and Diet Therapy for Health Professionals
HCRS C250	Cultural Diversity and Health Care
HCRS C255	Basic Cardiac Rhythm Interpretation
HCRS C260	Ethics for the Health Professional
HSCI C101	Principles of Health Education

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Course Name/Number	Course Title
HIST C103	Western Civilization I
HIST C104	Western Civilization II
HIST C131	History of United States I
HIST C132	History of United States II
HIST C218	California History
IC C075	Introduction to Library Research and Bibliography
MATH C040	Pre Algebra
MATH C050	Elementary Algebra
MATH C055	Intermediate Algebra
MATH C121	Elementary Probability and Statistics
MATH C130	Finite Mathematics
MATH C131	Business Calculus
MATH C141	College Algebra
MATH C142	Trigonometry
MATH C151	Analytic Geometry and Calculus I
MATH C152	Analytic Geometry and Calculus II
MATH C251	Analytic Geometry and Calculus III
MATH C257	Linear Algebra
MUSC C101	Music Appreciation
MUST C118	History of American Popular Music
MUSC C173	Appreciation of Jazz
PARA C101	Introduction to Paralegal Studies
PARA C105	Legal Ethics
PARA C112	Legal Research and Writing I
PARA C122	Legal Research and Writing II
PARA C130	Civil Litigation and Procedure I
PARA C140	Civil Litigation and Procedure II
PARA C150	Law Office Management
PARA C240	Criminal Law and Procedure
PARA C250	Family Law
PARA C260	Personal Injury and Tort Litigation
PARA C290	Paralegal Studies Internship
PDEV C052	Becoming a Successful Online Student
PDEV C101	Becoming a Master Student
PDEV C131	Making Transfer Easy
PHIL C101	Introduction to Philosophy
PHIL C141	Ethics
PHIL C161	Introduction to Religious Studies
PHIL C205	Critical and Comparative Reasoning
PHED C101	Foundations of Physical Education

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Course Name/Number	Course Title
PHSC C111	Concepts of Physical Science
PHSC C112	Concepts of Physical Science Laboratory
PHSC C131	Introduction to Meteorology
POLS C101	American Government
PSYC C101	General Psychology
PSYC C211	Lifespan Development
PSYC C241	Abnormal Psychology
PSYC C251	Human Sexuality
READ C056	College Reading
SOCI C101	Introduction to Sociology
SOCI C131	Sociology of Women
SOCI C210	Diversity and Film
SPAN C101	Elementary Spanish I
SPAN C102	Elementary Spanish II
SPAN C110	Review of Elementary Spanish
SPAN C211	Hispanic Cinema
SPCH C101	Elements of Speech
SPCH C105	Interpersonal Communication
THEA C101	Introduction to Theatre
THEA C103	Introduction to Play Reading
HYBRID CLASSES:	
Course Name/Number	Course Title
BIOL C105	Concepts of Biology
BSAD C100	Introduction to Business
BSAD C211	E-Commerce
CSCI C101	Introduction to Computer Information Systems
CSCI C181	XHTML and CSS
DMA C102	Digital Imaging with Photoshop
DMA C107	Illustration and Design with Illustrator
DMA C111	XHTML and CSS
DMA C131	Digital Video Production
DMA C135	Digital Cinematography
ECON C101	Introduction to Economics
ECON C102	Macro-Economics
ENGL C101	Micro-Economics
HCRS C064	Clinical Medical Assisting
MATH C040	Pre Algebra
MATH C050	Elementary Algebra
MATH C055	Intermediate Algebra
SPCH C101	Elements of Speech
SPCH C105	Interpersonal Communication



COMMONWEALTH of VIRGINIA

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
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MEMORANDUM

March 2, 2011

TO: Out-of-State Distance Education Programs

FROM: Linda H. Woodley, Director, Private and Out-of-State Postsecondary Education

SUBJECT: U.S. Department of Education Program Integrity Rules

On October 28, 2010, the U.S. Department of Education issued the final "Program Integrity" rules, which take effect on July 1, 2011. The following regulation concerning distance education was included in the rule package.

If an institution is offering postsecondary education through distance or correspondence education in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document upon request from the Department that it has such State approval. §600.9 HEA

The purpose of this communication is to inform out-of-state postsecondary institutions offering programs solely via distance learning of Virginia's regulations concerning certification and physical presence.

Pursuant to 8 VAC 40-31-120 (B) of the Virginia Administrative Code, a postsecondary school must become certified to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV) prior to engaging in postsecondary educational activities via telecommunications, mail correspondence courses, or at a site within the Commonwealth. The certification of telecommunication activities or mail correspondence courses is based on physical presence within the Commonwealth.

If an out-of-state institution does not plan to operate a facility in Virginia and/or the mechanism by which instruction is initiated (server) is not located within Virginia, the school does not meet Virginia's criterion of physical presence. Any school not meeting this criterion is ineligible for certification to operate in Virginia.

This ineligibility would not prevent or prohibit an out-of-state institution from offering postsecondary instruction via distance learning to residents of the Commonwealth of Virginia. Those students, however, would not benefit from protections available to students attending institutions that are certified by SCHEV. These protections are listed on the SCHEV website: <http://www.schev.edu/highered/pope/Students.asp>.

SCHEV is unable to speculate as to what effect, if any, its physical presence requirement may have on the Title IV eligibility of Virginia residents enrolled in distance learning programs offered by out-of-state institutions that are ineligible for certification. The U.S. Department has indicated that it plans to publish a *Dear Colleague Letter* that will address this issue, among others.

If you have additional questions concerning SCHEV's physical presence or certification requirements, please visit SCHEV's website (<http://www.schev.edu/highered/pope/NewSchool.asp>) or contact Linda H. Woodley, Director, Private and Out-of-State Postsecondary Education at 804-371-2938 or via e-mail at lindawoodley@schev.edu.

TEXAS WORKFORCE COMMISSION

Career Schools and Colleges

General Exemptions

Chapter 132, Texas Education Code requires that almost all types of training be regulated. This regulation requires the person(s) offering the training to obtain a Certificate of Approval (license). There are some exceptions to this requirement of regulation. These exceptions are called exemptions.

In order for a school or course to be granted an exemption, the school or course must show that it clearly and completely meets the provisions of one or more of the specific exemptions. A school is exempt only if it submits a request to the Texas Workforce Commission (TWC) for a specific exemption, provides all of the required evidence showing that the provisions of that particular exemption are met, and receives a response letter from TWC indicating that the exemption is granted.

After TWC has received an exemption request with all of the required documents, the school will be granted exempt status, be advised of the deficiencies in the application, or be denied exempt status and advised of the right to appeal that decision.

If you have questions concerning this process, please contact the Career Schools and Colleges Section at (512) 936-3100 or career.schools@twc.state.tx.us.

All exemption requests should be sent to:

Texas Workforce Commission
Career Schools and Colleges, Room 226T
101 East 15th Street
Austin, Texas 78778-0001
Attn: Unregistered Schools and Exemptions

The criteria used to determine whether these provisions of each exemption are clearly and completely met, and thus the training can be exempted from regulation, are outlined below.

1. **A school or educational institution supported by taxation from either a local or state source - Section 132.002(a)(1)**

To establish that your school is exempt under this section, please submit all of the following:

- a. Name, address and telephone number (fax, e-mail address and web site, if applicable) of the school.
- b. Evidence that your school is supported by taxation. More than 50% of the school funds must be tax dollars from either a state or local source.
- c. List of course(s) offered.

2. **A non-profit school owned, controlled, operated, and conducted by a bona fide religious, denominational, eleemosynary, or similar public institutions exempt from property taxation - Section 132.002(a)(2)**

To establish that your school is exempt under this section, please submit all of the following:

- a. Evidence that the school is nonprofit.
- (1) If the school and owner are one and the same, please submit the following for the owner: Evidence of owner's nonprofit status with the Internal Revenue Service under *Section 501(c)(3)*. This may be a tax-exempt certificate or letter from the Internal Revenue Service.
- A school is considered to be one and the same with the owner if the owner is responsible for all the school's liabilities and assets; the owner's tax return includes the school; all of the school's employees are paid by the owner; and the executive body of the owner run the organization's entire operation, including the school.
- (2) If the school is not one and the same with the owner, submit either evidence of non-profit status for the school with the Internal Revenue Service under *Section 501(c)(3)* in the form of a tax-exempt certificate or letter from the Internal Revenue Service or the following for the school in the form of a notarized affidavit:
- (a) Financial statements, preferably audited, for the most recent fiscal year. These financial statements must be in a form consistent with generally accepted accounting principles and include a statement of financial position, statement of results of operation, and statement of changes in financial position. These financial statements must be prepared by a licensed, independent public accountant or certified public accountant registered with the State Board of Accountancy. Also, included with the financial statements must be a salary schedule that includes each employee's or officer's name, annual salary, and position with the organization.
- (b) Describe any plan for the distribution of earnings or the sharing of income of the school.
- (c) Describe the plan for distribution of the assets of the school upon dissolution.
- (d) The following information should be submitted concerning course income and expenses:
- (I) State the amount of tuition, fees and other charges for each course of instruction.
- (II) State the estimated cost per student for each course of instruction and provide a breakdown of expenses.
- (III) If the cost per student is less than the amount of tuition, fees, and other charges collected for any course, an explanation must be provided for the excess charges.
- b. Evidence that the school is owned, controlled, operated and conducted by one of the following (submit evidence as noted):

- (1) A bona fide religious or denominational institution.

Submit the following:

- (a) Notarized affidavit with the name of the religion or denomination and explanation of how it owns, controls, operates, and conducts the school.
- (b) By-laws and articles of incorporation if the institution is incorporated.

Or,

- (2) A bona fide eleemosynary institution.

Submit the following:

- (a) Notarized affidavit with the name of the eleemosynary institution and explanation of how it owns, controls, operates and conducts the school (facilities, faculty, subject matter, how tuition is paid). The affidavit must also include information to show that the institution was created for charitable and benevolent purposes, is nonprofit and receives all or more than 50% of its sustaining funds from donations or gifts. The percentage of total funding that these donations and gifts constitute must be given.
- (b) State whether the Board of Directors receives any remuneration and include information about the fee schedule for instruction, unless previously stated as required under 2a(2).
- (c) If incorporated, by-laws and articles of incorporation.

Or,

- (3) A public institution similar to (1) or (2).

Submit the following:

- (a) Notarized affidavit with the name of the institution and an explanation of how it owns, controls, operates and conducts the school. The affidavit must also give reasons why you believe this institution to be public and similar to a religious, denominational or eleemosynary institution.
- (b) By-laws and articles of incorporation if incorporated and provide the appropriate information as requested under 2b(1) or (2).

- c. Evidence that the school is exempt from property taxation. Submit one of the following pieces of evidence:

- (1) A document from the local county taxing authority that shows the institution is exempt from local property taxation.
- (2) If the institution does not own real property, a notarized affidavit to that effect.

- d. Name, address and telephone number (fax number, e-mail address and web site, if applicable) of school.

- e. Name, objective, length and cost of course(s) offered.
- f. Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.

3. **A school or training program that offers instruction or course of purely avocational or recreational subjects as determined by the Commission - Section 132.002(a)(3)**

To establish that your school or training program is exempt under this section, please submit all of the following:

- a. School name, address and telephone number (fax number, e-mail address and web site, if applicable).
- b. Name, content, length and cost of course(s) offered.
- c. Objective of course(s) and an explanation of how the subjects are taught for purely avocational or recreational purposes. A course taught for purposes of preparing persons for paid employment as a teacher or other professional, or for the continuing education of a professional, cannot be considered as for purely avocational or recreational purposes.
- d. Types of students (examples: children 7-12, homemakers, teachers, general public, etc.).
- e. Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.

4. **A course or courses of instruction or study sponsored by an employer for the training and preparation of its own employees, and for which no tuition fee is charged to the student - Section 132.002(a)(4)**

A "sponsor" is a person or organization that pays for or plans and carries out a project or activity. (AG Opinion - JM 529)

To establish that your course is exempt under this section, please submit all of the following:

- a. Employer name, address and telephone number (fax number, e-mail address and web site, if applicable).
- b. Name, objective, length and cost of course(s) offered.
- c. A notarized affidavit from the school stating that no students other than employer-sponsored will be solicited or enrolled. Further, the employer will bear all the tuition costs and the employee will not be required to reimburse the employer by means of cash, production of work without pay, or any other means. The affidavit must include a list of the employers' names and addresses as well as the name and phone number of a contact person with each employer.
- d. Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.

5. **A course or courses of study or instruction sponsored by a recognized trade, business, or professional organization for the instruction of the members of the organization with a closed membership - Section 132.002(a)(5)**

A "sponsor" is a person or organization that pays for or plans and carries out a project or activity.
(AG Opinion - JM 529)

To establish that your course is exempt under this section, please submit all of the following:

- a. Sponsoring person or organization's name, address, and telephone number (fax number, e-mail address and web site address, if applicable).
- b. Name, objective, length and cost of course(s) offered.
- c. Letter from each recognized trade, business or professional organization that will sponsor students. This letter must include an explanation as to how the membership is closed. Membership is not closed if any member of the public can join. Such organization must provide other services and benefits to their members in addition to the educational instruction they offer. In addition, the organization may be asked to furnish the charter and by-laws.
- d. A notarized affidavit from school stating that no students other than members of the organization(s) referenced in subparagraph c. will be solicited or enrolled.
- e. Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.

6. **A private college or university that awards a recognized baccalaureate, or higher degree, and that maintain and operate educational programs for which a majority of the credits given are transferable to a college, junior college, or university supported entirely or partly by taxation from either a local or state source - Section 132.002(a)(6)**

To establish that your school is exempt under this section, please submit all of the following:

- a. College or university name, address and telephone number (fax number, e-mail address and web site address, if applicable).
- b. Name, objective, length and cost of course(s) offered.
- c. Evidence that:
 - (1) the school or college has been licensed in Texas for at least one year;
 - (2) the school or college has a certificate of authorization from the Texas Higher Education Coordinating Board (THECB) to grant baccalaureate or higher-level degrees or a letter from THECB indicating that THECB approval is not required;
 - (3) the school or college is accredited by a THECB-recognized accrediting body;
 - (4) the school or college is in good standing with the designated accrediting body and not subject to:

- (a) probation;
 - (b) a directive to show cause as to why accreditation should not be revoked; or
 - (c) any other action that, as defined by the accrediting agency, will prevent the school from seeking approval of its degree programs; and
- (5) at least a simple majority (51 percent) of credits earned in the educational programs of the school or college are transferable to educational programs that are:
- (a) at an equivalent or higher academic level (e.g., baccalaureate to baccalaureate or higher);
 - (b) at a junior college, college or university supported entirely or partly by taxation from a local or state source; and
 - (c) within the same local/regional service area as the offered program, as determined by the Agency.

If the school is accredited by a regional accrediting body recognized by THECB, submit a copy of the accreditation letter from the accrediting body which provides the school's current accreditation status.

If the school is accredited by one of the national, professional or specialized accrediting bodies recognized by THECB, submit a letter or other document from at least one college, junior college, or university supported entirely or partly by taxation from either a local or state source, located within the same local/regional service area as the school, providing evidence that at least 51% of credits earned in the educational programs of the school are transferable to educational programs at an equivalent or higher academic level (e.g., baccalaureate to baccalaureate or higher) at that public institution of higher education.

7. **A school or course that is otherwise regulated and approved under and pursuant to any other law or rulemaking process of this state or approved for continuing education credit, by an organization that accredits courses for the maintenance of a license, except as provided by Section 132.002, Subsection (c) - Section 132.002(a)(7)**

To establish that your school is exempt under this section, please submit all of the following:

- a. School name, address and telephone number (fax, e-mail address and web site, if applicable).
- b. Name, objective, length and cost of course(s) offered.
- c. Evidence for one of the following:
 - (1) Copy of certificate, license, letter or other document showing approval of your school/course under another law or rulemaking process of the State. Also submit the appropriate copy of the law or rule. Please know that we consider on-site inspections and the required maintenance of certain records to be an integral part of being regulated, or

- (2) Letter from an organization that accredits courses for the maintenance of a license stating that this course is approved and required for Continuing Education credit [but not as provided by Section 132.002(c)].
 - d. Name, address and phone number of the office enforcing the State law by which your school is regulated and approved.
 - e. Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.
8. **An aviation school or instructor approved by and under the supervision of the Federal Aviation Administration - Section 132.002(a)(8)**

To establish that your school is exempt under this section, please submit all of the following:

- a. School name, address and telephone number (fax number, e-mail address and web site address, if applicable).
 - b. Name, objective, length and cost of course(s) offered.
 - c. A copy of the FAA Certificate for the course(s).
9. **A school that offers intensive review of a student's acquired education, training, or experience to prepare the student for an examination, other than a high school equivalency examination, that the student by law may not take unless the student has completed or substantially completed a particular degree program, or that the student is required to take as a precondition for enrollment in or admission to a particular degree program - Section 132.002(a)(9)**

To establish an exemption under this section, please submit all of the following evidence that the courses provide intensive review to prepare students to achieve the necessary scores:

- a. For an examination required for a credential after students complete or substantially complete a particular degree program.
 - (1) Name of the examination for which review and preparation is offered.
 - (2) Name of degree program that was completed or substantially completed by the student.
 - (3) A description of the education, training or experience that will be reviewed.
 - (4) Name, content, length, cost and admissions requirements of the course(s) offered.
 - (5) Name, address and telephone number (fax, e-mail address and web site, if applicable) of the company offering the intensive review course(s).
 - (6) Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.

- b. For an examination required for admission into an undergraduate or graduate degree program
- (1) Name of the degree program admissions test for which review and preparation is offered.
 - (2) Education, training or experience that will be reviewed.
 - (3) Name, content, length, cost and admissions requirements of the course(s) offered.
 - (4) Name, address and telephone number (fax, e-mail address, and web site if applicable) of the company offering the intensive review course(s).
 - (5) Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.

10. **A private school offering primary or secondary education, which may include a kindergarten or prekindergarten program, and that satisfies the compulsory attendance requirements of Section 25.085 pursuant to Section 25.086(a)(1) of the Texas Education Code - Section 132.002(a)(10)**

To establish that your school is exempt under this section, please submit all of the following:

- a. School name, address and telephone number (fax number, e-mail address and web site, if applicable).
- b. A notarized affidavit stating that the school will offer only pre-k, kindergarten, elementary and secondary education, that satisfies compulsory attendance requirements of *Section 25.085 of the Texas Education Code* pursuant to *Section 25.086 (a)(1)* and will not offer a vocational training program or seminar.

11. **A course or courses of instruction offered by bona fide electrical trade associations for the purposes of preparing students for electrical tests required for licensing and for the purpose of providing continuing education to students for the renewal of electrical licenses - Section 132.002(a)(11)**

To establish that your school is exempt under this section, please submit all of the following:

- a. Name, address and telephone number (fax number, email address and web site, if applicable) of the Electrical Trade Association; and also of the school operated by the association, if different.
- b. Name, content, length and cost of course(s) offered.
- c. A notarized affidavit identifying the name of the Electrical Trade Association and explaining how it owns, controls, operates and conducts the school.
- d. Certificate of Incorporation issued by the Secretary of State, Articles of Incorporation and by-laws of the association, requirements for membership, total number of the membership, names of the officers of the association, and services and benefits to the membership.

- e. Information explaining how the course(s) will:
 - a. prepare students for electrical tests required for licensing, or
 - b. provide continuing education to students for the renewal of electrical licenses.
- f. Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.

12. **Courses offered by a nonprofit arts organization that has as its primary purpose the provision of instruction in the dramatic arts and the communications media to persons younger than nineteen (19) years of age - Section 132.002(a)(12)**

To establish that your organization is exempt under this section, please submit all of the following:

- a. The school must be nonprofit.
 - (1) If the school and owner are one and the same, please submit the following for the owner: Evidence of nonprofit status with the Internal Revenue Service under *Section 501(c)(3)*. This may be a tax-exempt certificate or letter from the Internal Revenue Service.

A school is considered to be one and the same with the owner if the owner is responsible for all the school's liabilities and assets; the owner's tax return includes the school; all of the school's employees are paid by the owner; and the executive body of the owner runs the organization's entire operation including the school.
 - (2) If the school is not one and the same with the owner, either submit evidence of non-profit status for the school with the Internal Revenue Service under *Section 501(c)(3)* in the form of a tax-exempt certificate or letter from the Internal Revenue Service or the following for the school in the form of a notarized affidavit:
 - (a) Financial statements, preferably audited, for the most recent fiscal year. These financial statements must be in a form consistent with generally accepted accounting principles and include a statement of financial position, statement of results of operation, and statement of changes in financial position. These financial statements must be prepared by a licensed, independent public accountant or certified public accountant registered with the State Board of Accountancy. Also, included with the financial statements must be a salary schedule that includes each employee's or officer's name, annual salary and position with the organization.
 - (b) Describe any plan for the distribution of earnings or the sharing of income of the school.
 - (c) Describe the plan for distribution of the assets of the school upon dissolution.

- (d) The following information should be submitted concerning course income and expenses:
 - (I) State the amount of tuition, fees and other charges for each course of instruction.
 - (II) State the estimated cost per student for each course of instruction and provide a breakdown of expenses.
 - (III) If the cost per student is less than the amount of tuition, fees, and other charges collected for any course, an explanation must be provided for the excess charges.
- b. Letter from organization which explains how the training will be closed to those persons 19 years of age or older, to include: Articles, by-laws and information to substantiate the primary purpose of the organization as it relates to training in the dramatic arts and communications.
- c. Name, objective, length and cost of course(s) offered.
- d. Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.

13. **A course or training program conducted by a nonprofit association of air conditioning and refrigeration contractors approved by the Air Conditioning and Refrigeration Contractors Advisory Board to provide instruction for technical, business, or license examination preparation programs relating to air conditioning and refrigeration contracting, as that term is defined by the Air Conditioning and Refrigeration Contractor License Law (Chapter 1302, Occupations Code) - Section 132.002(a)(13)**

To establish that your school is exempt under this section, please submit all of the following:

- a. Name, objective, length and cost of course(s) offered.
- b. The association must be nonprofit.
 - (1) If the school and owner are one and the same, please submit the following for the owner: Evidence of nonprofit status with the Internal Revenue Service under *Section 501(c)(3)*. This may be a tax-exempt certificate or letter from the Internal Revenue Service.

A school is considered to be one and the same with the owner if the owner is responsible for all the school's liabilities and assets; the owner's tax return includes the school; all of the school's employees are paid by the owner; and the executive body of the owner runs the organization's entire operation including the school.
 - (2) If the school is not one and the same with the owner, either submit evidence of non-profit status for the school with the Internal Revenue Service under *Section 501(c)(3)* in the form of a tax-exempt certificate or letter from the Internal Revenue Service or the following for the school in the form of a notarized affidavit:

- (a) Financial statements, preferably audited, for the most recent fiscal year. These financial statements must be in a form consistent with generally accepted accounting principles and include a statement of financial position, statement of results of operation, and statement of changes in financial position. These financial statements must be prepared by a licensed, independent public accountant or certified public accountant registered with the State Board of Accountancy. Also, included with the financial statements must be a salary schedule that includes each employee's or officer's name, annual salary and position with the organization.
- (b) Description of any plan for the distribution of earnings or the sharing of income of the school.
- (c) Description of the plan for distribution of the assets of the school upon dissolution.
- (d) The following information should be submitted concerning course income and expenses:
 - (I) Amount of tuition, fees and other charges for each course offered.
 - (II) State the estimated cost per student for each course of instruction and provide a breakdown of expenses.
 - (III) If the cost per student is less than the amount of tuition, fees, and other charges collected for any course, an explanation must be provided for the excess charges.
- c. A notarized affidavit identifying the name of the Air Conditioning and Refrigeration Contractors Association that conducts the course or training program.
- d. Certificate of Incorporation issued by the Secretary of State, Articles of Incorporation, by-laws of the association, total number of the membership, names of the officers of the association, and services and benefits to the membership.
- e. Information explaining how the course(s) will:
 - (1) Prepare students for air conditioning and refrigeration tests required for licensing, or
 - (2) Provide continuing education to students for the renewal of air conditioning and refrigeration licenses.
- f. Copy of certificate, license, letter or other document showing approval of your course or training program by the Air Conditioning and Refrigeration Contractors Advisory Board.
- g. Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.

14. **A course of instruction by a plumbing trade association to prepare students for a plumbing test or program required for licensing, certification, or endorsement or to provide continuing education approved by the Texas State Board of Plumbing Examiners - Section 132.002(a)(14)**

To establish that your course is exempt under this section, please submit all of the following:

- a. Name, content, length and cost of course(s) offered.
- b. A notarized affidavit identifying the name of the Plumbing Trade Association and explaining how it conducts the school/course.
- c. Certificate of Incorporation issued by the Secretary of State, Articles of Incorporation, by-laws of the association, total number of the membership, names of the officers of the association, and services and benefits to the membership.
- d. Information explaining how the course(s) will:
 - (1) prepare students for plumbing tests or a program required for licensing, certification, or endorsement, or
 - (2) provide continuing education to students for the renewal of plumbing licenses.
- e. Copy of certificate, license, letter or other document showing approval of your school/course by the Texas State Board of Plumbing Examiners.
- f. Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.

15. **Courses of instruction in the use of hardware or software if the course is offered to a purchaser of the hardware or software or to the purchaser's employee by a person who manufactures and sells, or develops and sells, the hardware or software, and if the seller is not primarily in the business of providing courses of instruction in the use of the hardware or software, as determined by the Commission - Section 132.002(a)(15)**

To establish that your school is exempt under this section, please submit all of the following:

- a. Name(s), objective, length, cost and admissions requirements of course(s) offered.
- b. Name, address and telephone number (fax number, e-mail address, and web site if applicable) of the company offering hardware or software training.
- c. Description of the primary business of the company offering hardware or software training, including copies of company documents detailing the company's primary business.
- d. Samples of newspaper and yellow page ads, web pages, brochures, and any other means of soliciting or advertising the hardware or software training.
- e. Name(s) of specific hardware or software manufactured or developed by the company that may be purchased from the company as a prerequisite for providing training.

f. A copy of the sales contract for purchase of course instruction.

16. **A course or courses of special study or instruction financed or subsidized by local, state, or federal funds or by any person, firm, association, or agency other than the student involved, on a contract basis and having a closed enrollment - Section 132.002(b)**

To establish that your course is exempt under this section, please submit all of the following:

- a. Name of course(s),
- b. Addresses of sites where the course(s) will be offered.
- c. The nature of the group(s) of students to be served by/enrolled in the course(s), including eligibility or enrollment criteria.
- d. Explanation of how the course(s) are of special study, developed or offered specifically by contract for this specific group of students to meet their particular training needs, and open only to those students (and not open to the public).
- e. Name, address and telephone number of the sponsor providing funds for the course of special study, and the name of a contact person responsible for authorizing use of the funds by contract for the course.
- f. A complete enumeration of the source of all funds, with amounts, to be used to finance the education of the students. This must clearly demonstrate that the course is at least 51% funded by public local, state and/or federal funds. It must also clearly demonstrate that there is no cost to the participating students.
- g. A copy of the contract signed by responsible parties, stating the names of principals in contract, beginning and ending dates of the contract, and the scope of work or deliverables, which must be consistent with the above listed requirements. A letter of agreement or interest from the sponsor to develop such a contract may also suffice.

17. **Course Exemption: Development of Career Skills; Recreational or Avocational Subjects - Section 132.003**

A course or course of instruction is exempt from this chapter if it meets the following criteria:

- (1) It is a course or course of instruction that is 24 hours or less in length;
- (2) It is a course or course of instruction that costs less than \$500;
- (3) It is a course or course of instruction that is designed to teach one of the following:
 - (a) Knowledge or skills to maintain or enhance a person's competency or performance in a business, trade, or occupation; or
 - (b) Recreational or avocational subjects; and
- (4) It is a course or course of instruction in which there is not an award of any credits or units toward the completion of another course of instruction of more than 24 classroom hours, on completion of the course or course of instruction.

(A course or course of instruction is not exempt under this section if the course or course of instruction is designed to teach or is represented by the person offering the course or course of instruction as teaching knowledge of building, electrical, plumbing, mechanical, fire, or other similar technical codes applicable to the construction, remodeling, or repair of a home, building, or any other structure or improvement to real property in this state.)

Section 132.003

To establish that your school is exempt under this section, please submit all of the following:

- a. School name, address and telephone number (fax number, e-mail address and web site, if applicable).
- b. Name, objective, length and cost of course(s) offered.
- c. Objective of course and an explanation of how the course is designed to teach knowledge or skills to maintain or enhance a person's competency or performance in a business, trade or occupation.
- d. Sample of cancellation and refund policy that at a minimum provides a refund of the course fee to any person that:
 - (1) completes at least 8 hours or one-half of the course, whichever is less, and is dissatisfied with the course; and who requests a refund in writing, providing a reasonable basis for their dissatisfaction, no later than the 14th day after the date the course is concluded; or
 - (2) for a course in which the instructor or the instructor's qualifications are different from the instructor or the instructor's qualifications stated in any advertising, publicity, or solicitation for the course, notifies the school before the course begins that they elect not to attend and requests a refund. (A general refund policy that provides for a full refund of fees at any time before the course begins will satisfy the requirement of this subparagraph.)
- e. A notarized affidavit attesting to the following:
 - (1) The school will provide a written description of the course content and refund policy to students no later than the 14th day before the date the course begins; and
 - (2) The school will not enroll students or accept applications for enrollment within 14 days of the course start date; or has another method to document that registrants have received a written description of the course content and any refund policy not later than the 14th day before the date the course begins; and
 - (3) For the three-year period following the date the course is concluded, the school will maintain records sufficient to identify the differences between advertised instructors and their qualifications and actual instructors and their qualifications; and

- (4) For the three-year period following the date the course is concluded, the school will maintain a record of registrants' attendance, fees paid by registrants and any refunds paid to registrants; and
 - (5) The school will provide these records to the Commission upon request, if within the three-year record retention period.
-
- f. If enrollments are accepted within 14 days of the course start date, a complete description of the method that will document that registrants have received a written description of the course content and refund policy not later than the 14th day before the date the course begins.
 - g. Complete physical address for location where records will be stored and information relating to records storage, to include: Name, address, and telephone number (fax number, and email address if applicable) of the contact person and the preferred method of contact.
 - h. Copies of advertisements used, including newspaper and yellow page ads, web pages and marketing flyers or brochures. If you will not advertise, so state.

Completed forms, inquiries or corrections to the individual information contained in this form shall be sent to the TWC Career Schools and Colleges, 101 East 15th Street, Room 226T, Austin, Texas 78778-0001, (512) 936-3100. Individuals may receive and review information that TWC collects about the individual by emailing to open.records@twc.state.tx.us or writing to TWC Open Records, 101 E. 15th St., Rm. 266, Austin, TX 78778-0001.

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: May 26, 2011

State: Arizona

Current status: **EXEMPT**

Future action, if any: None

Based upon the enclosed email from Keith Blanchard, Deputy Director, Arizona State Board for Private Postsecondary Education dated May 26, 2011, Cerro Coso Community College is NOT required to seek authorization from the PPSE to deliver courses and programs to Arizona residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: May 27, 2011

State: Hawaii

Current status: **EXEMPT**

Action needed, if any: NONE

Based upon the enclosed email dated May 27, 2011 from Jeffrey Brunton, Cerro Coso Community College is NOT required to seek authorization from the State of Hawaii to offer courses and programs to Hawaii residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: May 27, 2011

State: Arkansas

Current status: **AUTHORIZATION AND FEES REQUIRED**

Future action, if any: Prohibit Arkansas residents from enrolling in DE courses and post notices

Based upon the enclosed email from Zannette Douglas, Institutional Certification Coordinator with the Arkansas Department of Higher Education, dated May 27, 2011, Cerro Coso Community College is REQUIRED to seek prior authorization from the ADHE to deliver courses and programs to Arkansas residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: May 27, 2011

State: Virginia

Current status: **EXEMPT**

Further Action, if any: NONE

Based upon the enclosed email dated May 27, 2011 from Linda Woodley, Director, Private & Out-of-State Postsecondary Education, State Council of Higher Education for Virginia, Cerro Coso Community College is NOT required to seek authorization (certification) from the Virginia to offer courses and programs to Virginia residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs



Minnesota Office of Higher Education
 1450 Energy Park Drive Suite 350
 Saint Paul, MN 55108-5227

Telephone: 651 642-0533
 800 657-3866
 Financial Aid: 651 642-0567
 Fax: 651 642-0675
 E-mail: info@ohe.state.mn.us
 Internet: www.ohe.state.mn.us
 TTY Relay: 800 627-3529

Degree Granting Institutional Registration – 2011-12 (New Schools & Full Review)

Previously Registered (Renewal School) Degree Granting Institutional Registration Fee is \$1200.00

Initial (New School) Degree Granting Institutional Registration Fees are as follows:

New Schools to Degree Granting Institutional Registration that offer One Degree:

Associates - \$2,000.00
 Bachelors - \$2,500.00
 Masters - \$3,000.00
 Doctoral - \$3,500.00

New Schools to Degree Granting Institutional Registration that offer Two or More Degree or Non-Degree Programs:

Non-Degree Programs - \$250.00 each
 Associates - \$2,000.00 + \$250.00 for each additional
 Bachelors - \$2,500.00 + \$500.00 for each additional
 Masters - \$3,000.00 + \$750.00 for each additional
 Doctoral - \$3,500.00 + \$1000.00 for each additional

Pursuant to *Minnesota Statutes 136A.61-136A.71* this application must be completed by any school which falls in any one or more of the following categories:

- a. private non- profit post secondary education institution which offers a degree
- b. private for profit post secondary education institution which offers a degree
- c. non-Minnesota public and private post secondary institutions offering programs or courses to students in Minnesota which do not require them to leave the state of Minnesota for completion.
- d. non-Minnesota individuals, entity or institution which contracts with Minnesota post secondary institution to provide training for which credits may be awarded that can be applied towards a degree.

If you have any questions, please contact the office for the Degree Granting Institutional Registration program by calling George Roedler Jr. (651) 259-3975 george.roedler@state.mn.us or Brian Geraghty (651) 259-3976 brian.geraghty@state.mn.us

Mail all registration materials and a **\$1200.00** renewal fee (for New School Fee's see above) in check form made payable to the *Office of Higher Education* to:

Office of Higher Education
ATTN: Degree Granting Institutional Registration
PO Box 64449
St. Paul, MN 55164

Degree Granting Institutional Registration

Application Form

2011-12

Identification Information		
Date of Application:		
Name of School*:		
School Street Address:		
School General Information Phone Number:		
City:	State:	Zipcode:
Accreditation (if any):		
Website:		
School official to contact for further information regarding this application		
Name:		
Title:		
E-mail:		Phone:
Contact Address:		
City:	State:	Zipcode:

** If application is for more than one school location, complete above information for each location.*

School Ownership <i>check appropriate box</i>			
<input type="checkbox"/> proprietorship	<input type="checkbox"/> partnership	<input type="checkbox"/> corporation/LLC	<input type="checkbox"/> public

Complete the appropriate section below.

Proprietorship <i>list name and home address of proprietor</i>		
Name of Proprietor:		
Home Street Address:		
City:	State:	Zipcode:

- Continued -

<i>Partnership list names, titles, and home addresses of all partner. Attach additional sheet if necessary.</i>		
Name:		Title:
Home Street Address:		
City:	State:	Zipcode:
Name:		Title:
Home Street Address:		
City:	State:	Zipcode:
Name:		Title:
Home Street Address:		
City:	State:	Zipcode:

Corporation		
Corporate Name:		
Corporate Office Street Address:		
City:	State:	Zipcode:
<i>List the names, titles, and home addresses of corporate officers. Attach additional sheet if necessary.</i>		
Name:		Title:
Home Street Address:		
City:	State:	Zipcode:
Name:		Title:
Home Street Address:		
City:	State:	Zipcode:
Name:		Title:
Home Street Address:		
City:	State:	Zipcode:

<i>Public List name, title, mailing address of school official</i>		
Name:		Title:
Address:		
City:	State:	Zipcode:

Required Application Materials

The following materials must be included with your application. If any of the following items are submitted as part of a larger document, please attach a cover sheet listing specific page references.

1. A copy of the school's articles of incorporation, constitution, by-laws, or other operating documents. (If for renewal copies of any changes made to the above).
2. A copy of the official statement of the school's mission and goals.
3. Evidence of any school or program licenses granted by any of the following Minnesota state agencies or their counterparts in other states:
 - Board of Barber Examiners
 - Board of Cosmetologist Examiners
 - Minnesota Board of Nursing
 - Commissioner of Securities
 - Minnesota Department of Health
 - Minnesota Department of Transportation
 - Other State Agencies
4. A fiscal balance sheet and income statement for the end of institutions' most recent fiscal year or a certified audit of the immediate past fiscal year of the school including any management letters. In understanding that schools use different calendars for fiscal years, we are requesting the most recent available information, with an indication of the fiscal year cycle in effect. This must be information reflecting the financial condition of the school at some point within the last 12-month period. This office reserves the right to request additional information as deemed necessary.
5. One copy of all media advertising and promotional literature and brochures currently in use or prepared for use in the near future in Minnesota.
6. Current school catalog and student handbook used in Minnesota and, if not contained in the catalog, the information required by *Minnesota Statute* 136A.64 **as listed on the checklist on page #9**. Please remember to provide specific page references.

The following Registration Disclosure Paragraph in its entirety must be included in your Catalog:

"(Institution Name) is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions."

7. Submit the school's plan for the preservation of student records pursuant to *Minnesota Rules* 4840.0400 Subpart 2. The plan should include:
 - a. a description of the current method of protecting and providing student records; and
 - b. a copy of the enclosed ***Student Records Protection Plan*** signed by another organization agreeing to protect your school's student records in the event of closure.
8. Name of your institutions Accrediting Body, if none then indicate so in writing.
9. If your institution offers **courses at off-campus sites in Minnesota**, submit:

The location of each off-campus site in Minnesota as well as the number of students at each site for Spring 2011.

If your institution offers **courses and programs via distance education to students in Minnesota**, submit:

A list of all programs available in Minnesota and enrollment in Minnesota by program (Spring 2011), or
A list of all courses available in Minnesota and overall enrollment in Minnesota (Spring 2011).

Degree or Non-Degree Program Addition Fees

*** note this page is not applicable to 1st time Registrants (they would follow fees on pg#1)

MN Statute 136A.69, subd. 3 (effective August 1, 2010)

The Minnesota Office of Higher Education's office processing fees for adding a degree or non-degree program are as follows:

Non-Degree Program That <u>is</u> Part of an Existing Degree -	<u>\$-0-</u>
Non-Degree Program That <u>is not</u> Part of an Existing Degree -	<u>\$250.00 each</u>
Majors, Specializations, Emphasis Areas, Concentrations, and other Similar Areas of Emphasis -	<u>\$250.00 each</u>
Associate Degrees -	<u>\$500.00 each</u>
Baccalaureate Degrees -	<u>\$500.00 each</u>
Masters Degrees -	<u>\$750.00 each</u>
Doctorate Degrees -	<u>\$2,000.00 each</u>

Visit or Consulting Fee. If the office determines that a fact-finding visit or outside consultant is necessary to review or evaluate any new or revised degree/program, the off shall be reimbursed for the expenses incurred related to the review as follows: 1) \$400 for the team base fee or for a paper review conducted by a consultant if the office determines that a fact-finding visit is not required; 2) \$300 for each day or part thereof on site per team member; and 3) the actual cost of customary meals, lodging, and related travel expenses incurred by team members.

Submission Requirements for Degrees and Programs

First Time Registrants, Schools Adding a New Degree and/or New Degree Level or Program are required to send the following:

Schools intending to offer degrees/programs in Minnesota or to Minnesota residents

Attach a description of the proposed offerings in, including:

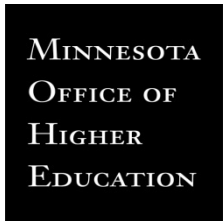
1. The programs with degrees awarded.
2. A list of courses with brief descriptions, copies of course syllabi, or their equivalent educational activities, and their mode of delivery.
3. A list of the faculty with relevant education (including college degrees and majors) and work experience and experience as well as a description of the standards and procedures for hiring faculty.
4. A description of the classroom, laboratory, library, practicum, or other facilities.
5. A description of how the Minnesota operation will function in the overall academic and administrative organization of the institution.
6. A rational showing that the degree program is consistent with the school's mission and goals.
7. A description of the academic and administrative mechanisms that will be used to oversee the quality of its educational program.

Any individual, entity or post secondary institution located in another state or country that contracts with a school located within Minnesota to offer educational program, training programs, or award postsecondary credits or continuing education credits to Minnesota resident that may be applied to a degree program:

Submit the following:

1. All information required in lines 1 - 7 above.
2. The name and address of the Minnesota school that is contracted with.
3. A copy of formal contractual agreement.

We recognize that the findings and recommendations of accrediting bodies are generally confidential and reported only to the board or institution under review. We are also aware the governmental reliance on these judgments for eligibility or certification has a tendency to distort the accrediting process and have, therefore, refrained from any mandatory use of accrediting judgments of information. Nevertheless, a school may wish to voluntarily submit the pertinent sections of the most recent self-study or assessment, or a comparable assessment, to satisfy the above request, and this will be acceptable to the Office of Higher Education for the initial submission.



Student Records Protection Plan In the Event of Institutional Closure

2011-12

Minnesota Statutes 136A.68 and Minnesota Rules 4840.400 Subpart 2 require that all registered institutions provide to the Office of Higher Education an agreement between the registered institution and another organization acceptable to OHE, to maintain and make accessible official copies of the student records of the registered institution should it cease operation.

This form is to be filled out by the organization which agrees to hold student records in the event of institutional closure.

2T agrees to hold the student records of
(name of organization to receive the records)

2T for at least 50 years should the
(name of registered institution)

2T cease to exist, and agrees to (name of registered institution) maintain and provide official copies of these records

2T
(organization to receive student records)

further agrees to inform the Minnesota Office of Higher Education in writing at the address below in the event of its inability to continue to execute this agreement.

2T (name) 2T (title)

2T
(name and address of organization to receive the records)

Subscribed and sworn to this 2T day of 2T, 202T

(signature)

Notary (signature and seal)

Minnesota Office of Higher Education - Attn: Registration - PO Box 64449 - St. Paul, MN 55164



Degree Granting Institutional Registration

Affidavit

2011-12

The following affidavit is to be completed and signed by the owner/proprietor, general partner, managing partner, authorized corporate officer, or other representative of the school authorized by the school's governing board to sign contracts on behalf of the institution.

State of: 2T

County of: 2T

2T, being duly sworn deposes and
(name)

says that (s)he is the

2T of
(title of position held)

2T
(name of school)

and that any attached information, and previously submitted information not replaced by the attached information is and continues to be true to the best of his/her knowledge, information and belief.

(signature of institutional officer)

Subscribed and sworn to this 2T day of 2T, 202T

(notary public)

(SEAL) _____ County _____

- Application form for: 2T
 - Articles of incorporation, constitution, bylaws, or other operating documents
 - Statement of mission and goals
 - Program or school licenses (if applicable)
 - Certified public audit or a fiscal balance sheet with income statement on an accrual basis for the most recent fiscal year (If not included with application materials OHE can expect to receive your financials by the following date: 2T)
 - Media advertising and promotional materials
 - Copy of School Catalog (the following indented checkbox items may already be included in your School Catalog, if they are not please submit them to our office).
 - Board members, if any
 - Current institutional officers
 - Faculty with degrees and/or experience
 - School facilities
 - Course offerings
 - Program completion requirements
 - Schedule of fees, tuition, and any required charges
 - Refund or adjustment
 - Credit for prior education or experience
 - Admissions
 - Evaluation
 - Suspension
 - Dismissal
 - Required (Registration) Disclosure Statement: "(Institution Name) is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions."
 - Degree/Program changes or additions with requirements (pg 6) as well as appropriate fee (pg 5). If no changes or additions are made at this point then keep pages 5-6 on hand for referencing purposes for the time when such changes or additions are made. New degrees/programs must have prior approval by OHE before they can be offered.
 - Plan for preservation of school records including the completed *Student Records Protection Plan*
 - Affidavit with dated and notarized signature
 - \$1200.00 renewal fee (for initial registration fee see Pg.#1) check to the Office of Higher Education
 - Name of institutions Accrediting Body
 - If institution has a current *Letter of Credit (LOC)* posted with the *United States Department of Education* or is participating in TITLE IV through Alternative Zone Option a School Bond will be required in the same amount (up to \$250,000 Bond). If you have an LOC contact OHE for further information on how to proceed.
- Letter of Credit with USDE: YES or NO

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 1, 2011

State: Illinois

Current status: **EXEMPT**

Action needed, if any: NONE

Based upon the enclosed email dated June 1, 2011 from Nina Tangman of the Illinois Board of Higher Education, Cerro Coso Community College is NOT required to seek authorization from the Illinois Board of Higher Education to offer courses and programs to Hawaii residents via distance education.

Cerro Coso was required to electronically file a Distance Education Programs – Online Request Form with the IBHE and mail a signed copy to the IBHE. Said form was signed by Jill Board, President and mailed to the IBHE on June 3, 2011.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 2, 2011

State: New Jersey

Current status: **EXEMPT**

Further Action, if any: NONE

Based upon the enclosed email dated June 2, 2011 from Iris L. Duffield of the Office of Academic Affairs, New Jersey Commission on Higher Education, Cerro Coso Community College is NOT required to seek authorization from the New Jersey Commission on Higher Education to offer courses and programs to New Jersey residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 2, 2011

State: South Carolina

Current status: **EXEMPT**

Further action, if any: NONE*

Based upon the enclosed email dated June 2, 2011 from Renea H. Eshleman, Program Manager, Nonpublic Postsecondary Institution Licensing, South Carolina Commission on Higher Education, Cerro Coso Community College is NOT required to seek authorization from the SCCHE to offer courses and programs to South Carolina residents via distance education.

*South Carolina does not require that an exempt institution apply for an exemption

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 3, 2011

State: Delaware

Current status: **EXEMPT**

Based upon the enclosed email dated June 3, 2011 from Wayne Barton, Director, Teacher and Administrator Quality Development, Cerro Coso Community College is NOT required to seek authorization from the Delaware Department of Education to offer courses and programs to Delaware residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 3, 2011

State: Nebraska

Current status: **EXEMPT**

Further Action needed: NONE

Based upon the enclosed email (incorrectly) dated May 3, 2011 from Marshall A. Hill of Nebraska's Coordinating Commission for Postsecondary Education (CCPE) and the enclosed email dated June 2, 2011 from Kathleen Fimple, Academic Programs Officer, CCPE, Cerro Coso Community College is NOT required to seek authorization from the Coordinating Commission for Postsecondary Education to offer courses and programs to Nebraska residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

Distance Ed Demographics - Term: On-line by State Unduplicated Students Enrolled in one or more Distance

College:<All>	DE by Category	Transfer:<All>	Voc Ed:<All>	Basic Skills:<All>	Credit Status:<All>
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	CC				
	200650		200670		200730
	Students	%	Students	%	Students
AA	1	0.1%			
AE	3	0.2%	4	0.2%	4
AK	2	0.1%	4	0.2%	2
AL					1
AP	3	0.2%	4	0.2%	3
AR			2	0.1%	2
AZ	7	0.4%	6	0.2%	5
BC	1	0.1%	1	0.0%	
CA	1,846	94.7%	2,408	93.7%	2,528
CO	5	0.3%	7	0.3%	8
CT			1	0.0%	
DC	1	0.1%			
FL	6	0.3%	12	0.5%	12
FR					
GA	4	0.2%	3	0.1%	2
GU					1
HI	2	0.1%	3	0.1%	5
IA	1	0.1%	1	0.0%	2
ID	1	0.1%	3	0.1%	2
IL	1	0.1%	2	0.1%	3
IN					
KS					2
KY			1	0.0%	1
LA			1	0.0%	2
MA	2	0.1%	3	0.1%	1
MD	4	0.2%	8	0.3%	3
ME			2	0.1%	2
MI	1	0.1%	2	0.1%	2
MN	2	0.1%			
MO			2	0.1%	2
MS	1	0.1%	3	0.1%	2
MT			3	0.1%	2
NC	4	0.2%	3	0.1%	4
ND					1
NE					
NH			1	0.0%	1
NJ			1	0.0%	
NM	3	0.2%	3	0.1%	5

NV	5	0.3%	20	0.8%	20
NY			3	0.1%	2
OH	1	0.1%	2	0.1%	2
OK	4	0.2%	4	0.2%	
ON			1	0.0%	1
OR	1	0.1%	5	0.2%	5
PA	1	0.1%	2	0.1%	2
PR	1	0.1%			
QE					
RI	1	0.1%			1
SC			3	0.1%	2
SD					
TN	2	0.1%	1	0.0%	1
TX	13	0.7%	13	0.5%	8
UT	3	0.2%	5	0.2%	4
VA	4	0.2%	3	0.1%	4
VT	1	0.1%	1	0.0%	1
WA	9	0.5%	11	0.4%	5
WI					1
WV					
WY	1	0.1%	1	0.0%	
	1	0.1%			
Sum	1,949		2,569		2,669

Ed Courses at Census Note: Student count may be duplicated between Colleges but the Sum is unduplicated

Gender:<All>

	200750		200770		200830		200850		200870
%	Students	%	Students	%	Students	%	Students	%	Students
0.1%	1	0.1%	3	0.1%	3	0.1%	1	0.1%	3
0.1%	3	0.2%	2	0.1%	3	0.1%	2	0.1%	4
0.0%			1	0.0%	1	0.0%	1	0.1%	
0.1%	2	0.1%	4	0.2%	2	0.1%	1	0.1%	3
0.1%	1	0.1%	2	0.1%	2	0.1%			
0.2%	5	0.3%	5	0.2%	6	0.2%	4	0.3%	4
			1	0.0%	1	0.0%			
94.7%	1,727	95.7%	2,472	95.8%	2,701	96.1%	1,530	96.5%	2,400
0.3%	4	0.2%	8	0.3%	11	0.4%	3	0.2%	3
							1	0.1%	
	1	0.1%			1	0.0%	1	0.1%	
0.4%	7	0.4%	7	0.3%	3	0.1%	1	0.1%	2
0.1%	1	0.1%	3	0.1%	2	0.1%	1	0.1%	
0.0%									1
0.2%			4	0.2%	4	0.1%			4
0.1%	1	0.1%	2	0.1%	2	0.1%	1	0.1%	1
0.1%	2	0.1%	3	0.1%	2	0.1%	1	0.1%	1
0.1%	1	0.1%							
0.1%			1	0.0%	1	0.0%	1	0.1%	1
0.0%	1	0.1%	2	0.1%	1	0.0%	1	0.1%	1
0.1%									1
0.0%	2	0.1%	1	0.0%	2	0.1%			1
0.1%	1	0.1%	4	0.2%	2	0.1%			1
0.1%									
0.1%	1	0.1%	2	0.1%	2	0.1%	1	0.1%	
									1
0.1%	2	0.1%	4	0.2%	3	0.1%			2
0.1%	2	0.1%	1	0.0%	1	0.0%	2	0.1%	1
0.1%			3	0.1%	1	0.0%	1	0.1%	1
0.1%	2	0.1%	4	0.2%	6	0.2%	3	0.2%	6
0.0%									
	1	0.1%							
0.0%	1	0.1%					1	0.1%	
	1	0.1%							
0.2%	2	0.1%	1	0.0%	4	0.1%	2	0.1%	3

0.7%	5	0.3%	9	0.3%	10	0.4%	6	0.4%	14
0.1%	2	0.1%	3	0.1%	4	0.1%	4	0.3%	2
0.1%			1	0.0%	1	0.0%	1	0.1%	1
			2	0.1%	1	0.0%	1	0.1%	3
0.0%			1	0.0%					
0.2%	2	0.1%	2	0.1%	1	0.0%	1	0.1%	2
0.1%	2	0.1%	1	0.0%	2	0.1%			
					1	0.0%			
0.0%									
0.1%			1	0.0%					
0.0%			1	0.0%	2	0.1%			1
0.3%	12	0.7%	5	0.2%	5	0.2%	3	0.2%	5
0.1%			4	0.2%	4	0.1%	2	0.1%	1
0.1%	4	0.2%	4	0.2%	4	0.1%	3	0.2%	6
0.0%									1
0.2%	3	0.2%	4	0.2%	6	0.2%	2	0.1%	6
0.0%			1	0.0%	2	0.1%	1	0.1%	1
					1	0.0%			
	1	0.1%	1	0.0%	1	0.0%	2	0.1%	1
	1	0.1%							1
	1,804		2,580		2,812		1,586		2,490

1. Problems with course coding may affect results in years prior to 2008-09. Gender included to join Person tab

	200930		200950		200970		201030		201050	
%	Students	%	Students	%	Students	%	Students	%	Students	%
	1	0.0%	1	0.0%						
0.1%	2	0.1%			2	0.1%	2	0.1%	1	0.0%
0.2%	2	0.1%	3	0.1%	6	0.2%	3	0.1%	2	0.1%
							1	0.0%		
0.1%	2	0.1%	2	0.1%	3	0.1%	1	0.0%		
					3	0.1%	3	0.1%		
0.2%	9	0.3%	9	0.3%	7	0.2%	6	0.2%	4	0.1%
96.4%	3,185	97.2%	2,519	97.4%	3,235	97.4%	3,685	98.0%	3,358	98.4%
0.1%	3	0.1%	3	0.1%	3	0.1%	3	0.1%	1	0.0%
			1	0.0%						
0.1%	4	0.1%	3	0.1%	5	0.2%	4	0.1%	2	0.1%
							1	0.0%	1	0.0%
	1	0.0%			1	0.0%				
0.0%	1	0.0%			1	0.0%	1	0.0%		
0.2%	3	0.1%	3	0.1%	2	0.1%	2	0.1%	1	0.0%
0.0%	1	0.0%					1	0.0%		
0.0%	1	0.0%			2	0.1%	1	0.0%		
	2	0.1%					1	0.0%		
							1	0.0%		
0.0%	2	0.1%	2	0.1%						
0.0%	2	0.1%	1	0.0%	2	0.1%	2	0.1%	1	0.0%
0.0%	1	0.0%			1	0.0%	1	0.0%	1	0.0%
0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%
0.0%	3	0.1%	2	0.1%	2	0.1%	2	0.1%		
	1	0.0%	1	0.0%	2	0.1%	1	0.0%	3	0.1%
0.0%			1	0.0%	2	0.1%	1	0.0%		
0.1%	3	0.1%			4	0.1%			2	0.1%
0.0%	1	0.0%	1	0.0%	2	0.1%	1	0.0%		
0.0%					1	0.0%			1	0.0%
0.2%	5	0.2%	3	0.1%	4	0.1%	3	0.1%	2	0.1%
			1	0.0%			1	0.0%	1	0.0%
									1	0.0%
0.1%	4	0.1%	3	0.1%	2	0.1%	1	0.0%	1	0.0%

0.6%	11	0.3%	7	0.3%	11	0.3%	9	0.2%	12	0.4%
0.1%	2	0.1%	3	0.1%	1	0.0%	2	0.1%	4	0.1%
0.0%	1	0.0%	1	0.0%	1	0.0%				
0.1%	1	0.0%								
0.1%	4	0.1%	2	0.1%	2	0.1%	1	0.0%		
					1	0.0%				
	1	0.0%								
0.0%										
0.2%	7	0.2%	4	0.2%	4	0.1%	8	0.2%	3	0.1%
0.0%	2	0.1%	3	0.1%	2	0.1%	2	0.1%	2	0.1%
0.2%	3	0.1%	1	0.0%	3	0.1%	2	0.1%	2	0.1%
0.0%	1	0.0%			1	0.0%				
0.2%	2	0.1%	4	0.2%	2	0.1%	4	0.1%	3	0.1%
0.0%	1	0.0%			1	0.0%			1	0.0%
0.0%	1	0.0%	1	0.0%			1	0.0%	1	0.0%
0.0%										
	3,277		2,586		3,322		3,759		3,412	

le for consistency between sheets. College : 'CC' , Term : '201150, 201130, 201070, 201050, 201030, 200

201070		201130		201150	
Students	%	Students	%	Students	%
1	0.0%				
2	0.0%	1	0.0%		
		1	0.0%	1	0.0%
1	0.0%	3	0.1%	2	0.1%
3,944	98.6%	3,762	98.6%	3,126	99.0%
3	0.1%	1	0.0%	2	0.1%
1	0.0%	1	0.0%		
3	0.1%	2	0.1%	2	0.1%
1	0.0%	1	0.0%		
				1	0.0%
1	0.0%	1	0.0%		
2	0.0%	1	0.0%		
1	0.0%	1	0.0%		
2	0.0%	2	0.1%		
3	0.1%	1	0.0%	1	0.0%
1	0.0%	1	0.0%	1	0.0%
1	0.0%	1	0.0%		
2	0.0%	1	0.0%		
1	0.0%	1	0.0%		
				1	0.0%
1	0.0%	1	0.0%		
1	0.0%	1	0.0%		
1	0.0%	1	0.0%	2	0.1%
2	0.0%	2	0.1%		

8	0.2%	6	0.2%	6	0.2%
		3	0.1%		
1	0.0%	1	0.0%		
		1	0.0%	1	0.0%
1	0.0%	1	0.0%		
		1	0.0%		
1	0.0%	1	0.0%		
5	0.1%	3	0.1%	4	0.1%
1	0.0%	1	0.0%		
6	0.1%	4	0.1%	4	0.1%
		2	0.1%	1	0.0%
3	0.1%	4	0.1%	2	0.1%
		1	0.0%		
				1	0.0%
4,001		3,816		3,158	

970, 200950, 200930, 200870, 200850, 200830, 200770, 200750, 200730, 200670, 200650' 07-JUN-1'



I was referred to your department if I had questions on completing the above referenced form.

Cerro Coso Community College offers course and degree programs via distance education to PA residents.

Cerro Coso does not intend to have any physical presence in the PA and does not intend to conduct any activities in PA nor advertise or otherwise market or recruit students in PA.

However, I needed further clarification in order to complete the section dealing with whether or not our college would engage student in internships, practica, clinical preceptorships, student teaching, observations or other such activities in PA.

Cerro Coso has two courses in two separate associate degree programs that require an enrolled student residing in PA to engage in an internship or practica within PA.

They are listed below under the relevant section of the PA Information form for Out-of-State Entities.

From the PA Information Form: **“Identify the specific program(s) and the degree to which the program leads”**

Program: Child Development

Degree: Child Development Associate of Arts degree

From the PA Information Form: **“Identify each offering, identify the course or specific requirement that must be completed at a physical location in PA”**

Course: CHDV C203 – Practicum – Field Experience

This course requires students to work in a supervised field experience and are required to perform at least 54 hours of practicum work under the direct supervision of a Master Teacher (or someone who would qualify as Master Teacher) in a Cerro Coso instructor approved infant/toddler or preschool program.

From the PA Information Form: **“Identify the specific program(s) and the degree to which the program leads”**

Program: Paralegal Studies

Degree: Paralegal Studies Associate of Science degree

From the PA Form: **“Identify each offering, identify the course or specific requirement that must be completed at a physical location in PA”**

Course: PARA C290 – Paralegal Studies Internship

This course requires students to arrange for 60 hours of volunteering or 75 hours of work experience in a PA law office under the supervision of a PA attorney and/or other legal professional.

Please note: The Cerro Coso Community College instructor teaching either of the above courses will not be physically present in the state of PA. The instructor will rely upon the student verifying that they have completed the required number of hours engaged in EITHER the Child Development observation of

infant/toddler or preschool age children OR in the case of the paralegal program, completion of the required number of hours volunteering or working in a PA attorney's office.

My question is do either of the above requirements meet the PA definition of "practica" or "internship" under the relevant PA regulations?

Once I receive your response to my inquiry, I will complete the Information Form and forward it electronically to your office.

Kansas Private/Out-of-State Private Postsecondary Institution Questionnaire
Subject to K.S.A. 74-32,162 et seq.

1. Is your school (a) a private school (a school that is a business enterprise, whether operated on a profit or not-for-profit basis) or (b) a school that is an educational institution chartered, incorporated or otherwise organized under the laws of any jurisdiction other than the state of Kansas? Cerro Coso Community College is a public, California Community College organized under the laws of the State of California.
2. Is your school providing or offering educational programs/courses in Kansas or to Kansans who will remain in Kansas while taking such courses?¹ YES.
3. If you answered yes to question #2, (1) can the courses/programs your schools offers to Kansans lead to an academic degree and/or (2) are the courses/programs your school offers to Kansans for the purpose of training or preparing people for a field of endeavor in a business, trade, technical or industrial occupation? YES to both.
4. Does your school have a physical (brick and mortar) presence in Kansas, either at a school or business office? NO
5. How many persons, who currently reside in Kansas, are participating in or taking any courses or programs through your school? Zero – no Kansans enrolled at this time
6. In the last five (5) years, how many Kansans have taken classes at any of your school's Kansas locations and/or taken any online classes from your school? 2007 – 2 Kansans; 2008 – 1 Kansan; 2009 – 2 Kansans; No other Kansans since 2009.
7. Has your school done any direct marketing in Kansas or does it intend to do any (sending individuals to the state in order to recruit, doing advertising through Kansas radio or television stations, newspapers or magazine ads, doing direct mail to Kansans, etc)? NO
8. Does your school require any student to complete an internship, clinical, seminars or other group on-ground supervised activities conducted or located in Kansas? YES
9. Does your school have (or intend to have) any employees or contractors (persons that administer, coordinate, teach, train, tutor, counsel, advise or conduct any other activity on behalf of the school) who perform work for your school in or from a location in Kansas? NO
10. Does your school have an IP address in Kansas? NO
11. Does your school have a representative/agent, phone number, fax number or mailing address located in Kansas? NO

¹ Including on-line courses that may be accessed by students who are located in Kansas.

12. What is the approximate yearly revenue your school has derived from providing courses to students who reside in Kansas? \$0 in the past two years. Kansans who enroll in the Fall 2011 semester and beyond would pay a non-resident fee of \$203/unit, which includes a capital outlay fee.
13. Does your school specifically mention, advertise, or note that it is offering courses to persons residing in Kansas, offering courses that meet the requirements of a licensing body in Kansas, or do anything to actively encourage enrollment by persons residing in Kansas? NO
14. Does your school regularly have non-internet contacts with students residing in Kansas (e.g. Do faculty, administration, counselors or other school employees or contractors, call students while they are at home in Kansas? Does your school or its instructors send email or regular mail to Kansas students? Does your school conduct web seminars in which Kansas residents participate, etc.)? NO, but if Kansans registered for any of our Cerro Coso's courses in the future delivered via distance education, email contact between Cerro Coso instructors and their students would be normal. Telephonic communiqués would be rare and used only in case of unusual or emergency circumstances.
15. Do you believe that your school is exempt from Kansas law because it falls under the scope of any of the exemptions listed in K.S.A. 74-32,164?² If so, please provide facts. NO, see attached statute

² (a) An institution supported primarily by Kansas taxation from either a local or state source;

(b) an institution or training program which offers instruction only for avocational or recreational purposes as determined by the state board;

(c) a course or courses of instruction or study, excluding degree-granting programs, sponsored by an employer for the training and preparation of its own employees, and for which no tuition or other fee is charged to the student;

(d) a course or courses of instruction or study sponsored by a recognized trade, business or professional organization having a closed membership for the instruction of the members of the organization, and for which no tuition or other fee is charged to the student;

(e) an institution which is otherwise regulated and approved under any other law of this state;

(f) a course or courses of special study or instruction having a closed enrollment and financed or subsidized on a contract basis by local or state government, private industry, or any person, firm, association or agency, other than the student involved;

(g) an institution financed or subsidized by federal or special funds which has applied to the state board for exemption from the provisions of this act and which has been declared exempt by the state board because it has found that the operation of such institution is outside the purview of this act;

(h) the Kansas City college and bible school, inc.; and

(i) any postsecondary educational institution which was granted approval to confer academic or honorary degrees by the state board of education under the provisions of K.S.A. 17-6105 prior to its repeal.

Missouri Department of Higher Education
Attention: Distance Education Certification
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102

I, Jill Board, hereby state and affirm that Cerro Coso Community College, a member college of the Kern Community College District, located at 3000 College Heights Blvd., in the City of Ridgecrest, County of Kern, State of California is fully accredited by the Accrediting Commission For Community and Junior Colleges (ACCJC) in association with the Western Association of Schools and Colleges (WASC) and that Cerro Coso Community College will adhere to the MDHE Principles of Good Practice for Distance Learning and Web-Based Courses as articulated in the MDHE Policy for the Review of Academic Program Proposals.

I further state and affirm that Cerro Coso Community College is in compliance with the U.S. Department of Education guidelines and the Western Association of Schools and Colleges accrediting standards and the MDHE Principles of Good Practice for Distance Learning and Web-Based Courses.

Signed _____

Dated _____

Jill Board, President

Cerro Coso Community College

State	Response Received	Exempt - No Action	Exempt - Action Required	Possible Exemption	Not Exempt
Alabama	x			x	
Alaska					
Arizona	x	x			
Arkansas	x				x
Colorado	x	x			
Connecticut					
Delaware	x	x			
District of Columbia					
Florida					
Georgia					
Hawaii	x	x			
Idaho					
Illinois	x		x		
Indiana	x				
Iowa	x			x	
Kansas					
Kentucky	x		x		
Louisiana	x				
Maine					
Maryland					
Massachusetts	x			x	
Michigan					
Minnesota	x				x
Mississippi					
Missouri					
Montana	x		x		
Nebraska		x			
Nevada	x		x		
New Hampshire					
New Jersey					
New Mexico					
New York	x		x		
North Carolina	x				x

North Dakota					
Ohio					
Oklahoma					
Oregon	x				x
Pennsylvania					
Puerto Rico	x				
Rhode Island					
South Carolina					
South Dakota	x	x			
Tennessee					
Texas	x			x	
Utah	x			x	
Vermont					
Virginia	x	x			
Washington	x			x	
West Virginia					
Wisconsin					
Wyoming	x				x

Completed

need to file with three separate agencies

no response

x

expensive with lots of forms

x

exempt now/state recommended checking back periodically

no response

no response

x

mailed exempt form 6-3

Must contact state by phone

no response

must send a letter

exemption unknown-we must send a letter re:clinical

no response

exemption unknown-we must send a letter re:clinical

application and fees required

must provide copy of recent accreditation letter

need president sig and then notarize online trainer form

outrageous fees required

no response

form required

Must contact additional person for more info

no response

no response

x

no response

provide our taxation certificat & list of courses offered

need to fill out online form

x

fax degree authorization

no response

application & fees required

State of Montana Approval and Licensure Requirements

The State of Montana has the following applicable approval and licensure requirements:

- **Montana Code Annotated § 20-25-107**

Regulation of award of degrees – penalty. (1) No person, corporation, association, or institution shall issue any degree or such similar literary honors as are usually granted by universities or colleges without the prior approval of the regents of the adequacy of the course of study.*

(2) This section does not apply to any educational institution accredited by an educational accrediting association whose accrediting is found by the regents to be generally recognized by state and other universities in the United States.

(3) Violation of this section is a misdemeanor.

For purposes of MCA §20-25-107, the Board of Regents of the Montana University System recognizes the following accrediting agencies:

1. New England Association of Schools and Colleges
2. Middle States Association of Colleges and Schools
3. North Central Association of Colleges and Schools
4. Northwest Commission on Colleges and Universities
5. Southern Association of Colleges and Schools
6. Western Association of Schools and Colleges OR
7. Any accrediting agency approved and accepted by the Council on Higher Education Accreditation at <http://www.chea.org> (Approved by the Board of Regents' - March 2011)

(See Montana University System Board of Regents 320.1 at: <http://mus.edu/borpol/bor300/320-1.pdf>)

*The Board of Regents does not have an independent review process for schools not accredited by one of the above listed agencies. Accreditation by one of the above listed agencies is the exclusive method of recognition by the Board of Regents for purposes of §20-25-107 MCA.

- **Montana Code Annotated Title 35 (Corporations, Partnerships, and Associations)**

Pursuant to the laws set forth in Title 35 of the Montana Code Annotated, out-of-state businesses may not transact business in Montana without meeting the registration requirements of the Montana Secretary of State's Office. Additional information can be found at: <http://sos.mt.gov/Business/Forms/index.asp>
Please be advised that the Office of the Secretary of State has formally advised us that out-of-State public institutions that desire to deliver online education to students living in Montana do not have to register in order to conduct the business of online education in Montana .

Dr. Thomas Gibson (tgibson@montana.edu) in our office has been designated as the official contact point to receive information on behalf of the Montana Commissioner on Higher Education, from those out-of-State institutions that desire to offer online academic programs in Montana.

Revised: March 7, 2011; March 30, 2011

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 9, 2011

State: Kansas

Current status: **EXEMPT**

Future action, if any: NONE

Based upon the enclosed email dated June 8, 2011 from Katherine Geier, Kansas Board of Regents, Cerro Coso Community College is NOT required to seek authorization from the Kansas Board of Regents to offer courses and programs to Kansas residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 9, 2011

State: Missouri

Current status: **EXEMPTION PENDING**

Subject to acceptance by the Missouri Department of Higher Education (MDHE) of the enclosed affirmation letter dated June 8, 2011 from Jill Board, President, to the MDHE, Cerro Coso Community College will NOT be required to file any further documentation for authorization from the MDHE to offer courses and programs to Missouri residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 9, 2011

State: Montana

Current status: **EXEMPT**

Action taken: Sent letter verifying CCCC's WASC accreditation – June 9, 2011

Based upon the enclosed email dated June 2, 2011 from Thomas Gibson, Director, Academic Processes and eLearning Business, Montana University System, Cerro Coso Community College is NOT required to seek authorization from the Montana University System to offer courses and programs to Montana residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 9, 2011

State: North Dakota

Current status: **EXEMPT**

Future action, if any: Renew exemption on or before July 31, 2013

Based upon the enclosed email dated June 9, 2011 from Debra Huber of the North Dakota Department of Career and Technical Education and the enclosed exemption request and the corresponding exemptions stated under Chapter 15-20.4-02 subsection 6, Cerro Coso Community College is NOT required to seek authorization from the North Dakota Department of Career and Technical Education to offer courses and programs to North Dakota residents via distance education.

Note: This exemption expires on July 31, 2013

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 9, 2011

State: Tennessee

Current status: **EXEMPT**

Based upon the enclosed revised DE Authorization Requirements in Tennessee dated March 31, 2011, Cerro Coso Community College is NOT required to seek authorization from the Tennessee Higher Education Commission in order to offer courses and programs to Tennessee residents via distance education.

CCCC does not have physical presence in the state as defined by Rule 1540-01-02-.03(1)(ii) which states in part “...facilitate and/or enter into an arrangement with any business, organization, or similar entity located in Tennessee for the purpose of providing an internship, externship, practicum, clinical, student teaching, or similar opportunity;” because CCCC does not enter in to an arrangement or facilitate the internships and/or practica required by either the CHDV or PARA programs.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 9, 2011

State: Colorado

Current status: **EXEMPT**

Future action, if any: October 2011 follow-up with CDHE suggested

Based upon the enclosed letter from Heather DeLange of the Colorado Department of Higher Education, Cerro Coso Community College is NOT required to seek authorization from the CDHE to deliver courses and programs (as described in the enclosed email sent on May 27, 2011) to Colorado residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs



MONTANA UNIVERSITY SYSTEM
OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION

2500 Broadway – PO Box 203201 – Helena, Montana 59620-3201
(406) 444-6570 – FAX (406) 444-1469

13 June 2011

Mr. Richard Post
Interim VP for Academic Affairs
Cerro Coso Community College
3000 College Heights Blvd.
Ridgecrest, CA 93555

Ref: Online Academic Program Delivery

Dear Interim VP Post,

Thank you for your recent submittal to Dr. Thomas Gibson of documentation establishing that **Cerro Coso Community College** is accredited by the Western Association of Schools and Colleges. This submittal satisfies the requirements of Montana Code annotated § 20-25-107 and Board of Regents Policy §320.1, which regulate the award of degrees by educational institutions.

As you were previously informed, there are also requirements set forth under Title 35 of the Montana Code Annotated for out-of-state businesses transacting business in Montana to register with the Montana Secretary of State's Office. Information on these requirements can be found at: <http://sos.mt.gov/Business/Forms/index.asp>. However, as a public institution, Cerro Coso Community College is exempt from having to meet the business requirements of State Authorization in Montana by filing with the Montana Secretary of State.

Thank you for notifying us of your intent to offer online academic programs in Montana. Please do not hesitate to contact my office with any questions or concerns.

Regards,

Sylvia A. Moore

Sylvia A. Moore, PhD, RD
Deputy Commissioner – Academics, Research & Student Affairs
Office of the Commissioner of Higher Education

cc: Director, Academic Processes & eLearning Business

RE: Proctored exams

Student exams are not proctored. Students take timed exams in a secure environment using a secure password. CCCC will not have administrators or adjunct faculty oversight within OK. All oversight will be conducted via the Internet.

RE: Experiential student learning activities

Students are responsible for locating a state approved infant/toddler or preschool program. CCCC will not have administrators or adjunct faculty oversight within OK. All oversight will be conducted via the Internet and a questionnaire completed by the Master Teacher within the OK facility.

RE: Logistics associated with identifying a site

The onus is on the student to identify a site that meets the course requirement whether in Child Development, a licensed/certified infant/toddler or preschool program or in the case of paralegal studies, an attorney's office. It is the student's responsibility to make all arrangements and formalize any agreement to engage in the activity required to complete the course of study.

RE: Evaluating the student's performance during the learning activity

Site employees will have no involvement in evaluating the student's academic performance during the learning activity. The Master Teacher or legal professional will not evaluate the student's performance. Rather, they will be asked to complete a series of questions designed to provide evidence that the student completed the required number of hours for either of the above courses, in observation, volunteering or working within the facility or firm.

RE: CCCC's employment of OK residents

CCCC does not employ OK residents as adjunct faculty and does not require OK residents to convene the OK resident students in any activity.

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 13, 2011

State: Maine

Current status: **EXEMPT**

Based upon the enclosed email dated June 13, 2011 from Harry W. Osgood, Higher Education Specialist, Maine Department of Education, Cerro Coso Community College is NOT required to seek authorization from the Maine Department of Education to offer courses and programs to Maine residents via distance education due to the fact that the college does not have a physical presence in the State of Maine.

Today, I completed the required online survey at the link: <http://www.surveymonkey.com/s/ospnf> .

Conclusion: According to Mr. Osgood, by completing the online survey, Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 13, 2011

State: New Hampshire

Current status: **AUTHORIZATION AND FEES REQUIRED**

Future action, if any: Prohibit NH residents from enrolling in DE courses and post notices

Based upon the enclosed email from Patricia Moquin, Office Assistant, NH Postsecondary Education Commission, dated June 10, 2011, Cerro Coso Community College is REQUIRED to seek prior authorization from the NHPEC to deliver courses and programs to New Hampshire residents via distance education.

The fee structure (see attached) is extremely onerous and the number of students (7 in the past 16 semesters) does not justify the fees being charged by NH.

Conclusion: By requesting state authorization information and opting out of delivering courses in NH, Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 13, 2011

State: Montana

Current status: 1) **AUTHORIZED TO DELIVER COURSES VIA DISTANCE EDUCATION**
2) **EXEMPT FROM BUSINESS ENTITY FILING WITH SECRETARY OF STATE**

Further Action needed, if any: NONE

Based upon the enclosed letter dated June 13, 2011 from Sylvia A. Moore, Deputy Commissioner – Academics, Research & Student Affairs, Office of the Commissioner of Higher Education, Montana University System, Cerro Coso Community College is authorized by the Montana University System to offer courses and programs to Montana residents via distance education.

Further, Cerro Coso Community College, as a public institution, is exempt from having to meet the business requirements of State Authorization by filing with the Secretary of State.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

June 14, 2011

Mr. Ross Miller
Director of Accreditation and Regulatory Compliance
Indiana Commission on Proprietary Education
302 W. Washington Street, Room E201
Indianapolis, IN 46204-2767

Dear Mr. Miller:

I certify that Cerro Coso Community College is a publicly funded, California community college and is fully accredited by the Accrediting Commission for Community and Junior Colleges in association with the Western Association of Schools and Colleges.

Sincerely yours,

Richard W. Post, JD

Interim Vice President, Academic Affairs

ATTACHMENT B

Courses Offered by Cerro Coso Community College via Distance Education Fall 2010 through Fall 2011

Course Name/Number	Course Title
ADMJ C101	Introduction to Administration of Justice
ADMJ C105	Concepts of Criminal Law
ADMJ C111	Principles and Procedures of the Justice System
ADMJ C115	Legal Aspects of Evidence
ADMJ C121	Community Relations
ADMJ C125	Principles of Investigation
ADMJ C131	Juvenile Procedures
ADMJ C151	Introduction to Corrections
ANTH C111	Cultural Anthropology
ANTH C121	Physical Anthropology
ANTH C131	Archaeology
ART C101	Introduction to Art
BIOL C121	Survey of Anatomy and Physiology
BIOL C141	Environmental Studies
BIOL C142	Environmental Studies - Laboratory
BSAD C070	Business Mathematics
BSAD C100	Introduction to Business
BSAD C101	Financial Accounting
BSAD C102	Managerial Accounting
BSAD C110	Introduction to Personal Finance
BSAD C131	Business Law I
BSAD C141	Human Relations in Business
BSAD C145	Business Communication
BSAD C152	Managing Diversity in the Workplace
BSAD C155	Human Resource Management
BSAD C171	Introduction to Marketing
BSAD C180	Entrepreneurship: Small Business Management
BSAD C211	E-Commerce
BSAD C220	Principles of Project Management
BSDA C251	Principles of Management and Organization
BSOT C127	MS PowerPoint
BSOT C131	Basic Computer Keyboarding
BSOT C132	Intermediate Computer Keyboarding
BSOT C133	Advanced Computer Keyboarding
BSOT C154	Office Personnel Seminar
CHDV C100	Principles and Practices of Teaching Young Children
CHDV C102	Materials and Curriculum
CHDV C104	Child, Family and Community
CHDV C105	Introduction to Infant Development
CHDV C106	Child Growth and Development

ATTACHMENT B

Courses Offered by Cerro Coso Community College via Distance Education Fall 2010 through Fall 2011

Course Name/Number	Course Title
CHDV C107	School Age Development
CHDV C111	Principles of Child Guidance
CHDV C121	Health, Safety, and Nutrition
CHDV C125	Diversity in Education
CHDV C145	Language and Literature
CHDV C149	Play and Meaning
CHDV C200	Observation and Assessment
CHDV C203	Practicum – Field Experience
CHDV C205	Foundations of Infant Development
CHDV C207	School-Age Curriculum
CHDV C241	The Exceptional Child: Nature and Nurture
CHDV C251	Administration of Child Development Programs I
CHDV C252	Administration of Child Development Programs II
CHDV C281	Adult Supervision
CSCI C070	Computer Literacy
CSCI C101	Introduction to Computer Information Systems
CSCI C121	Beginning Word
CSCI C123	Beginning Excel
CSCI C125	Beginning Access
CSCI C127	<i>Deleted Spring 2011 and replaced with BSOT C127</i>
CSCI C129	Microsoft Outlook
CSCI C135	Beginning Adobe Acrobat
CSCI C140	A+ Essential Skills for Computers
CSCI C141	A+ Standard Skills for IT Technicians
CSCI C143	Network + Fundamentals of Network Technologies
CSCI C146	Security + Fundamentals of Network Security
CSCI C151	Intermediate Word
CSCI C153	Intermediate Excel
CSCI C155	Intermediate Access
CSCI C161	Advanced Word
CSCI C163	Advanced Excel
CSCI C165	Advanced Access
CSCI C171	Introduction to the Internet and the World Wide Web
CSCI C181	XHTML and CSS
CSCI C187	Introduction to MS Project
CSCI C241	Introduction to Telecommunications
CSCI C251	Introduction to Visual Basic Programming
CSCI C252	Introduction to Computer Science
CSCI C267	Introduction to Java Programming
CSCI C270	Introduction to Database Design and Management
DMA C102	Digital Imaging with Photoshop
DMA C103	Digital Photo Enhancement with Photoshop
DMA C107	Illustration and Design with Illustrator
DMA C109	Desktop Publishing with InDesign
DMA C111	XHTML and CSS

ATTACHMENT B

Courses Offered by Cerro Coso Community College via Distance Education Fall 2010 through Fall 2011

Course Name/Number	Course Title
DMA C113	Accessibility and Usability
DMA C115	Interactivity and Interface Design with Flash
DMA C117	Web Design with Dreamweaver
DMA C131	Digital Video Production
DMA C133	Motion Graphics with After Effect
DMA C135	Digital Cinematography
DMA C211	Web Scripting with JavaScript
DMA C217	PHP Site Management and Theme Design
DMA C280	Web Production Management
ECON C101	Introduction to Economics
ECON C102	Macro-Economics
ECON C103	Micro-Economics
EDUC C170	Tutor Training I
ENGL C040	Improving College Writing Skills
ENGL C070	Introductory Composition
ENGL C101	Freshman Composition
ENGL C102	Critical Thinking Through Literature
ENGL C111	Introduction to Types of Literature
ENGL C141	Creative Writing: Fiction and Poetry
ENGL C151	Technical Communication
ENGL C221	World Literature I
ENGL C231	Survey of British Literature I: Beginnings - 1785
ENGL C245	Women's Literature
ENGL C249	Multi-Ethnic Literature
FILM C211	Hispanic Cinema
FREN C101	Beginning French I
HCRS C061	Administrative Medical Assisting - Receptionist
HCRS C062	Administrative Medical Assisting – Financial Management and Insurance
HCRS C121	Nutrition
HCRS C140	Introduction to Health Care
HCRS C150	Medical Terminology for the Health Professional
HCRS C160	Rehabilitative Career Choices
HCRS C230	Pharmacology for the Health Professional
HCRS C240	Nutrition and Diet Therapy for Health Professionals
HCRS C250	Cultural Diversity and Health Care
HCRS C255	Basic Cardiac Rhythm Interpretation
HCRS C260	Ethics for the Health Professional
HSCI C101	Principles of Health Education

ATTACHMENT B

Courses Offered by Cerro Coso Community College via Distance Education Fall 2010 through Fall 2011

Course Name/Number	Course Title
HIST C103	Western Civilization I
HIST C104	Western Civilization II
HIST C131	History of United States I
HIST C132	History of United States II
HIST C218	California History
IC C075	Introduction to Library Research and Bibliography
MATH C040	Pre Algebra
MATH C050	Elementary Algebra
MATH C055	Intermediate Algebra
MATH C121	Elementary Probability and Statistics
MATH C130	Finite Mathematics
MATH C131	Business Calculus
MATH C141	College Algebra
MATH C142	Trigonometry
MATH C151	Analytic Geometry and Calculus I
MATH C152	Analytic Geometry and Calculus II
MATH C251	Analytic Geometry and Calculus III
MATH C257	Linear Algebra
MUSC C101	Music Appreciation
MUST C118	History of American Popular Music
MUSC C173	Appreciation of Jazz
PARA C101	Introduction to Paralegal Studies
PARA C105	Legal Ethics
PARA C112	Legal Research and Writing I
PARA C122	Legal Research and Writing II
PARA C130	Civil Litigation and Procedure I
PARA C140	Civil Litigation and Procedure II
PARA C150	Law Office Management
PARA C240	Criminal Law and Procedure
PARA C250	Family Law
PARA C260	Personal Injury and Tort Litigation
PARA C290	Paralegal Studies Internship
PDEV C052	Becoming a Successful Online Student
PDEV C101	Becoming a Master Student
PDEV C131	Making Transfer Easy
PHIL C101	Introduction to Philosophy
PHIL C141	Ethics
PHIL C161	Introduction to Religious Studies
PHIL C205	Critical and Comparative Reasoning
PHED C101	Foundations of Physical Education

ATTACHMENT B

Courses Offered by Cerro Coso Community College via Distance Education Fall 2010 through Fall 2011

Course Name/Number	Course Title
PHSC C111	Concepts of Physical Science
PHSC C112	Concepts of Physical Science Laboratory
PHSC C131	Introduction to Meteorology
POLS C101	American Government
PSYC C101	General Psychology
PSYC C211	Lifespan Development
PSYC C241	Abnormal Psychology
PSYC C251	Human Sexuality
READ C056	College Reading
SOCI C101	Introduction to Sociology
SOCI C131	Sociology of Women
SOCI C210	Diversity and Film
SPAN C101	Elementary Spanish I
SPAN C102	Elementary Spanish II
SPAN C110	Review of Elementary Spanish
SPAN C211	Hispanic Cinema
SPCH C101	Elements of Speech
SPCH C105	Interpersonal Communication
THEA C101	Introduction to Theatre
THEA C103	Introduction to Play Reading
HYBRID CLASSES:	
Course Name/Number	Course Title
BIOL C105	Concepts of Biology
BSAD C100	Introduction to Business
BSAD C211	E-Commerce
CSCI C101	Introduction to Computer Information Systems
CSCI C181	XHTML and CSS
DMA C102	Digital Imaging with Photoshop
DMA C107	Illustration and Design with Illustrator
DMA C111	XHTML and CSS
DMA C131	Digital Video Production
DMA C135	Digital Cinematography
ECON C101	Introduction to Economics
ECON C102	Macro-Economics
ENGL C101	Micro-Economics
HCRS C064	Clinical Medical Assisting
MATH C040	Pre Algebra
MATH C050	Elementary Algebra
MATH C055	Intermediate Algebra
SPCH C101	Elements of Speech
SPCH C105	Interpersonal Communication

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 14, 2011

State: Alabama

Current status: **AUTHORIZATION AND FEES REQUIRED**

Future action, if any: Prohibit Alabama residents from enrolling in DE courses and post notices

Based upon the enclosed email from Elizabeth French, Director/Office of Institutional Effectiveness and Planning dated May 31, 2011, Cerro Coso Community College is REQUIRED to seek prior state approval from three (3) different agencies, including the Alabama Department of Postsecondary Education to deliver courses and programs to Alabama residents via distance education.

Cerro Coso has opted out of delivering courses to Alabama residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 14, 2011

State: Indiana

Current status: **EXEMPT**

Further Action needed, if any: NONE

Based upon a phone conversation on June 14, 2011 with Ross Miller, Director of Accreditation and Regulatory Compliance with the Indiana Commission on Proprietary Education, because Cerro Coso Community College is a publicly funded college or university, it is NOT required to seek authorization from the Indiana Commission on Proprietary Education to offer courses and programs to Indiana residents via distance education.

Mr. Miller requested that a letter (hardcopy) be sent to his office stating that Cerro Coso Community College is a publicly funded college.

A letter (see attached) was sent (return receipt) to the following address:

Mr. Ross Miller, Director of Accreditation and Regulatory Compliance
Indiana Commission on Proprietary Education
302 W. Washington Street, Room E201
Indianapolis, IN 46204-2767

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 14, 2011

State: Mississippi

Current status: **EXEMPT**

Based upon the enclosed email dated June 10, 2011 from Menia Dykes for E. Harold Fisher, Chair, Mississippi Commission on College Accreditation (MCCA), Cerro Coso Community College is NOT required to seek authorization from the MCCA to offer courses and programs to Mississippi residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 14, 2011

State: Nevada

Current status: **PENDING**

Action needed, if any: FORM 100 - ONLINE TRAINER CERTIFICATION to be mailed

Based upon the enclosed email dated May 26, 2011 from David J. Perlman, Administrator, the Nevada Commission on Postsecondary Education, Cerro Coso Community College is required to submit Form 100 Online Trainer Certification in order to qualify for an exemption from the Nevada Commission on Postsecondary Education in order to offer courses to Nevada residents via distance education.

A notarized original of Form 100 signed by President Jill Board will be mailed on or before June 20, 2011 to:

Daniel J. Perlman, Administrator
3663 East Sunset Road Ste 202
Las Vegas, NV 89120

A copy of Form 100 will be placed in the file.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 14, 2011

State: South Dakota

Current status: **EXEMPT**

Based upon the enclosed email dated May 31, 2011 from Paul A. Gough, Director of Policy & Planning, South Dakota Board of Regents, Cerro Coso Community College is NOT required to seek authorization from the South Dakota Board of Regents to offer courses and programs to South Dakota residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 14, 2011

State: Vermont

Current status: **PENDING**

Further Action, if any: Monitor receipt of letter

Based upon the enclosed email dated June 10, 2011 from Cassandra Ryan, Department of Education, State of Vermont, a written response to our inquiry regarding state authorization to offer courses and programs to Vermont residents via distance education will be sent to us via U.S. mail.

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

STATUS REPORT

STATE AUTHORIZATION OR EXEMPTION FOR OFFERING PROGRAMS TO RESIDENTS VIA DISTANCE EDUCATION

Date: June 14, 2011

State: Wisconsin

Current status: **EXEMPT**

Based upon the enclosed email dated June 2, 2011 from David Dies, Executive Secretary, the Wisconsin Educational Approval Board (EAB), Cerro Coso Community College, as a “school supported mainly by taxes” is exempt from EAB oversight and is, therefore, NOT required to seek authorization from the EAB to offer courses and programs to Wisconsin residents via distance education.

Conclusion: Cerro Coso Community College has met its legal obligation to comply with the Higher Education Opportunities Act of 2008 and specifically the State Authorization Regulation Chapter 34, § 600.9(c).

Respectfully submitted,

Rick Post, Interim Vice President, Academic Affairs

June 14, 2011

Texas Workforce Commission
Career Schools and Colleges, Room 226T
101 East 15th Street
Austin, TX 78778-0001

Attn: Unregistered Schools and Exemptions

Dear Mr. De Long:

In response to your email dated May 26, 2011 regarding your agency's criteria for an exemption from state authorization to deliver courses to Texas residents via distance education, please find the following information needed to satisfy Chapter 132, Section 132.002 (a)(1) of the Texas Education Code:

1. Name, address and telephone number, fax number web site of Cerro Coso Community College
Name: Cerro Coso Community College
Address: 3000 College Heights Blvd., Ridgecrest, CA 93555-9571
Telephone no.: 760-384-6100
FAX no.: 760-375-4776
Web site: www.cerrocoso.edu
2. Evidence that Cerro Coso Community College is supported by taxation and that more than 50% of the school funds must be tax dollars from either a state or local source
Cerro Coso Community College is a publicly funded, California community college as evidenced by Attachment A (attached hereto for reference).
3. List of courses offered via distance education.
Please note that Cerro Coso Community College is not physically located in the state of Texas nor does it market, advertise or solicit students within Texas. Please refer to the list of courses in Attachment B (attached hereto for reference).

If you need any further information, please advise my office.

Thank you for your assistance in this important endeavor,

Richard W. Post, JD
Interim Vice President, Academic Affairs

STATE OF ALASKA

ALASKA COMMISSION ON POSTSECONDARY EDUCATION INSTITUTIONAL AUTHORIZATION

SEAN PARNELL, GOVERNOR

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June 21, 2011

Rick Post
Interim Vice President, Academic Affairs
Cerro Coso Community College

Dear Interim Vice President Post:

This is to acknowledge receipt of your inquiry relative to Alaska institutional authorization requirements. As an institution delivering distance instruction, potentially to Alaska residents, you are seeking clarification to assure compliance with Alaska law.

Out-of-state institutions with no physical presence in Alaska, as described below are required to apply for exemption from authorization to operate a postsecondary institution in Alaska. To do so, you would need to complete and submit the Application for Exemption from Authorization form which can be found at the following link:

<http://akadvantage.alaska.gov/Portals/0/00ExemptApp.pdf>.

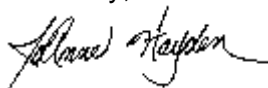
Please note that an online or distance education program exempt from authorization requirements is required to include a conspicuous statement on all advertising in Alaska media, or communications specifically targeting Alaska students, indicating that the program is exempt from authorization as an online or distance delivered program and does not have a physical presence in the state. Physical presence means presence of facility, equipment, faculty or staff within the state.

Finally, it is an institution's responsibility to ensure it is fully aware of all applicable Alaska statutes and regulations and any associated compliance requirements relative to exemption from authorization.

Applications can be submitted at any time and upon review are responded to in the order they have been received with the goal of responding within ten business days whenever possible. There is an initial \$100 application fee and the status is approved for a two year period of time with a recertification of exemption processing to be completed at that threshold of time. This process currently does not have a fee with it.

Should there be any additional questions, please feel free to reach me by phone at (907) 465-6741 or by e-mail at joanne.hayden@alaska.gov.

Sincerely,



Jo Anne Hayden
Institutional Authorization



Commission on Postsecondary Education

FORM 100 – ONLINE TRAINER CERTIFICATION

Click within the brackets to type information. Mail original copy to address above

NAME & ADDRESS OF TRAINING PROVIDER/POSTSCONDARY EDUCATIONAL INSTITUTION Cerro Coso Community College 3000 College Heights Blvd. Ridgecrest, California 93555-9571		WEB SITE URL www.cerrocoso.edu
NAME OF SCHOOL REPRESENTATIVE Jill Board		PHONE NUMBER 760-384-6212
POSITION President		FAX NUMBER 760-375-7638
E-MAIL ADDRESS jboard@cerrocoso.edu	NAME OF ACCREDITING BODY ACCJC/Western Association of Schools and Colleges	

CERTIFICATIONS

1. The training provider/postsecondary educational institution identified on this form does not and will not have a physical presence in Nevada;
2. The training provider/postsecondary educational institution identified on this form does not and will not solicit students in Nevada by means such as direct mailing, e-mailings, phone calls, local advertisements or employees or contractors located within Nevada;
3. No part of the training provided by the training provider/postsecondary educational institution identified on this form will take part in Nevada; AND,
4. The training provider/postsecondary educational institution identified on this form may employ Nevada residents for the sole purpose of teaching online course work.
5. The above named institution is accredited by a U.S. Department of Education accrediting agency.

UNDER PERJURY OF LAW I HEREBY DECLARE THE ABOVE FOUR STATEMENTS TO BE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE AS IT PERTAINS TO THE TRAINING PROVIDER/POSTSECONDARY EDUCATIONAL INSTITUTION IDENTIFIED ABOVE.

A. Jill Board

TYPED NAME OF SCHOOL REPRESENTATIVE

SIGNATURE AND DATE SIGNED

NOTARY SIGNATURE AND SEAL

Sworn and subscribed to me on this _____ day of _____

CPE USE ONLY BELOW THIS LINE

Based on the information attested to above, the training provider/postsecondary educational institution described above is not required to be licensed in Nevada by the Commission on Postsecondary Education. Any change to the five statements above automatically rescinds this authorization and the institution must reapply.

SIGNATURE OF CPE REPRESENTATIVE/DATE SIGNED





DISTANCE EDUCATION ACCESSIBILITY GUIDELINES

For Students with Disabilities

*Distance Education Accessibility Guidelines
Task Force*

Issued: January 2011

Distance Education Accessibility Guidelines Task Force

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Distance Education Accessibility Guidelines

For Students with Disabilities

Executive Summary

This document has been thoughtfully prepared as a resource for supervisors of Disabled Students Program and Services (DSPS), Assistive Technology Specialists, Alternate Media Specialists, Distance Education Coordinators, instructional designers, faculty, ADA/504 Coordinators, trainers and administrators. It is the intention of the California Community Colleges Chancellor's Office that these guidelines will provide an extensive revision to the 1999 *Distance Education: Access Guidelines for Students with Disabilities* and an expansion of the guidance provided in the interim document, *Distance Education Guidelines, 2008 Omnibus Version*.

Since 1996, the California Community College system has been striving to fulfill its obligations to assure accessibility and usability of all college offerings, including those provided through Distance Education, for people with disabilities. These 2010 *Distance Education Accessibility Guidelines* were developed in response to the results of a 2007 statewide needs assessment study appraising the resources needed to ensure that online distance education delivered in the California Community College system is accessible. The needs assessment was conducted after a recommendation by the High Tech Center Training Unit Advisory Committee, with the support of the Educational Technology Advisory Committee (ETAC), and following observations by the High Tech Center Training Unit (HTCTU) that efforts being made to ensure accessibility of distance education offerings varied significantly by local expertise, capacity and the level of resources available to the college. Since the publication of the 1999 *Distance Education: Access Guidelines for Students with Disabilities*, there has been explosive growth in the number of distance education courses provided by the 112 California Community Colleges and concomitant growth in the technologies available to faculty in developing exciting and interesting course offerings, including information and communication technologies, course delivery systems and assistive technology. Despite the pace and complexity of technological advances, faculty and the overall institution have responsibility to ensure that distance education course materials and resources are accessible to students with disabilities.

These updated accessibility guidelines are intended to align with current technological access issues that colleges face in the delivery of distance education courses, while

Distance Education Accessibility Guidelines

offering practical solutions and strategies to address these accessibility challenges. The guidelines reflect the concept of Universal Design, a holistic approach to designing inclusive environments; new state regulations regarding distance education; a re-evaluation of the global standards on access; the many new technologies in use today; and many of the barriers unintentionally created by these technologies. An historic overview and conceptual framework help to structure the discussion before the document delves into legal requirements, access guidelines by media categories and by disabilities, and frequently asked questions. However, in the face of a rapidly changing technological world, this document should be considered dynamic with the promise of future updates a given.

To successfully meet the legal requirements of accessibility, instructors and instructional designers will often require training and guidance. The intent and focus of the guidance provided in this document is not to simply promote avoidance of emerging tools and technologies that may be more difficult to make accessible. Rather, it is our goal to offer guidelines for overcoming the barriers to accessibility within the context of robust, media-rich, and dynamic distance education courses. Faculty are encouraged to use their preferred pedagogically sound instructional methods, such as captioned media and, when necessary, seek guidance and support on their individual campuses to ensure accessibility.

The task force, convened to update the 1999 *Distance Education: Access Guidelines for Students with Disabilities*, brought together campus experts in distance education, web accessibility, curriculum design, instructional technology, new and emerging assistive technologies, DSPS program management, as well as, Chancellor's Office staff to accomplish this goal. Draft documents were reviewed by DSPS Regional Coordinators, the High Tech Center Training Unit Advisory Committee and the Educational Technology Advisory Committee, with feedback incorporated into the final document. Relevant Office for Civil Rights (OCR) cases were reviewed, as well as the proposed updates to Section 508 of the Rehabilitation Act (29 U.S.C. § 794d.).

It is hoped that through the implementation of guidance provided in this document, the utilization of Universal Design principles, and with our growing understanding of the barriers presented to students with disabilities, we can ensure that all distance education courses, resources and materials are designed and delivered in such a way that the level of communication and course-taking experience is equal for students with or without disabilities.

Background

In March 1996, the U.S. Department of Education, Office for Civil Rights (OCR) conducted a statewide compliance review under Title II of the Americans with Disabilities Act (ADA) of 1990. The review was to examine whether students with visual impairments, particularly blind students, were accorded an equal educational opportunity by California Community Colleges or whether they were being discriminated against on the basis of their disability.

As an outcome of this review, OCR offered nine suggestions for addressing areas of concern identified by the review. Among the suggestions/concerns voiced by OCR was the need for development of system-wide access guidelines for distance learning and campus Web pages.

In responding to OCR's suggestions regarding development of system-wide access guidelines for distance learning and campus Web pages, in a letter dated March 13, 1998, then Chancellor Thomas Nussbaum replied:

"We concur with the strategies related to this issue. I will immediately direct that the Chancellor's Office Task Forces related to distance learning as well as California Virtual University have persons on them to specifically address access issues for persons with disabilities... To assure that the

necessary guidance to colleges is available, I will specifically ask Vice Chancellor of Educational Services and Economic Development, Rita Cepeda, whose staff oversees the distance learning issues, to develop in cooperation with the DSP&S Unit and the High Tech Center Training Unit (HTCTU), guidelines for distance learning to assure it is accessible to and usable by persons with disabilities."

The 2010 Distance Education Access Guidelines are intended to align with current technological access issues that colleges face in the delivery of distance education courses and to be more useful to the 112 California Community Colleges than the previous guidelines.

The 1999 *Distance Education: Access Guidelines for Students with Disabilities* were the result of Chancellor Nussbaum's directive.

In January 2007, HTCTU's Advisory Committee submitted a request to the Chancellor's Office, asking the Disabled Students Program and Services (DSPS) Program to conduct a system-wide appraisal of the resources needed to ensure that online distance

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education delivered in the California Community College system is accessible to all students. That communication eventually led to a competitive Request for Proposals (RFP) process for a statewide needs assessment study. One of the outcomes from the resulting study, completed by MPR Associates, Inc., was a recommendation to update the 1999 *Distance Education: Access Guidelines for Students with Disabilities*, so that they will be more aligned to current technological access issues that colleges face in the delivery of distance education courses and, thus, more useful to the 112 California Community Colleges.

On July 9, 2007, regulations regarding the standards and criteria for distance education courses were approved by the Board of Governors. Regulations regarding distance education attendance accounting standards were approved by the Board on June 16, 2008. Earlier changes to regulations regarding the rules for immediate supervision and control within distance education were approved on January 15, 2002. All three sets of regulations and guidelines were combined in the 2008 Omnibus Version of the *Distance Education Guidelines* to provide an all inclusive reference on distance education related regulations. Through collaborative work between the Chancellor's Office DSPS Program and the Educational Technology Advisory Committee, language was included in the release of the new Distance Education Guidelines, which states, in part:

*"...The following are a few general principles that should be followed in ensuring that distance education courses are accessible to students with disabilities. They embody the general concepts of the law but do not provide a detailed legal analysis of the ADA requirements. Persons utilizing this document who are unfamiliar with the ADA and section 508 may wish to consult district legal counsel or the college ADA Coordinator or DSPS Coordinator for further information. **A separate and more detailed set of revised guidelines on accessibility and distance education will be issued by the Chancellor's Office at a later date....(bolded for emphasis).**"*

The eleven general principles that follow that paragraph can be found in the *Basic Requirements* section of this document and were closely considered when developing these new *Distance Education: Accessibility Guidelines*.

These actions and events, combined with less formal, but equally important, feedback from the field opining that the *Distance Education: Access Guidelines for Students with Disabilities* needed to be updated to a more useful and relevant document, all resulted in the Chancellor's Office committing to update the 1999 version of the guidelines. A new task force, consisting of campus experts in distance education, web accessibility, curriculum, instructional technology, new and emerging assistive technologies, DSPS program management, as well as Chancellor's Office representation, was convened to

accomplish this goal. The following guidelines are the result of the work of the *Distance Education Accessibility Task Force*.

Highlights of the changes to the original guidelines include the addition of a *Conceptual Framework* section that includes a discussion of the relevance of Universal Design, a *Frequently Asked Questions* section, a new vision of the guidelines with a focus on newly defined categories of delivery and references to new and emerging technologies that were not in existence in 1999, and the release of the document in an accessible, easily searchable, user-friendly, electronic online format.

Conceptual Framework

In updating these guidelines, it was essential to communicate them in the context of standards that exist in the public arena. As with the 1999 *Distance Education: Access Guidelines for Students with Disabilities*, the Task Force followed the principles developed by the World Wide Web Consortium (W3C). In this update, Web Content Accessibility Guidelines (WCAG) 2.0 specifically were utilized.

The W3C is an international community. Member organizations, a full-time staff, and the public worked together under a clear and effective consensus-based process with a goal of providing a shared standard for Web content accessibility that meets the needs of individuals, organizations, and governments internationally.

Web Content Accessibility Guidelines 2.0 provide definitions and requirements essential to making web content accessible. Several layers of guidance are offered, including overall *principles*, general *guidelines*, testable *success criteria* and a rich collection of *sufficient techniques*, *advisory techniques*, and *documented common failures* with examples, resource links and code.

The use of WCAG 2.0 will make content accessible to a wider range of disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these. Following these Guidelines will also make Web content more functional to users in general.

Under each of the principles are Guidelines and Success Criteria that help to address these principles for people with disabilities by defining conformance to the WCAG 2.0 Guidelines. A Success Criterion is a testable statement that will be either true or false when applied to specific Web content. "Understanding WCAG 2.0" provides detailed information, including intent, the key terms that are used in the Success Criterion, and how the Success Criteria in WCAG 2.0 help people with different types of disabilities.

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WCAG 2.0 only includes those Guidelines that address issues that significantly block access or interfere with access to the Web for people with disabilities.

Principles - There are four principles that provide the foundation for Web accessibility: *perceivable, operable, understandable, and robust*. The Guidelines and Success Criteria are organized around the following four principles, which lay the foundation necessary for anyone to access and use Web content. Anyone who wants to use the Web must have content that is:

1. **Perceivable:** Information and user interface components must be presentable to users in ways they have the ability to comprehend (it can't be invisible to all of their senses), e.g.:
 - Provide **text alternatives** for non-text content.
 - Provide **captions and alternatives** for audio and video content.
 - Make content **adaptable**; and make it **available** to assistive technologies.
 - Use **sufficient contrast** to make things easy to see and hear.
2. **Operable:** User interface components and navigation cannot require interaction that a user is unable to perform, e.g.:
 - Make all functionality **keyboard accessible**.
 - Give users **enough time** to read and use content.
 - Do not use content that may cause **seizures**.
 - Help users **navigate and find** content.
3. **Understandable:** Information and the operation of user interface cannot be beyond the users' comprehension, e.g.:
 - Make text **readable and understandable**.
 - Make content appear and operate in **predictable** ways.
 - Help users **avoid and correct mistakes**.
4. **Robust:** Content must be **robust enough** that it can be interpreted reliably by a wide variety of user agents, including assistive technologies, e.g.:
 - Maximize **compatibility** with current and future technologies.

If any of the four principles are not met, users with disabilities will not be able to use the Web.

Universal Design

Throughout the community college system, distance education continues to grow to include more infrastructure, course offerings, and services. With this growth comes the responsibility to reach and accommodate more students, including those with disabilities.

To meet the challenge of access, educational research has come to acknowledge the concept of Universal Design as a paradigm shift, representing an all-inclusive

approach to designing barrier-free environments. The term, originally borne in the field of architecture, has found its place in the educational arena, where the design of curriculum and course materials allows us to rethink the design, preparation and delivery of instruction.

In architecture, we have seen the acceptance of new standards that allow for broader usage and thus avoid unintentionally designed barriers. In education, we see the same unintentionally designed barriers in online courses that need to be redesigned based on individual students' requirements for access. If principles of Universal Design were instituted from the beginning, accommodations required for students with disabilities because of inaccessible environments could be ameliorated. In education, the core designers of curriculum are faculty. Faculty must be provided with the opportunity to understand and implement Universal Design, which will create improved accessibility for students with disabilities.

Since the publication of the 1999 *Distance Education: Access Guidelines for Students with Disabilities*, approaches to training have gradually increased access, but the task is not complete. Building universally designed courses is a joint responsibility between faculty, trainers, distance education coordinators, access specialists, alternate media staff and administrators who make the commitment through institutional support.

Students need options and flexibility for expressing and demonstrating what they know. Accessibility can be thought of as an "add on" or reactive approach to an inaccessible environment. However, Universal Design incorporates those accessibility features into the beginning stages of course design. This is a proactive approach to building broad usability for many and alleviates the need for numerous individual accommodations.

Universal Design incorporates those accessibility features into the beginning stages of course design. This is a proactive approach to building broad usability for many and alleviates the need for numerous individual accommodations.

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In the 2008 revision of the system-wide Distance Education Guidelines, (Guideline section 55202) it states that “*course quality depends upon the full involvement of the faculty in the design and application of DE courses.*” Full engagement begins when faculty present their DE addenda to campus curriculum committees, stating which methods of instruction they will use to teach a course. This is an opportunity for full inclusion, redesign, change and commitment to all students.

Legal Requirements

Both state and federal law require community colleges to operate all programs and activities in a manner which is accessible to qualified individuals with disabilities (also referred to in federal law as “qualified handicapped persons”). (29 U.S.C. § 794, 20 U.S.C. § 1405, 42 U.S.C. § 12101, Gov. Code § 11135.) The operative federal laws referenced above are commonly referred to as Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990. (29 U.S.C. § 794, 42 U.S.C. § 12101.) As the system develops its capacity for creation of technology-based instructional resources and the delivery of distance learning, it must proceed with the needs of all students in mind, including the unique needs of students with disabilities. Title II recognizes the special importance of communication, which includes access to information, in its implementing regulation at 28 C.F.R. 35.160 (a). The regulation requires that a public entity, such as a community college, take appropriate steps to ensure that communications with persons with disabilities are as effective as communications with others.

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

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

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

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aid by which communication is made effective for persons with disabilities.”

[\(OCR Docket No. 09-95-2206, January 25, 1996\)](#)

Adding additional clarity to the meaning of "effective communication," OCR has held that the three basic components of effective communication are: "timeliness of delivery, accuracy of the translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability."

[\(OCR Docket No. 09-97-2145, January 9, 1998\)](#)

OCR also points out that the courts have held that a public entity violates its obligations under the ADA when it only responds on an ad-hoc basis to individual requests for accommodation. There is an affirmative duty to develop a comprehensive policy in advance of any request for auxiliary aids or services.

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

[\(OCR Docket No. 09-97-2002, April 7, 1997\)](#)

There are also state laws and regulations which require community colleges to make their distance education offerings accessible to students with disabilities. Government Code section 11135 *et seq.* prohibits discrimination on various grounds, including

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mental or physical disability, by entities receiving funding from the State of California. The Board of Governors has adopted regulations in Title 5, California Code of Regulations, section 59300 *et seq.* to implement these requirements with respect to funds received by community college districts from the Board of Governors or Chancellor's Office. These regulations require community college districts and the Chancellor's Office to investigate and attempt to resolve discrimination complaints filed by students or employees.

In addition, the Board of Governors has adopted Title 5 regulations setting forth the general requirements applicable to all independent study courses (section 55300 *et seq.*) and those requirements specific to distance education courses (section 55370 *et seq.*). Section 55370 expressly states that the requirements of the Americans with Disabilities Act are applicable to distance education courses.

Title 5, California Code of Regulations on Distance Education

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

Ensuring that distance education courses, materials and resources are accessible to students with disabilities is a shared institutional responsibility. Faculty need to receive appropriate training in order to ensure that they understand what constitutes accessibility, and institutions must provide faculty with both the necessary training and resources to ensure accessibility. The

Americans with Disabilities Act of 1990 (42 U.S.C. 12100 et seq.), Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. § 794d), and California Government Code section 11135 all require that accessibility for persons with disabilities be provided in the development, procurement, maintenance, or use of electronic or information technology by a community college district using any source of state funds. (See Legal Opinion M 03-09.) Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings.

The remainder of this document sets forth guidelines developed by the Chancellor's Office to address specific issues community college districts will face in meeting their legal obligation to make distance education courses accessible to students with disabilities. These guidelines are not legally binding on districts, but the Chancellor's Office will apply these guidelines in determining whether a district has met its obligations under Title 5, sections 55370 and 9300 *et seq.* Districts which follow these guidelines will generally be regarded as having met those obligations. Districts which do not follow these guidelines will bear the burden of demonstrating that they have achieved compliance with their legal obligation to provide access to distance education for students with disabilities by other means.

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

Basic Requirements for Distance Education

- One of the primary concepts of distance education (DE) is to offer students *learning anytime, anywhere*. Therefore, all DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources *anytime, anywhere* without the need for outside assistance (e.g. sign language interpreters, aides, etc.).
- Distance education resources must generally be designed to provide “built-in” accommodation (i.e., closed or open captioning, descriptive narration) and/or interface design/content layout, which is accessible to “industry standard” assistive computer technology in common use by persons with disabilities.
- Whenever possible, printed information should be provided in the alternative format preferred by the student (i.e., Braille, audio tape, large print, electronic text, MP3, DAISY). When choosing between possible alternative formats or methods of delivery, consideration should be given to the fact that methods which are adequate for short, simple or less important communications may not be equally effective or appropriate for longer, more complex, or more critical material. (Example: Use of a telephone relay service may be an acceptable method for a faculty member to respond to a brief question from a deaf student during his/her office hours, but would not be appropriate as a means of permitting that same student to participate in a class discussion in a course conducted by teleconference.) Issues concerning accommodation should be resolved through appropriate campus procedures as defined under Title 5, section 56027.
- Adoption of access solutions which include assigning assistants (i.e., sign language interpreters, readers) to work with an individual student to provide access to distance education resources should only be considered as a last resort when all efforts to enhance the native accessibility of the course material have failed. This is particularly true since, for several years, colleges have

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

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received funding to assist them in providing access to distance education. In the event that a student files a discrimination complaint, a district relying on the use of readers or interpreters to make a distance education course accessible will bear the burden of demonstrating that it was not possible to build in accessibility.

- Access to DE courses, resources and materials include the audio, video and text components of courses or communication delivered via existing and emerging technologies. Access includes the audio, video, multimedia and text components of Web sites, electronic chat rooms, e-mail, instructional software, CD-ROM, DVD, laser disc, video tape, audio tape, electronic text and print materials. Where access to Web sites not controlled by the college is required or realistically necessary to completion of a course, the college must take steps to ensure that such sites are accessible or provide the same material by other accessible means.
- Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.
- Any DE courses, resources or materials purchased or leased from a third-party provider, or created or substantially modified “in-house” after August 1999, must be accessible to students with disabilities, unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial and administrative burdens on the district.
- In August 1999, the Chancellor’s Office began requiring that the curriculum for each DE course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to Title 5, sections 55002 and 55206, every six years as part of the accreditation process. Thus, this process should now have been completed for all distance education courses.

If a college has not yet reviewed its distance education courses to ensure accessibility, it should do so immediately.

If a college has not yet reviewed its distance education courses to ensure accessibility, it should do so immediately. However, in the event that a student

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with a disability enrolls in an existing DE course before this review is completed, the college will be responsible for acting in a timely manner and making any requested modifications to the curriculum, materials or resources used in the course, unless doing so would fundamentally alter the nature of the instructional activity or result in undue financial burden on the district.

- In the event that a discrimination complaint is filed alleging that a college has selected software and/or hardware that is not accessible for persons with disabilities, the Chancellor's Office and the U.S. Department of Education, Office for Civil Rights will not generally accept a claim of undue burden based on the subsequent substantial expense of providing access, when such costs could have been significantly reduced by considering the issue of accessibility at the time of initial selection.
- In all cases, even where the college can demonstrate that a requested accommodation would involve a fundamental alteration in the nature of the instructional activity or would impose an undue financial and administrative burden, the college must provide an alternative accommodation which is equally effective for the student if such an accommodation is available.
- The college is responsible for assuring that distance education courses, materials and resources are accessible to students with disabilities. All college administrators, faculty and staff who are involved in the use of this instructional mode share this obligation. The Chancellor's Office will make every effort to provide technical support and training for faculty and staff involved in the creation of accessible distance education courses, resources and materials.

New and Updated Laws and Regulations Relating to Distance Education

Proposed Changes to ADA – Website Accessibility

On July 26, 2010, the U.S. Department of Justice, Civil Rights Division released an Advance Notice of Proposed Rulemaking, formally stating the Department's consideration to revise the Code of Federal Regulations, implementing Titles II and III of the Americans with Disabilities Act. These changes, if enacted, would establish specific requirements for state and local governments and public entities to make their websites accessible to individuals with disabilities. The next step in the process is for the Department to solicit and collect public comments, with a deadline of January 24, 2011. The Chancellor's Office will continue to track these developments closely and if the ADA is in fact amended to provide standards for website accessibility, these guidelines will be updated accordingly, as they affect public institutions such as community colleges, and the accessibility of the websites used in the delivery of distance education.

Section 508 Update - 2010

In March 2010, the U.S. Access Board released a draft document updating its standards for electronic and information technology in the Federal sector covered by Section 508 of the Rehabilitation Act. As part of this effort, it is also updating guidelines for telecommunications products subject to Section 255 of the Telecommunications Act. This document features a new structure and format that integrates the 508 standards and 255 guidelines into a single document referred to as the "Information and Communication Technology (ICT) Standards and Guidelines." Requirements have been reorganized according to functionality instead of product type since many devices now feature an array of capabilities and applications. The draft includes proposed revisions to various performance criteria and technical specifications that are designed to improve accessibility, add clarity to facilitate compliance, address market trends, and promote harmonization with other global guidelines and standards.

Digital Millennium Copyright Act

There are new exemptions to the anti-circumvention provisions of the Digital Millennium Copyright Act (DMCA) that will now allow professors and students to decrypt and excerpt copyrighted video content for lectures and class projects. The rule changes were recently issued by the U.S. Copyright Office, which issues new rules every three years or so since Congress incorporated anti-circumvention rules into the DMCA when it was passed in 2000.

Distance Education Accessibility Guidelines

The new exemptions will allow professors in all fields and “film and media studies students” to hack encrypted DVD content and clip ‘short portions’ into documentary films and “non-commercial videos.” The agency has not defined short portions. This means that any professor, in any field, can legally extract movie clips and incorporate them into lectures, as long as they are willing to decrypt them. Programs known as ‘DVD rippers’ are available to handle decryption. Additionally, professors are now permitted to use ripped content in non-classroom settings that are similarly protected under “fair use,” such as presentations at academic conferences.

These new exemptions provide an opportunity for professors to compile clips from disparate sources onto one contiguous media file. Ripping portions of disparate sources into one compilation often results in an uncaptioned compilation that will need to be made accessible. There is still an instructional need to continue providing accessible media for persons with disabilities requiring access in online courses. Work with your faculty resource areas for support in understanding the copyright policy on your campus.

Access Guidelines for Media Categories

In general, all electronic information can be placed in one of the following categories:

- Text
- Image
- Audio
- Video
- Complex

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

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

Media Type – Text

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

Access Challenges

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

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

Solutions/Best Practices

Digital text comes in a variety of formats, and it is common to denote the type of file format with a three- or four- letter extension following a period, indicated here in parenthesis after each file type.

A range of accessibility and usability potential exists among the digital text varieties, running from simple to powerful. Current digital text categories can be organized as follows:

- **Plain Text (.txt), which is, quite literally, plain text with no formatting**

- **Rich Text Format (.rtf) documents**
- **Proprietary document formats like Microsoft Word (.doc or docx) and InDesign (.indd), etc.**
- **HTML (.htm or .html)**
- **PDF (.pdf)**

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

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

Media Type – Images

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

Access Challenges

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

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

Solutions/Best Practices

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

Distance Education Accessibility Guidelines

This relationship between digital images and the documents in which they are used is important to understand. Most digital image files do not allow textual information to be embedded directly inside the image file. Rather, when placing the digital image into an electronic document, the electronic document will provide some means of associating a textual description with the image. For example, in a Web page, the 'alt' tag is used to describe the content of an image, but the 'alt' tag is part of the Web page, not part of the image.

For complex images such as graphics, charts, maps, or any image requiring an extended explanation, options for placing a text description in the document include:

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

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

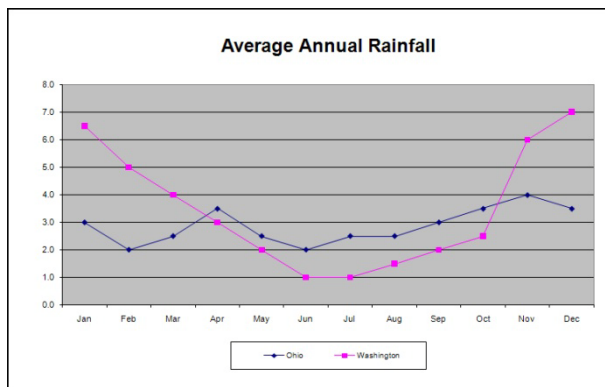


Figure 1: The above chart could be explained by this caption. The explanation will vary depending on the context in which the image is being used. To the left is a text chart that could be used in a long description (longdesc).

Average Annual Rainfall		
Month	Ohio	Washington
Jan	3.0	6.5
Feb	2.0	5.0
Mar	2.5	4.0
Apr	3.5	3.0
May	2.5	2.0
Jun	2.0	1.0
Jul	2.5	1.0
Aug	2.5	1.5
Sep	3.0	2.0
Oct	3.5	2.5
Nov	4.0	6.0
Dec	3.5	7.0

Remember, if an image is used in multiple documents or converted to a different document format, it will likely have to be re-associated with a textual description in each instance of the image in each document or format.

Some content management systems (CMS) and learning management systems (LMS) allow an alternate text description to be associated when importing it into the CMS or LMS, and then every time that image is used, the alternate text description is automatically in place for users of AT.

Images Masquerading as Text

As part of the range of content that can be contained in an image, digital images of textual information may be found, but these are not the same as digital text. The “Average Annual Rainfall” title of the chart on the previous page is an example of this. A quick and easy way to check whether the content is digital text or a digital image of text is to try and select the text on your screen and copy it to a word processor or text editor. If the text can be copied into a word processor or text editor, it is digital text. If the text can't be copied, it may be an image of text. Another method to use in making the determination is to search for key text, if it shows up in a search, then it exists as digital text in that document.

Media Type – Audio

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

Access Challenges

In general, the basic rule of thumb is to provide a transcript of the spoken dialogue and other meaningful audio content for individuals who are deaf or hard of hearing.

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

Solutions/Best Practices

Always provide a text transcript for digital audio, and follow the best practices for creating accessible text when creating the audio transcript.

Remember that producing good quality recordings can also help increase the accessibility and usability of audio files for individuals who are hard of hearing. If the

overall quality of an audio recording is poor, AT will have a more difficult time with the information.

Media Type – Video

Digital video information typically includes audio, which, again, needs to be transcribed. However, because it is video, there is a capability to provide the text transcript synchronously with the corresponding dialogue (and all relevant audio information) as it happens. This is called captioning, and it comes in two forms: open and closed.

Closed captions are the captions that can be turned on and off, using the television's remote control.

Open captions are the captions that are permanently turned on, similar to foreign language subtitles.

Captions vs. Subtitles

There is an important distinction between captions and subtitles: subtitles provide a translation of dialogue only, while captions are always in the native language being spoken and provide a textual indication of all significant audio information, including sound effects and music.

For accessibility concerns, subtitles are not equivalent to captions because subtitles do not convey all of the significant audio information of the video. Consider the potential for losing valuable content details in the following examples of sound that would not be included in subtitles:

- Door slamming shut (as in the case of someone entering or leaving the room, but off-camera)
- Telephone ringing
- Dog barking
- Sirens
- Squealing tires
- Gunshots

Access Challenges

To create accessible video, ensure that captioning is in place. Also, ensure that the media playback application is accessible, allowing the end user to control the playback of the content.

Depending on the digital video file format, the production tools available, and the level of technical skills and abilities of the technician, the options for creating captions will vary.

Ultimately, with proper planning, training, and resources, it is possible to caption digital video for use as instructional materials in Web-based instruction.

Solutions/Best Practices

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

Media Type – Complex Digital Media

Complex media refers to those digital media formats and systems that contain multiple media types at the same time and/or provide a means for user interaction with the content. Complex media can be a single digital file or a system that coordinates multiple digital files being exchanged between the instructor and students, and, sometimes, an actual software application.

HTML and PDF files are common examples of complex media files that can support a variety of different media types, including captioned video and online forms. Content management systems such as Moodle, Blackboard, Wimba, Elluminate, VoiceThread, and Etudes are all complex media management systems. Social media technologies like Facebook, Second Life, and Twitter are examples of other complex media systems used by individuals for communication, entertainment, and self expression. Complex digital media as a category encompasses a wide range of technologies that provide a variety of methods for organizing, delivering, and interacting with digital content.

Access Challenges

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

Solutions/Best Practices

In addition to ensuring the accessibility of the discrete media assets used in a complex media file or system, it is critical to ensure accessibility of the various interactive aspects to ensure that they are compatible with different AT and available to the end user.

In addition, it is important to become familiar with any built-in accessibility tools that are included in whatever complex media file format or system being used.

Summary of Access Strategies for Digital Media

Access strategies for the various media categories focus on ensuring that text is properly formatted, proper textual equivalents are provided for non-textual content, and that all interactive controls are available to the end user.

The following table represents the basic access strategies for the primary categories of digital media: text, images, audio, video, and complex information. Depending on the specific type of media within these categories, different capabilities for enhancing access will exist, as shown in the table.

General Access Strategies by Media Type

Media Type	Access Strategy
Text	Make use of semantic markup capabilities to identify message elements such as headings, lists, page numbers, and footnotes. Use at least 11 pt fonts, and always ensure strong contrast between the font color and the background color. When possible, utilize a style sheet so the end user can determine how text will be rendered. HTML is generally accessible to most assistive technologies, such as screen readers and electronic reading systems.
Images	Provide a textual equivalent that can be rendered into an accessible format via assistive technology for non-sighted viewers. Keep your descriptions concise and specific to the main point of the image. For complex images, describe the image using a caption or a separate text document that can be accessed via the 'longdesc' attribute.
Audio	Provide a text transcript of the audio information that can be rendered into an accessible format via assistive technology for students with disabilities.
Video	Captioning should be put in place (open or closed) in order to provide an equivalent experience for individuals who are unable to hear the audio content.
Complex	Complex media, which includes applications, interactive content, a content management system, or a file containing multiple media types (i.e., text, images, audio, and video), must begin with the best practices for accessibility in each of the included media types. In addition, appropriate markup of headings and other content must be applied to each of the different media types from beginning to end. By applying appropriate markup and definition to content, as well as the document or delivery system it is contained within, assistive technologies can better process and interact with the complex media.

Access Strategy Examples

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

Examples of Access Strategies by Disability & Electronic Media Type

Media Type	Blind	Low Vision	Deaf or Hard of Hearing	Mobility Impairment
Text	Braille, Text To Speech, or Audio	Screen Magnification, Text To Speech, or Audio	None required	None required
Audio	None required	None required	Transcript	None required
Video	Descriptive Audio (if possible)	Screen Magnification	Captions of audio content	None required
Complex	See above	See above	See above	See above
Interactive	See above and refer to Section 508 criteria	See above and refer to Section 508 criteria	See above and refer to Section 508 criteria	See above and refer to Section 508 criteria

Ultimately, the power of assistive technology and digital media will develop into a standardized approach of creating content that will ensure the access strategies are viable without excessive effort on the author’s part.

Assistive Technology Types

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

Distance Education Accessibility Guidelines

Assistive Technology by Disability

Assistive Technology (AT)	Blind	Low Vision	Mobility	Learning Disability	Deaf	Hard of Hearing	Speech
Screen Magnifier		X		X			
Screen Reader	X						
E-text Reader	X	X	X	X		X	X
Assistive Listening Device						X	
Closed Captioning (CC)				X	X	X	
Speech Recognition			X	X			
Augmentative Alternative Communication (AAC)							X
Custom Display/System Theme	X	X	X	X	X	X	
Custom Switch/Input System			X				X
Text To Speech (TTS)	X	X		X			X

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Types of Alternate Media

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

Alternate Media by Disability

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

Frequently Asked Questions

1. ***Do I really have to make my course accessible?***

Yes. The California Community Colleges are bound by Federal law (Section 508) and California state law (Government Code Section 11135, that mirrors Section 508), to ensure that all DE courses be made accessible to students with disabilities. These legal requirements are reinforced by the Chancellor's Office in the DE Guidelines. Beyond these legal requirements for electronic information, all of the services provided by the California Community College system must be equally available to all citizens of California. Following the Section 508 standards and the principles of Universal Design that are included in the Web Content Accessibility Guidelines (WCAG) 2.0 is the recommended approach to use in achieving accessibility.

All courses must be accessible regardless of whether or not a disabled student is currently enrolled.

"...As officials of the agencies charged with enforcement and interpretation of the ADA and Section 504, we ask that you take steps to ensure that your college or university refrains from requiring the use of any electronic book reader, or other similar technology, in a teaching or classroom environment as long as the device remains inaccessible to individuals who are blind or have low vision. It is unacceptable for universities to use emerging technology without insisting that this technology be accessible to students." (‘Dear Colleague’ letter OCR and U.S. Dept of Education, 2010)

2. ***I have a video I want to use in my distance education course that is not captioned, but I don't know of any deaf students currently enrolled in my course. Do I still have to caption the video?***

Per Section 508 guidelines, video files should always be captioned whenever possible, and in most situations they MUST be captioned. Generally speaking, if the video has audio and it will be stored for later or repeated use in a course, it must be captioned. It does not matter if the video is instructor or institution owned, or if it is a collection of clips and snippets; whatever video will be shown in a classroom, placed on a public website, or used in any open forum, needs to be captioned. In order to use non-captioned video, the video must be contained in a secure, password-protected environment, there must be no students requiring captioning,

and the video can only be used for a single term. Other exclusions to captioning include student work and raw footage that will never be archived after the current use, as well as video with foreign language subtitles.

Quite simply, if you're keeping the video and more than a very limited audience might view it, then you must caption it.

3. *How much time will it take to make my course accessible?*

There are several variables that affect this question. The quantity of multimedia you incorporate into your course can impact the amount of time required. In addition, the more complex the multimedia, the greater the time that can be expected to address accessibility. *The key is to build accessibility into your course content during the development phase, so it will not be necessary to go back later to retrofit inaccessible content.*

4. *What if I teach a Math or Chemistry course? Is accessibility possible?*

The capability for designing and delivering accessible online Math and Chemistry courses has been rapidly expanding in recent years. Traditionally difficult, if not impossible, content such as the symbols and characters used in Math, Chemistry, and Engineering can now be rendered accessible. Advances in computing and communication technologies have made it possible for many disciplines that rely extensively on graphic means of conveying information to be designed and delivered in an accessible way.

5. *If I have no disabled students in my course, do I still have to make it accessible?*

Yes. All courses must be accessible regardless of whether or not a disabled student is currently enrolled. There is no guarantee that you will NEVER have a student with a disability in your course. The intention and mandate of Section 508 is to remove all existing barriers to access so that when a disabled student does enroll, there will be no need to hastily retrofit materials to provide access.

Additionally, disabled students are not required to disclose their disabilities and, in an online course, it would likely be more difficult to identify disabilities than in a face-to-face course. All materials have to be accessible when presented, not in the after-the-fact accommodation style that is the norm in many face-to-face courses. Again, following the principle of Universal Design to make courses usable and effective for everyone benefits all students, not just students with disabilities.

6. *I understand that I might be exempt from making my content accessible if it is an undue burden to do so. What is an undue burden?*

Undue burden is a concept presented in the Americans with Disabilities Act; defined in Section 35.150 of 29 USC. This section states that, in general, a public entity shall operate each service, program, or activity so that the service, program, or activity, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. The ADA does not require a public entity to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or result in undue financial and administrative burdens.

In those circumstances where personnel of the public entity believe that the proposed action would fundamentally alter the service, program, or activity or would result in undue financial and administrative burdens, **the public entity has the burden** of proving that compliance with § 35.150(a) of this part would result in such alteration or burdens.

The decision that compliance would result in such alteration or burdens must be made by the head of a public entity (in the case of a California Community College, either the College President or the District Board of Trustees) or his or her designee after considering **all resources available** for use in the funding and operation of the service, program, or activity and must be accompanied by a written statement of the reasons for reaching that conclusion.

If an action would result in such an alteration or such burdens, the ADA requires that the public entity shall take any other action that would not result in such an alteration or such burdens, but would nevertheless ensure that individuals with disabilities receive the benefits or services provided by the public entity.

In choosing alternate accommodations, the public entity must engage in an interactive process with the person requesting the accommodations and must:

- **give preference to accommodations in the most integrated setting and;**
- **give weight/preference, whenever possible, to the type of accommodation requested.**

In summary, for a college to claim undue burden, it must be prepared to prove compliance with these applicable provisions of the ADA and assume that burden. The claim must be made in writing by the head of the college, the claim must be made after considering **all** the resources available to the college (not only DSPP funds, but all college resources), and the alternate action proposed must be determined through an interactive process, directly involving the student.

It is recommended that each college work closely with their legal counsel, ADA Coordinator, supervisor of DSPS, College Administration and other experts on their campus before considering pursuing a claim of “undue burden.”

7. *How do I bridge the students’ capabilities with the required learning objectives when there are perceived accessibility challenges?*

In answering this question, there are variables at play, including: 1) What is the learning objective of the course? 2) What is the user’s skill level with regard to using assistive technology?

What is the learning objective? It is important to factor in how the course is taught and the nature of the assignment, when determining how to accommodate an individual with a disability. For example, in an astronomy course being taken by a blind student, assignments could be made accessible by providing tactile graphics of star systems or other materials pertinent to the lesson/course.

What is the user’s skill level with regard to using assistive technology? Sometimes a user’s skill level with a given assistive technology tool is not adequate to access a course, no matter how accessible the course is. Refer the student to the DSPS office on your campus to help determine the user’s level of expertise and to acquire training, if necessary.

Every California community college has someone whose duties include training faculty to design accessible courses. This person’s title and department affiliation may vary from campus to campus.

8. *To whom do I go for help?*

It is important to know your campus. Every California community college has someone whose duties include training faculty to design accessible courses. This person’s title and department affiliation may vary from campus to campus. A common title is Alternate Media Technology Specialist. This position often resides in DSPS. A good place to start is with the supervisor of DSPS. Other resources may be the Distance Education Coordinator or Dean. The Vice President of Instruction or Student Services is also a possible resource to identify appropriate assistance. Again, know your campus!

9. *What are our college's responsibilities regarding the accessibility of e-packs?*

Ultimately, it is the responsibility of each college to ensure that the electronic information they procure is accessible. It is important to get assurance from the e-pack's publisher representative about its accessibility before making a purchase. Insist that the publisher representative send files to you in an accessible format. Putting pressure on publishers to make content accessible will help to motivate them to provide content that is accessible. Find out about the possibility of being able to use some parts of the e-pack and not others. An e-pack can be mostly text with a few graphics, a full Flash-based site with comprehensive graphics, and everything else in between.

Alternatively, you can modify the publisher files to make them accessible yourself (you may need permission first), create your own files, or not use an e-pack at all. You might also consider switching to a different textbook that uses an accessible e-pack.

If third-party websites are used as required course materials and you cannot guarantee accessibility of the content, you must be prepared to provide accessible equivalent versions of the content for students with disabilities.

10. *When I select a delivery method, how do I determine the accessibility of the tools I choose to teach the course?*

One thing is certain: new exciting ways to present information electronically become available every day. It is our responsibility as educators to consider the ramifications for all students when making new technology purchases. However, as the instructor, you have many resources at your disposal. A good place to start in selecting those tools is with your supervisor of DSPS, Alternate Media Specialist, Faculty Resource Center, technology trainer, etc.

They often have answers or can provide resources based on your specific concerns (i.e., contact information for determining the accessibility of your learning management system, e-book, e-pack, etc.). There is no comprehensive solution for determining the accessibility of all electronic and information technology that is available.

11. *I send my students to many sites on the web. Am I responsible if those sites aren't accessible? What do I do if they are not accessible?*

Required course materials must be provided in an accessible format. If third-party websites are used as required course materials and you cannot guarantee accessibility of the content, you must be prepared to provide accessible equivalent versions of the content for students with disabilities. It is your responsibility as faculty to conscientiously select course content and materials from external sources that are accessible.

12. *The graphics I use in my course are merely decorative? Do I really need to add alt labels to them?*

Graphics that are used solely for background or decorative purposes should be labeled with the empty alt tag (where alt = ""). There is no space between the quotes in an empty alt tag.

13. *The files I upload into my course are mainly Microsoft Word, PowerPoint files, and also Adobe PDF files. Are those accessible?*

In general, the safe answer is no. As of 2010, PowerPoint files are not accessible in their native format. The accessibility of Word and PDF depends on the complexity of the layout of each document. In order to help ensure accessibility of Microsoft and Adobe files, a good starting point is the training materials that are available on the High Tech Center Training Unit (HTCTU) web site at <http://www.htctu.net>.

14. *I uploaded my syllabus, which contains my course schedule in a table. Is that accessible?*

Tables require some special attention to make them accessible. Depending on your authoring tools (HTML Editor, Word, Acrobat) and the media file format (doc, HTML, PDF), the procedures will vary. However, the concepts for creating accessible tables remain the same: header columns and rows must be added to help define the context of each table's cell data. For more information about creating accessible tables, visit the High Tech Center Training Unit website: <http://www.htctu.net>.

15. *I use a lot of interactive Flash files as simulations. Are those accessible?*

Flash files can be created in an accessible manner, as long as the content creator is deliberate about including accessibility throughout the authoring process. While it is possible to create accessible Flash-based information, it is not safe to make an assumption regarding the accessibility of Flash files in general. Each Flash file, whether created by you or someone else, must be considered as a separate entity in terms of determining accessibility. If they are not accessible – and if you want to

continue using them – you or the creator will have to retrofit the files. Information about Flash accessibility can be found at <http://www.adobe.com/accessibility>, and at the High Tech Center Training Unit website: <http://www.htctu.net>

16. *I don't have time to caption or transcribe all of my videos and podcasts. How can I get help?*

Talk to the person responsible for web accessibility on your campus. One resource is the DECT (Distance Education Captioning & Transcription) Grant provided for the CCCs. This grant will help to alleviate some costs for the captioning of digital audio and video files used in DE courses: <http://www.canyons.edu/captioning>

17. *My course is not a DE course. Do I still have to make my web materials accessible?*

Yes. Any content placed on the web must be accessible. For that matter, any online materials that you require students to access, whether you are using a campus-hosted learning management system, your campus faculty web page, or a site that you are maintaining outside the scope of the college altogether, all materials must be accessible to your students.

18. *I am an adjunct instructor. Am I required to make my course accessible?*

Yes, accessibility is not an optional consideration regardless of your position status. Consult your college's Office of Instruction/Academic Affairs for more information about resources that may be available to help you make your courses accessible. Also, remember to consult the High Tech Center Training Unit for assistance with specific accessibility issues or questions at: <http://www.htctu.net>.

19. *What are the ramifications if my courses are not made accessible?*

The ramification of not making a DE course accessible is that you become complicit in creating a culture of inaccessibility and discrimination vs. accessibility and Universal Design.

If your online materials are not accessible, there is a chance that a student with a disability could file a discrimination complaint with the Department of Education, Office for Civil Rights. That would likely trigger an investigation. If the OCR found that the student's complaint was valid, your institution would likely have to agree to some binding conditions as part of a costly resolution. Another possibility would be that a student might file a lawsuit and the college or district could be held liable for any damages awarded to the student.

Summary

As this document clearly demonstrates, colleges are currently facing significant technological access issues in providing Distance Education courses. The concept of Universal Design and the development of new and emerging technologies challenge us all in designing accessible course content and materials.

This document has presented historic, legal and conceptual background information to position the reader to move forward with confidence as they plan and execute Distance Education offerings. Review of basic requirements set forth in the legislation, along with guidelines presented in both media categories and disability categories, were intended to enhance usability of this information. Frequently Asked Questions were designed to address the most common concerns that have been voiced by faculty.

The Distance Education Accessibility Guidelines Task Force and the many stakeholders involved in the development of these clear and helpful guidelines gave freely of their time and are to be commended for their insightfulness, knowledge and generosity. Their willingness to grapple with the many access issues and provide solutions and best practices has resulted in a document that offers the most promising solutions available. The lofty goal of this work is assurance to each and every institution that, as they strive to ensure all aspects of their Distance Education offerings are accessible to and useable by individuals with disabilities, they are properly supported in their efforts.

We look forward to your comments and feedback on these updated guidelines and will further update or amend them as regulations and technologies change.

Distance Education Accessibility Guidelines

References (hyperlinks provided for access to more information)

1. U.S. Department of Education, Office for Civil Rights (OCR) September 18, 1996 [Letter to California Community Colleges](#)
2. California Community Colleges Chancellor's Office. (CCCCO) (1999) [Distance Education: Access Guidelines for Students with Disabilities](#).
3. MPR Associates, Inc. (2009) [A Needs Assessment of the Accessibility of Distance Education in the California Community College System Part II: Costs and Promising Practices Associated with Making Distance Education Courses Accessible](#). P. 26.
4. CCCC. (2008) [Distance Education Guidelines 2008 Omnibus Version](#).
5. Web Content Accessibility Guidelines [\(WCAG\) 2.0](#)
6. [Understanding WCAG 2.0](#) A guide to understanding and implementing Web Content Accessibility Guidelines 2.0
7. The World Wide Web Consortium. [W3C](#)
8. The Rehabilitation Act of 1973 Section 504 ([29 U.S.C. § 794](#))
9. Title 34 Regulations. U.S. Department of Education. (2002) Chapter I - Office for Civil Rights, Department of Education Part 104 - [Nondiscrimination on the basis of handicap](#) in programs or activities receiving federal financial assistance.
10. Americans with Disabilities Act of 1990 ([42 U.S.C. § 12100 et seq.](#))
11. Americans with Disabilities Act of 1990 [Implementing Regulations 28 C.F.R. 35](#)
12. California Government Code section 11135. [Discrimination in state programs or activities](#).
13. California Code of Regulations. [Title 5 section 59300](#) Complaints of Unlawful Discrimination under Title 5.
14. California Code of Regulations. [Title 5 sections 55300 and 55370](#). Distance Education Regulations
15. Section 508 of the Rehabilitation Act (*29 U.S.C. § 794d*), as amended by the *Workforce Investment Act of 1998*. (*P.L. 105-220*), August 7, 1998
16. CCCC (2003) New Requirements Regarding Implementation of Section 508 of the Rehabilitation Act of 1973. [Legal Opinion M 03-09](#)
17. California Department of Education [Title 5 section 55200](#)
18. Federal Communications Commission. (2010) Telecommunications Act of 1996. [Section 225](#)
19. CCCC (1993). [Title 5 section 56027](#) – Academic Accommodations.
20. U.S. Department of Justice Civil Rights Division & U.S. Department of Education Office of Civil Rights. (2010) Dear Colleague letter: [Electronic Book Readers](#).
21. Americans with Disabilities Act of 1990 [Section 35.150 of 29 USC](#)

Appendices

Resources Funded by the California Community Colleges Chancellor's Office

High Tech Center Training Unit

<http://www.htctu.net>

Funded by the California Community College's Chancellor's Office, the High Tech Center Training Unit (HTCTU) is a state-of-the-art training and support facility for community college faculty and staff wishing to acquire or improve teaching skills, methodologies, and pedagogy in Assistive Computer Technology, Alternate Media and Web Accessibility. The HTCTU supports High Tech Center programs at 112 community colleges and satellite centers.

Distance Education Captioning Grant

<http://www.canyons.edu/captioning>

The Distance Education Captioning and Transcription grant (DECT) provides CCCs with funding for live and asynchronous captioning and transcription as a means of enhancing the access of all students to distance education courses. The DECT also promotes and supports awareness of available funding as a means to support faculty efforts to develop high-quality, media-rich distance learning courses.

@ONE

<http://www.onefortraining.org>

The @ONE Project goal is the provision of training, online resources and research for California Community College faculty and staff to learn about technology that will enhance student learning and success. @ONE's programs are provided for free - or at a very low cost – with funding from the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program (TTIP).

The Galvin Group

<http://galvin-group.com>

The Galvin Group, as a contractor to the California Community Colleges Chancellor's Office, provides technical assistance to all 112 college DSPS programs. Its website contains an extensive array of resources for DSPS professionals from federal and state laws to policies and procedures, forms and reports. These resources are divided into fifteen sections and contain over 500 links and documents. In addition, the Galvin Group offers, on behalf of the California Community Colleges Chancellor's Office, modular online training for DSPS staff.

Other Resources

Access and Equity in Online Classes and Virtual Schools

http://www.inacol.org/research/docs/NACOL_EquityAccess.pdf

Report: This issues brief references to civil rights legislation in the United States, but the issues covered that relate to *access and equity* are relevant to all *online* programs.

AccessDL

<http://www.washington.edu/doit/Resources/accessdl.html>

The Center on Accessible Distance Learning (AccessDL) is funded by the U.S. Department of Education to share guidance and resources on making distance learning courses accessible to students and instructors with disabilities.

Accessify Forum

<http://www.accessifyforum.com>

An online forum that holds discussions on web accessibility topics.

CAST

<http://www.cast.org/index.html>

CAST is a nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning.

CSU Accessible Technology Initiative

<http://www.calstate.edu/accessibility>

The Accessible Technology Initiative (ATI) is a project of the California State Universities (CSU) to provide access to information resources and technologies to individuals with disabilities.

GRADE

<http://www.catea.gatech.edu/grade/>

Georgia Tech Research on Accessible Distance Education (GRADE) is a research project at the Georgia Tech Center for Assistive Technology and Environmental Access (CATEA).

Knowbility

<http://www.knowbility.org>

Knowbility's mission is to support the independence of children and adults with disabilities by promoting the use and improving the availability of accessible information

technology. Knowbility's programs and services are designed to provide universally-available, barrier-free information technology solutions that help the blind visualize the world around them, help the deaf communicate with the hearing world, and help those with mobility impairments "travel" via the Internet.

NCDAE

<http://ncdae.org/webcasts/>

The National Center on Disability and Access to Education (NCDAE) monitors and promotes electronically-mediated distance education policies and practices that enhance the lives of people with disabilities and their families.

Web Accessibility Initiative (WAI)

<http://www.w3.org/wai>

The Web Accessibility Initiative (WAI) works with organizations around the world to develop strategies, guidelines, and resources to help make the Web accessible to people with disabilities.

WebAIM

<http://www.webaim.org>

Since 1999, WebAIM has been a leading provider of comprehensive web accessibility solutions and expertise internationally. WebAIM offers articles on Universal Design and Web Accessibility: <http://www.webaim.org/articles/archives/universal>

World Wide Web Accessibility Consortium (W3C)

<http://www.w3.org>

The World Wide Web Consortium (W3C) is an international community that develops interoperable technologies (specifications, guidelines, software, and tools) to lead the Web to its full potential. W3C is a forum for information, commerce, communication, and collective understanding.

Glossary

Audio description – Narration that is added to a soundtrack to describe important visual details that cannot be understood from the main soundtrack alone. Audio description of video provides information about actions, characters, scene changes, on-screen text, and other visual content. In standard audio description, narration is added during existing pauses in dialogue. Where all of the video information is already provided in existing audio, no additional audio description is necessary. Also called ‘video description’ and ‘descriptive narration.’

Alt Tag – A HTML tag that provides alternative text when non-textual elements, typically images, cannot be displayed.

Assistive Technology – As defined by the Assistive Technology Act of 1998, the term refers to “any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities.” Assistive technologies include: screen readers and magnifiers, closed captioning, alternative keyboards, and other special software and equipment that makes information devices more accessible. Also referred to as ‘Adaptive Technology.’

Built-in accessibility tools – Hardware and software on the computer, such as: a screen reader, magnifier, or on-screen keyboard. These tools are designed primarily for people who have difficulty interacting with their computer using a typical display, keyboard, and/or mouse.

Caption – A text transcript of the audio portion of a video file that synchronizes the text to the action contained in the video.

Captions – Words shown on a movie, television or computer monitor showing what is being said in the program. Captions may be ‘open’ (visible whenever the program is shown) or ‘closed.’ Closed captions (when shown) may be visible to all people viewing the show, or with some technology, they may be visible only to people who wish to see them. Even though the terms caption and subtitle have similar definitions, captions commonly refer to on-screen text specifically designed for deaf or hard of hearing viewers, while subtitles are straight transcriptions or translations of the dialogue. Captions are usually positioned below the person who is speaking, and they include descriptions of sounds (i.e., gunshots or closing doors) and music. Closed captions are not visible until the viewer activates them. Open captions are always visible, such as subtitles on foreign videotapes.

Closed Captioning – Words shown on a movie, television or computer monitor showing what is being said in the program. Closed captions (when shown) may be visible to all people viewing the show, or with some technology, they may be visible only to people who wish to see them.

Complex media – Digital media formats that contain multiple media types and may include applications, files, content management systems, interactive content, text, images, audio and video.

Course Management System (CMS) – A tool that allows instructors and other college personnel to develop and support online learning. Accessed on the Web, this software allows instructors to manage materials distribution, assignments, communications and other aspects of instruction. Examples are Blackboard, WebCT, ETUDES, Moodle and Sakai.

Descriptive Narration – Aids blind and visually impaired viewers with audio descriptions of key visual elements of video programming, including descriptive information on scenery, action, expressions/movements and costumes/props – everything that will give the viewer a better “picture” of what is happening.

Digital images – Electronic snapshots taken of a scene or scanned from documents, such as photographs, manuscripts, printed texts, and artwork.

Digital images of textual information – Electronic snapshots of text, such as a scanned document.

Distance Education – Instruction in which the instructor and student are separated by distance and interact through a variety of communication methods.

Distance Education course – For purposes of curriculum approval, this is any course where, by design, the student(s) and faculty are separated by a distance for any portion or element of the student contact hours.

Electronic Book (E-book) – The digital media equivalent of a printed book. Such documents are either read on personal computers or on dedicated hardware devices known as e-book readers.

Electronic Text (E-text) – Any text-based information that is available in a digitally encoded human-readable format and that is read by electronic means.

End user – The person who actually utilizes the technologies.

E-pack – An e-pack is a publisher created digital content package which can be used by faculty with technology such as Blackboard and customized to meet their unique needs. It can contain text, graphics, images, interactive Flash files, PDFs, etc.

Fundamental alteration – The ADA states a “fundamental alteration” is a change to such a degree that the original program, service, or activity is no longer the same.

Interface design/content layout – The intent of Web design to create a website which is a collection of electronic documents and applications that reside on a Web server(s) and present content and interactive features/interfaces to the end user in the form of Web pages.

Learning Management System (LMS) – Software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events, e-learning programs, and training content.

Native accessibility - The natural capability of electronic information to be accessed directly and without modifications (out of the box).

Navigation structure – A navigation structure identifies how the information will flow through a website and how a user will locate the information presented. A good navigation structure will allow the user viewing the site to maneuver through the pages with ease.

Playback context - The unique set of variables comprised of the end-user capabilities, skills, and knowledge, combined with the functionality of the electronic information in question.

Screen Magnifier – Software program that magnifies all, or part, of a computer screen to make the content visible to users with visual impairments.

Screen Reader - Software for the people with visual impairments that converts the text to speech and reads the content of a computer screen aloud. Screen readers can only interpret text content, so all graphic and multimedia must have alternative text descriptions using alt tags, captions, transcripts, or other methods.

Semantic markup capabilities - The capability to create structured documents by denoting structural semantics for text such as headings, paragraphs, lists, links, quotes and other items.

Social media – Web-based technologies that allow the creation and exchange of user-generated content for networking or connecting to other individuals. Popular networking

sites, Myspace, Facebook and Twitter, are the social media most commonly used for socialization and connecting friends, relatives, and employees.

Style Sheet – Style sheets are the way that standards-compliant Web designers define the layout, look-and-feel, and design of their pages. They are called Cascading Style Sheets or CSS. With style sheets, a designer can define many aspects of a Web page, such as: fonts, colors, layout, positioning, imagery, and accessibility.

Subtitles – Textual versions of the dialog in films and television programs, usually displayed at the bottom of the screen. They can either be a form of written translation of a dialog in a foreign language or a written rendering of the dialog in the same language.

Synchronous – Communication in which interaction between participants is simultaneous.

Technology based instruction – Education or training delivered via web-based media, computer, or other technologies.

Textual description – Written descriptions of images that can be rendered into an accessible format via assistive technology for non-sighted viewers.

Universal Design – Universal Design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

User interface components – Hardware and/or software that allow individuals to interact with technology. User interfaces exist for various systems and provide a means of input, allowing the users to manipulate a system, and/or output, allowing the system to indicate the effects of the users' manipulation.

WAI – Web Accessibility Initiative is affiliated with the World Wide Web Consortium. It coordinates with organizations around the world to increase the accessibility of the Web through five primary areas of work: technology, guidelines, tools, education and outreach, and research and development. They are the developer of web content accessibility guidelines.

College:<All> DE by Category: Transfer:<All> Voc Ed:<All> Basic Skills:<All> Credit Status:<All> Gender:<All>

	CC																															
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	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%	Students	%
AA	1	0.1%																1	0.0%	1	0.0%											
AE	3	0.2%	4	0.2%	4	0.1%	1	0.1%	3	0.1%	3	0.1%	1	0.1%	3	0.1%	2	0.1%	2	0.1%	2	0.1%	2	0.1%	1	0.0%	1	0.0%				
AK	2	0.1%	4	0.2%	2	0.1%	3	0.2%	2	0.1%	3	0.1%	2	0.1%	4	0.2%	2	0.1%	3	0.1%	6	0.2%	3	0.1%	2	0.1%	2	0.0%	1	0.0%		
AL					1	0.0%			1	0.0%	1	0.0%	1	0.1%									1	0.0%					1	0.0%	1	0.0%
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AR			2	0.1%	2	0.1%	1	0.1%	2	0.1%	2	0.1%	2	0.1%							3	0.1%	3	0.1%								
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BC	1	0.1%	1	0.0%					1	0.0%	1	0.0%								1	0.0%											
CA	1,846	94.7%	2,408	93.7%	2,528	94.7%	1,727	95.7%	2,472	95.8%	2,701	96.1%	1,530	96.5%	2,400	96.4%	3,185	97.2%	2,519	97.4%	3,235	97.4%	3,685	98.0%	3,358	98.4%	3,944	98.6%	3,762	98.6%	3,126	99.0%
CO	5	0.3%	7	0.3%	8	0.3%	4	0.2%	8	0.3%	11	0.4%	3	0.2%	3	0.1%	3	0.1%	3	0.1%	3	0.1%	3	0.1%	1	0.0%	3	0.1%	1	0.0%	2	0.1%
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DC	1	0.1%					1	0.1%			1	0.0%	1	0.1%													1	0.0%	1	0.0%		
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FR																					1	0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%
GA	4	0.2%	3	0.1%	2	0.1%	1	0.1%	3	0.1%	2	0.1%	1	0.1%			1	0.0%			1	0.0%									1	0.0%
GU					1	0.0%									1	0.0%	1	0.0%			1	0.0%	1	0.0%			1	0.0%	1	0.0%		
HI	2	0.1%	3	0.1%	5	0.2%			4	0.2%	4	0.1%			4	0.2%	3	0.1%	3	0.1%	2	0.1%	2	0.1%	1	0.0%	2	0.0%	1	0.0%		
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ID	1	0.1%	3	0.1%	2	0.1%	2	0.1%	3	0.1%	2	0.1%	1	0.1%	1	0.0%	1	0.0%			2	0.1%	1	0.0%			2	0.0%	2	0.1%		
IL	1	0.1%	2	0.1%	3	0.1%	1	0.1%									2	0.1%					1	0.0%								
IN																							1	0.0%								
KS					2	0.1%			1	0.0%	1	0.0%	1	0.1%	1	0.0%	2	0.1%	2	0.1%												
KY			1	0.0%	1	0.0%	1	0.1%	2	0.1%	1	0.0%	1	0.1%	1	0.0%	2	0.1%	1	0.0%	2	0.1%	2	0.1%	1	0.0%	3	0.1%	1	0.0%	1	0.0%
LA			1	0.0%	2	0.1%									1	0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%	1	0.0%
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ME			2	0.1%	2	0.1%																										
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MN	2	0.1%													1	0.0%			1	0.0%	2	0.1%	1	0.0%							1	0.0%
MO			2	0.1%	2	0.1%	2	0.1%	4	0.2%	3	0.1%			2	0.1%	3	0.1%	3	0.1%	4	0.1%			2	0.1%	1	0.0%	1	0.0%		
MS	1	0.1%	3	0.1%	2	0.1%	2	0.1%	1	0.0%	1	0.0%	2	0.1%	1	0.0%	1	0.0%	1	0.0%	2	0.1%	1	0.0%							1	0.0%
MT			3	0.1%	2	0.1%			3	0.1%	1	0.0%	1	0.1%	1	0.0%									1	0.0%	1	0.0%	1	0.0%		
NC	4	0.2%	3	0.1%	4	0.1%	2	0.1%	4	0.2%	6	0.2%	3	0.2%	6	0.2%	5	0.2%	3	0.1%	4	0.1%	3	0.1%	2	0.1%	1	0.0%	1	0.0%	2	0.1%
ND					1	0.0%																										
NE							1	0.1%																								
NH			1	0.0%	1	0.0%	1	0.1%					1	0.1%						1	0.0%			1	0.0%							
NJ			1	0.0%			1	0.1%																	1	0.0%						
NM	3	0.2%	3	0.1%	5	0.2%	2	0.1%	1	0.0%	4	0.1%	2	0.1%	3	0.1%	4	0.1%	3	0.1%	2	0.1%	1	0.0%	1	0.0%	2	0.0%	2	0.1%		
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ON			1	0.0%					1	0.0%																	1	0.0%	1	0.0%		
OR	1	0.1%	5	0.2%	5	0.2%	2	0.1%	2	0.1%	1	0.0%	1	0.1%	2	0.1%	4	0.1%	2	0.1%	2	0.1%	1	0.0%					1	0.0%	1	0.0%
PA	1	0.1%	2	0.1%	2	0.1%	2	0.1%	1	0.0%	2	0.1%																				
PR	1	0.1%																														
QE											1	0.0%											1	0.0%								
RI	1	0.1%			1	0.0%																										
SC			3	0.1%	2	0.1%			1	0.0%							1	0.0%									1	0.0%	1	0.0%		
SD																																
TN	2	0.1%	1	0.0%	1	0.0%			1	0.0%	2	0.1%			1	0.0%											1	0.0%	1	0.0%		
TX	13	0.7%	13	0.5%	8	0.3%	12	0.7%	5	0.2%	5	0.2%	3	0.2%	5	0.2%	7	0.2%	4	0.2%	4	0.1%	8	0.2%	3	0.1%	5	0.1%	3	0.1%	4	0.1%
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VT	1	0.1%	1	0.0%	1	0.0%									1	0.0%	1	0.0%			1	0.0%					2	0.1%	1	0.0%		
WA	9	0.5%	11	0.4%	5	0.2%	3	0.2%	4	0.2%	6	0.2%	2	0.1%	6	0.2%	2	0.1%	4	0.2%	2	0.1%	4	0.1%	3	0.1%	3	0.1%	4	0.1%	2	0.1%
WI					1	0.0%			1	0.0%	2	0.1%	1	0.1%	1	0.0%	1	0.0%			1	0.0%			1	0.0%			1	0.0%		
WV									1	0.0%																						
WY	1	0.1%	1	0.0%			1	0.1%	1	0.0%	1	0.0%	2	0.1%	1	0.0%	1	0.0%	1	0.0%			1	0.0%								



STATE OF WASHINGTON

HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way • PO Box 43430 • Olympia, Washington 98504-3430 • (360) 753-7800 • TDD (360) 753-7809

DEGREE AUTHORIZATION

PHONE (360) 753-7869 • FAX (360) 704-6203

Dear Institutional Official:

For the Higher Education Coordinating Board to determine whether your institution's educational activities would require authorization in Washington State, please download, complete, sign and fax this questionnaire to our agency at 360-704-6203.

Name of Institution

Mailing Address

Accrediting Agency that accredits the Institution

1. Does the institution currently have or intend to have a physical presence in Washington State, which can include a branch campus, administrative office, or use of a Washington-based address and/or telecommunications number?
Yes No
2. Does the institution currently conduct or intend to conduct local advertisement and recruitment in the state that would specifically target Washington residents, such as ads in local media or a recruiting agent based in the state?
Yes No
3. Do any of the degree programs offered by the institution include a component in which the student is required to complete an internship, externship, clinical training, practica, etc. at a location in Washington State? If so, please provide details of this component (use additional sheets if necessary)
Yes No

I certify that all information submitted in this document is true and accurate.

Signature

Print Name

Position at the Institution

Contact Phone

Email



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

April 20, 2011

DCL ID: GEN 11-11

Subject: State authorization under the Program Integrity Regulations

Summary: This letter provides guidance on State authorization in the context of distance learning under the Program Integrity regulations.

Dear Colleague:

On October 29, 2010, the Department published in the Federal Register final regulations on program integrity issues (75 FR 66832) (Program Integrity Regulations). These final regulations are available at <http://www.ifap.ed.gov/eannouncements/110110PubFinalRulesforTitleIVStudentAidPrograms.html>. More recently, we released a Dear Colleague Letter (DCL GEN-11-05) that provided guidance on three areas of those final regulations: State authorization, incentive compensation, and misrepresentation. That guidance was provided to help institutions understand the changes to the October 2010 regulations and does not make any changes to the regulations.

One of the specific issues addressed in DCL GEN-11-05 was State authorization in the context of distance education, including correspondence study and online learning. Under the State authorization regulations, a student that is enrolled in an educational program offered by an institution cannot use Title IV, HEA program funds for that program if the institution the student is attending does not have State authorization in the State in which the student resides. This is true for all educational programs, including distance education. As explained within the preamble to the October 2010 regulations, if a State fails to timely comply with the State authorization requirements at 34 C.F.R. §§ 600.9(a), and (b), for programs other than distance education, an institution may obtain extensions until July 1, 2013, to secure compliance with these State authorization requirements.

However, since publishing the DCL GEN-11-05, we have heard complaints from some institutions, or their representatives, that they are encountering challenges in seeking and obtaining State authorization for distance education programs. We are also aware that some States are considering steps to modify or update authorization requirements for the provision of distance education training. In some cases, the changes may be a part of a broader effort to coordinate such authorizations with other States and streamline the

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authorization processes. In addition, we have been told that some higher education associations and institutions are preparing information on States' requirements in an effort to help institutions with compliance efforts. We believe these efforts are valuable and wish to work with the higher education community and States to encourage and support their development.

In the meantime, some institutions have suggested that time and expense could be expended to comply with requirements that may soon change, and some institutions have further claimed that States may not be prepared to manage a large number of applications for authorization. We are committed to supporting State efforts that help institutions ensure that distance education programs are authorized.

Clarification of Enforcement. With regard to the State authorization provisions at 34 C.F.R. § 600.9(c), the Department will not initiate any action to establish repayment liabilities or limit student eligibility for distance education activities undertaken before July 1, 2014, so long as the institution is making good faith efforts to identify and obtain necessary State authorizations before that date. Evidence of good faith efforts by institutions could include any one or more of the following items:

- Documentation that an institution is developing a distance education management process for tracking students' place of residence when engaged in distance education.
- Documentation that an institution has contacted a State directly to discuss programs the institution is providing to students in that State to determine whether authorization is needed.
- An application to a State, even if it is not yet approved.
- Documentation from a State that an application is pending.

If a State has no applicable regulation or law, then no action on the part of the institution is required. Where States are in the process of establishing new requirements or creating application procedures, institutions acting in good faith would be expected to seek authorization under the new requirements or procedures only after they are established. Monitoring evolving State requirements should be made easier by the many associations, States, and institutions that are sharing on the Internet their analyses of individual State authorization requirements and processes.

However, the Department will review carefully instances where an institution may not be acting in good faith, such as where documents show an institution knew of a State requirement and willfully refused to comply with it.

Development of a Comprehensive Directory. As part of our technical assistance efforts, we are committed to working with appropriate parties to develop a comprehensive directory of State requirements that provides a meaningful opportunity for States to clearly articulate their specific requirements and for institutions of higher education to easily access the requirements and apply to the State for authorization. Once

the directory is developed, we plan to make it publicly available on the Department's Web site.

Supporting State Coordination. States determine what requirements, if any, distance education programs offered within their borders must meet. As a result, efforts to clarify and coordinate State laws require the engagement of States and the entire higher education community. We are interested in working with the community to support States' efforts to develop model reciprocal agreements, common applications, or other methods that States could adopt to foster compliance. We welcome suggestions from institutions and associations about how such efforts could be undertaken to best meet the needs of institutions and States.

The Department recognizes the value of distance education. We are eager to help create an environment that allows innovative approaches to flourish and grow. We thank you for your continued cooperation as we work to implement these regulations.

Sincerely,

A handwritten signature in black ink, appearing to read "Eduardo M. Ochoa", with a horizontal line underneath the name.

Eduardo M. Ochoa

**Distance Education Task Force
Institutional Commitment to Distance Education Recommendations**

Background:

Cerro Coso Community College began its current Distance Education program with the establishment of online courses and degrees in 1997/1998. The program was initially developed according to the guidelines that were the precursor to the existing ACCJC Accreditation Standards. The online program was considered innovative and a statewide model, resulting in high level recognition around the country and the awarding of the Chancellor’s CVC4 Statewide Rural Region Grant. While the College had offered interactive television (iTV) classes via the Kern County Superintendent of Schools Office previously, the widespread addition of iTV and hybrid courses developed with the new buildings on the Bishop and Mammoth campuses in 2005. iTV classrooms were added on the IWW and KRV campuses soon after and course offerings expanded accordingly. In the last few years, the investment, focus and support for Distance Education has eroded. Decisions have been made for growth in online class offerings, program development, and the scheduling of courses without the evaluation of data to support the decisions and follow-up assessment of the effectiveness of these practices. The previous focus on student preparation and support services, faculty preparation, and ongoing classroom support has also eroded with lack of leadership and oversight for the program. This lack of planning, evaluation and support has resulted in instability in the program and has impacted student success and retention. The President appointed the Distance Education Task Force to review these issues and make recommendations for the future of our Distance Education Programs.

Comment [MH1]: Added for use of abbreviation.

After a series of telephone, face to face, and online meetings, the task force examined existing guidelines , reviewed prior and past practices, and created recommendations as they relate to the following categories of concern regarding distance education at Cerro Coso Community College.

- A. Staffing and Organization Structure
- B. Student Preparation and Services
- C. Faculty Preparation and Ongoing Training
- D. Ongoing Course/Classroom Support
- ~~D. Faculty Preparation and Ongoing Training~~
- E. Faculty Assignment and Load
- F. Distance Education Committees and Reporting

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The backgrounds, referring guidelines, recommendations with timelines and budget implications, rationales, and resources for each of the above concerns follow.

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A. Staffing and Organization Structure
<p>Introduction</p> <p>Due to the fact that approximately 50% of the FTE at Cerro Coso is generated through some form of Distance Education there is a need for both administrative oversight and programmatic and instructional coordination and support. The College has been suffering from a fluctuating lack of oversight and staffing as it relates to Distance Education for some time.</p>
<p>Guiding Principles and/or Requirements</p> <p>1. Guide to Evaluating Distance Education and Correspondence Education:</p> <p>Standard III: Resources</p> <p>A. Human Resources</p> <p>The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness...</p> <ol style="list-style-type: none"> 1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. <ol style="list-style-type: none"> a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. <ul style="list-style-type: none"> • Does the institution advertise specifically for personnel with expertise and experience in DE/CE? d. The institution assures adequacy of technical and physical plant facilities including appropriate staffing and technical assistance, to support its electronically offered programs... <ul style="list-style-type: none"> • Is the staffing structure appropriate (and fully qualified) to support the programs now operational and envisioned in the near term?
<p>Recommendation</p> <p>The Distance Education Task Force recommends the creation and filling of the following additional positions to support Distance Education at Cerro Coso:</p> <ol style="list-style-type: none"> 1. Dean of Distance Education and Liberal Arts (New)- This would be an administrative position providing enrollment management, oversight, training, accountability, and planning and evaluation for all forms of Distance Education 2. Distance Education Coordinator (New)- This would be a Classified position providing coordination and facilitation of faculty and student support, resources for course and staff development, coordination of practices to improve and sustain academic integrity, and training for all forms of Distance Education <p>Timeline: Fall 2011</p> <p>Budget Implications: Hiring of two new positions:</p> <ul style="list-style-type: none"> • Dean of Distance Education and Liberal Arts- • Distance Education Coordinator- Classified/Range 47.0 <p>Rationale: This proposed structure will fulfill the identified institutional needs, as well as provide needed coordination, planning and evaluation for the disciplines constituting General Education and the Liberal Arts degree.</p>
<p>Resources</p> <p>ACCJC: Guide to Evaluating Distance Education and Correspondence Education http://www.accjc.org/wp-content/uploads/2010/09/Guide-to-Evaluating-Distance-Education.pdf</p> <p>Chancellor's Office- Distance Education Guidelines http://www.lasc.edu/uploads/pdf/DistanceEdcccoGuidelinesMar2004.pdf</p> <p>Higher Learning Commission: Best Practices for Electronically Offered Degree and Certificate Programs http://www.ncahlc.org/download/Best_Pract_DEd.pdf</p>

Comment [MH3]: Added.

Comment [MH4]: Added and changed throughout the document for consistency.

Comment [MH5]: Is this supposed to be 'd'?

Comment [MH6]: Added for more specific direction.

Comment [MH7]: Wording. This could be changed.

Comment [MH8]: See above.

Comment [MH9]: Wording.

Distance Education Coordinator's Online Project

<http://www.deonline.org/Module1/mod1.htm>

B. Student Preparation and Services
Introduction
<p>Lack of student preparation and support negatively impact success and retention rates for classes offered via Distance Education. On average, for Distance Education courses, retention rates are 10% below and success rates are 15% below those of traditional courses. The concept that “Students do not do optional” has been promoted statewide and is observable in the percentages of students who do not complete the matriculation process and for those who test into Basic Skills classes, but choose not to take them. While Student Services has been a focus for Cerro Coso’s Distance Education Program from the beginning, there has been little focus on and evaluation of the consistency and accuracy of information available on our websites. In addition, there has been little evaluation of whether the means and processes for delivery of service at a distance is still effective, efficient, and technologically current. Tutoring has been delivered in a variety of ways for Distance Education Students, including Smarthinking, Student and Teaching Assistants in the classroom, and College sponsored tutors from the LAC. Currently, there is no comprehensive, consistent tutoring support available to Distance Education Students.</p>
Guiding Principles and/or Requirements
<p>ACCJC: Guide to Evaluating Distance Education and Correspondence Education Standard II Student Learning Programs and Services B. Student Support Services</p> <p>The institution recruits and admits students who are able to benefit from its programs, consistent with its mission. Student Support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of these services.</p> <ul style="list-style-type: none"> • How does the institution determine that students admitted to its DE/CE programs are able to benefit from these programs? How is this information taken into consideration in admissions policies and procedures? • How does the institution assure access to appropriate, comprehensive, and reliable services such as but not limited to orientation, tutoring and counseling, delivery of materials to students with remote access to information? <p>Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates College Structure Student Services</p> <p>Clearly recognized in both accreditation guidelines and previous Academic Senate papers is the need to provide a full range of student services for distance education students, in addition to satisfying their obvious instructional needs. The March 2007 <i>Basic Skills as a Foundation for Student Success in California Community Colleges</i> identified integrated, comprehensive services as vital to student success in the basic skills areas. This is no less true but perhaps even harder to achieve in the distance education arena. Colleges need to determine how to provide student access to the following services:</p> <ul style="list-style-type: none"> • Registration including access to catalog and class schedule information; • Matriculation components including orientation, assessment, placement and counseling; • Bookstore; • Library services; • Financial aid; • Supplemental services including tutoring, testing and specialized services such as EOPS (Extended Opportunity programs and Services) and Disabled Student Programs where appropriate. <p>Notice that the regulations governing delivery of instruction differ from those governing student services or supplemental instruction. A good example of this is that tutoring must be done in a synchronous environment, whereas course content delivery may be synchronous or asynchronous.</p>
Recommendation

Comment [MH10]: Moved the bold information that this reflects from the beginning of the Guiding area to reflect the background of the problem.

Comment [MH11]:

Comment [MH12]:

Comment [MH13]: Deleted period in quotes

Comment [MH14]: Added.

Comment [MH15]: Deleted plural.

Comment [MH16]: Deleted.

Comment [MH17]: Re-worded. Still needs work.

Comment [MH18]: Re-worded. Still needs work too.

Comment [MH19]: Added and changed throughout the document for consistency.

Comment [MH20]: Is there a heading number or something for this one?

The Distance Education Task Force recommends that:

1. The Institutional Researcher should conduct research to assess:

- the impact of the current course, PDEV C052 Becoming a Successful Online Student, on student success and retention.
- success and retention rates in ITV and hybrid courses.
- success and retention rates by course length during the Fall and Spring semesters.
- success and retention rates in courses conducted primarily or entirely through software, and publisher websites
- success and retention rates based on student registration date.

Timeline: Completed Summer 2011

Budget Implications: Assigned as regular duties, no additional budget implications.

Rationale: Data needs to be gathered and evaluated to begin to identify where loss points are in our Distance Education Programs that affect success and retention. While this list is not exhaustive, it provides a starting point looking at possible factors influencing success and retention, the effectiveness of current intervention strategies, and baseline data for evaluating additional intervention strategies.

2. A subcommittee of Pedagogy and Technology Committee in collaboration with a counseling representative, develop a **required** modular self-assessment orientation/tool for first time, online students to assess readiness for courses offered via Distance Education.

Timeline: Implemented Spring 2012

Budget Implications: Assigned as regular duties, no additional budget implications.

Rationale: Students need to be able to assess whether distance education is a fit, understand expectations, know in advance about material and technology requirements, and have access to equivalent support to onsite students. In order to be effective, this will have to be a required component of Cerro Coso's Distance Education Program. The learning environment should be one in which the students have the greatest opportunity to be successful.

3. The Vice President of Academic Affairs initiate a process for implementing comprehensive, ongoing, and consistent tutoring support for Distance Education.

Timeline: Completed Summer 2011

Budget Implications: Actual costs are unknown at this time but will require the allocation of additional resources. The amount will depend on the selection of the services of a third party, implementation of an in-house solution or some combination of the two.

Rationale: Tutoring support is just as important, if not more so, to Distance Education Students as it is in onsite students. The lack of a comprehensive, consistent means of providing tutoring to online students would seem to have a direct impact on the success and retention of online students. Accreditation specifically requires that equivalent services be provided to Distance Education Students for this reason.

4. The Counseling Department, Webmaster, the Student Services Executive Council, and U, collaborate on the development of a student support site with specific sections for Distance Education. The site should minimally include the following:

- a means to assess readiness for online courses in the area of academic skills and technical skills
- information on accessing/ordering texts and materials
- information on establishing and using the Cerro Coso email account
- clear and consistent instructions for accessing online and hybrid courses
- suggested tips and strategies for success in courses taken via ITV, hybrid, or online
- instructions on the process for enrolling in the college and registering for courses
- publications, including the college catalog, schedule of courses, and student handbook
- policies and procedures, including the Student Conduct and Student Complaint policies and procedures

Comment [MH21]: Capitalized for consistency.

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Comment [MH23]: Re-worded. Could use some work.

Comment [MH24]: Changed wording slightly.

- access to all available services, including orientation specific to Distance Education classes, assessment, counseling/advising, financial aid, tutoring, and library.

Timeline: Completed Fall 2011

Budget Implications: Actual costs are unknown at this time, but will require the allocation of additional resources if technologies are identified to improve the delivery of student support services at a distance.

Rationale: While comprehensive Student Services are currently available at a distance, review and centralization of student information and services will improve access to students and make it more likely that students will take advantage of available information and services.

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5. The Vice President of Students Services evaluate Board Policy and Procedure that limits implementation of best practices in student preparedness and student support (such as Probation and Disqualification and limits on prerequisites based on lapse of time) and initiate changes in areas where student success could be better supported at the District level.

Timeline: Completed Fall 2012

Budget Implications: Assigned as regular duties, no additional budget implications.

Rationale: Policy should not be a barrier to implementing practices that are likely to improve student success and retention.

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6. The Academic Senate initiate a discussion regarding maximum class size for courses offered Distance Education.

Timeline: Completed Fall 2012

Budget Implications: Unknown at this time

Rationale: Review of the guiding documents and best practices for Distance Education clearly draw a connection between the number of students in Distance Education classes and success and retention. The consistent recommendation is that there should be no difference between the class size in traditional classes and Distance Education classes.

Comment [MH29]: Added

Resources

Guidelines:

ACCJC: Guide to Evaluating Distance Education and Correspondence Education

<http://www.accjc.org/wp-content/uploads/2010/09/Guide-to-Evaluating-Distance-Education.pdf>

[Guidelines for Creating Student Services Online](#)

<http://wcet.wi.he.edu/wcet/docs/beyond/overview.pdf>

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Community College Models/Resources:

Clark State Community College

https://www.clarkstate.edu/online_learning.php

Cypress College

<http://www.cypresscollege.edu/academics/DistanceEducation>

Houston Community College- SmartMeasure

<http://de.hccs.edu/de/smartermeasure-01>

Rio Hondo

<http://online.riohondo.edu/orientations/oo/index.htm>

San Diego Community College District

<http://www.sdccdonline.net/newstudents.htm>

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Yavapai College

<http://www.yc.edu/v4content/information-technology-services/tels/students/default.htm>

Student Preparation:

SmarterServices-measuring online learner readiness
<http://www.smarterservices.com/>

CCRC- Online Learning: Does It Help Low-Income and Underprepared Students?
<http://ccrc.tc.columbia.edu/Publication.asp?UID=846>

CCRC- Online Learning: Coursetaking Patterns and Performance Among Underprepared Community College Students
<http://ccrc.tc.columbia.edu/Publication.asp?uid=731>

Cypress College
<http://www.cypresscollege.edu/academics/DistanceEducation>

Houston Community College-SmartMeasure
<http://de.hccs.edu/de/smartermeasure-01>

Rio Hondo
<http://online.riohondo.edu/orientations/oo/index.htm>

San Diego Community College District
<http://www.sdccdonline.net/newstudents.htm>

SmarterServices
<http://www.smarterservices.com/>

Yavapai College
<http://www.yc.edu/v4content/information-technology-services/tels/students/default.htm>

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C. Faculty Preparation and Ongoing Training
<p>Introduction</p> <p>Limited support for Distance Education, in general, and faculty training, specifically, have been a recent and real problem for the College. Faculty are often assigned Distance Education classes with little or no training or understanding of successful instruction in that environment. Faculty are not provided with an orientation of the expectations or a process for review and feedback on effective course implementation.</p>
<p>Guiding Principles and/or Requirements</p> <p>Title V</p> <p>5207. Course Quality Standards. (adopted July 2002 - replaces 55372) The same standards of course quality shall be applied to DE as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of section 55009 of this part, and in regard to any local course quality determination or review process.</p> <p>55209. Course Quality Determinations. (adopted July 2002 - replaces 55374) Determinations and judgments about the quality of Distance Education under the course quality standards referred to in section 55207, shall be made with the full involvement of faculty in accordance with the provisions of subchapter 2 (commencing with section 53200) of chapter 2 of division 4 of this part.</p> <p>55211. Instructor Contact. (adopted July 2002 - replaces 55 In addition to the requirements of section 55009 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.</p> <p>55213. Separate Course Approval. (adopted July 2002 - replaces 55378) Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the district's certified course approval procedures. NOTE: Authority cited: Sections 70901 and 66700, Education Code. Reference: Sections 70901 and 70902, Education Code.</p> <p>ACCJC: Guide to Evaluating Distance Education and Correspondence Education: Standard II</p> <p>A. Instructional Programs The institution offer high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improved teaching and learning strategies, and achieve stated student learning outcomes...</p> <p>1. The institution demonstrates that all instructional programs, regardless of location of means of delivery, address and meet the mission of the institution and upholds its integrity.</p> <p>Standard III</p> <p>A. The institution employs qualified personnel to support student learning programs...by whatever means delivered, and to improve institutional effectiveness...Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development...Human resource planning is integrated with institutional planning.</p> <p>5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.</p> <p>6. How does the institution determined the professional development needs if its personnel involved in DE/CE?</p>

Comment [MH30]: Added and changed throughout the document for consistency.

7. What development programs on teaching methodologies in distance education does the institution provide?
8. What impact do professional development activities related to DE/CE have on the improvement of teaching and learning? How does the institution evaluate that improvement.

Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates College Structure

A Curriculum Committee

The Curriculum Committee is required at every college, and ensures the quality of curriculum by providing a venue for the review of course outlines, programs, and distance education offerings. As noted above, colleges must have a process by which courses to be offered via distance education, whether new or existing, undergo a separate review focusing on features unique to the use of technology. This review must verify adherence to the course outline of record and [state mandates concerning](#) regular effective instructor-student contact. In addition, the separate review should address provision of student support services, such as technical support, access to library resources, and accommodations for students with disabilities.

Effective Practices for Hiring, Training, and Supporting Faculty New to Distance Education

As mentioned above, state mandated minimum qualifications for faculty hiring are based upon academic degrees and/or occupational experience and do not generally include technology skills. While it is possible to include technology skills by raising local minimums, this raises interesting questions of uniformity and equity and is a non-trivial change in college hiring policies. This makes the hiring of pre-trained individuals something of a challenge. It is, however, possible to specify technology skills as a desired qualification in individual position announcements. A perhaps better route is the provision of suitable professional development after a discipline expert is hired. This is, of course, more difficult to achieve for the large number of part-time faculty used at most colleges. So possible strategies include:

- Consider possible use of board approved local minimum qualifications;
- Consider use of “desired qualifications” for specific new hires;
- Use specialized professional development opportunities and system projects, such as @ONE and California Virtual College (CVC);
- Develop internal training and development activities related to using educational technology;
- Use sabbatical leaves and other step/column advancement to encourage acquisition of new skills.

Effective Practices for Support of Faculty and Students in Courses Using Technology

The result of the coordinated college discussion and planning described above should be an environment that systematically provides the institutional support that faculty and students need to succeed in their use of technology. Some effective practices are described here:

- Instructional design support should be available for course development;
- Technical assistance should be readily available for faculty who wish to develop courses or maintain websites;
- Ongoing faculty training opportunities for pedagogy, course management systems and development software should be available;
- Institutional technology standards should include adequate technical staff, scalable infrastructure, and email for students and faculty;
- Faculty should have access to current computer technology and high speed Internet access;
- Development software should be available to faculty who are able to create media content for courses.

Recommendation

The Distance Education Task Force recommends that:

1. The [Pedagogy and Technology Committee](#) develop “Guidelines for Effective Practices in Distance

Education” to minimally include the following:

- all forms of Distance Education; ITV, hybrid, and online
- effective student contact
- practices to promote academic integrity [and address student authentication](#)
- faculty preparation
- effective use of instructional technology
- minimum course requirements
- ADA compliance

Timeline: Spring 2012

Budget Implications: Assigned as regular duties, no additional budget implications.

Rationale: Faculty teaching via Distance Education need to have clearly communicated expectations, guidelines, and effective practices. This needs to be defined to develop a common language and understanding of what a faculty member is agreeing to when committing to teach a class offered via Distance Education. These minimum standards will benefit both faculty and students.

2. [The College provide resources to revise the Online Faculty Training curriculum to be offered as training modules, either in-house or through Contract and Community Education.](#)

Timeline: Fall 2011

Budget Implications: Actual costs are unknown at this time, but will require the allocation of additional resources [depending on need to contract the services of a third party, implement an in-house solution or some combination of the two.](#)

Rationale: The need for faculty training and preparation for teaching via Distance Education is a well-documented best practice [and has long-been a focus for Cerro Coso.](#) While the format for delivery will have to change, the need for offering the training for our faculty has not.

3. The [College provide resources to support faculty in developing high-quality, interactive, content rich courses by providing ongoing training, professional development, and ongoing assessment of emerging technologies to enhance courses offered via Distance Education.](#)

Timeline: Fall 2011

Budget Implications: Actual costs are unknown at this time, but will require the allocation of additional resources

Rationale: [On-going faculty training and support are essential to offering high-quality courses that are engaging for students and instructors. This should increase student involvement, retention, success, and effective contact between instructors and students.](#)

4. [CIC develop a process for reviewing individual course sections that are offered, or proposed to be offered, via Distance Education delivery. The review should give CIC an opportunity to determine how the course content, student contact, and student learning outcomes are adequately presented in the online environment and equivalent to the course offered in traditional delivery.](#)
Timeline: Spring 2012

Budget Implications: [Unknown at this time](#)

Rationale: [Currently, the process requires the completion of a Distance Education Addendum form. This process, however, does not account for widely differing approaches to teaching courses via Distance Education from instructor to instructor. A review of individual sections to be offered would allow an opportunity to confirm the sufficiency of each section, review strategies for delivering instruction, and allow for a discussion of how the Student Learning Outcomes will be achieved. This](#)

4. [practice is consistent with the approach taken at many other California Community Colleges. CIC develop a process for reviewing individual course sections that are offered, or proposed to be offered, via](#)

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Comment [MH32]: Re-worded.

Comment [MH33]: Re-worded.

Comment [MH34]: Added.

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Distance Education delivery. The review should give CIC an opportunity to determine how the course content, student contact, and student learning outcomes are equivalent to the course offered in traditional delivery.

Timeline: Spring 2012

Budget Implications: Unknown at this time

Rationale: Currently, the process requires the completion of a Distance Education Addendum form. This process, however, does not account for widely differing approaches to teaching courses via Distance Education. A review of sections to be offered would allow an opportunity to review strategies for a specific course and allow for a discussion of how the Student Learning Outcomes will be achieved for each course. This practice is consistent with the approach taken at many other California Community Colleges.

Comment [MH35]: Re-worded.

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Resources

Title 5 Regulations on Distance Education:

http://www.ccccurriculum.info/Curriculum/RegulationsGuidelines/Regulations_DistanceEd.htm#55207

ACCJC: Guide to Evaluating Distance Education and Correspondence Education

<http://www.accjc.org/wp-content/uploads/2010/09/Guide-to-Evaluating-Distance-Education.pdf>

Quality Matters Program:

Quality Matters created a set of forty specific elements, distributed across eight broad standards, by which to evaluate the design of online and hybrid courses. The web-based, fully interactive rubric is complete with annotations that explain the application of the standards and relationship between them.

<http://www.qmprogram.org/rubric>

Effective Student Contact

Academic Senate for the California Community Colleges

Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning

Mt. San Jacinto

<http://www.lasc.edu/uploads/doc/DistEd,MSJC,Contact.doc>

Solano Community College

<http://www.lasc.edu/uploads/doc/DistEd,SCCContact.doc>

Practices to Promote Academic Integrity and Address Student Authentication

Best Practice Strategies to Promote Academic Integrity in Online Education

<http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf>

Student Authentication

<http://wcet.wiche.edu/learn/student-authentication>

Are Your Online Students Really the Ones Registered for the Course?

Student Authentication Requirements for Distance Education Providers

http://wcet.wiche.edu/wcet/docs/publications/Briefing_Paper_Feb_2008.pdf

Palomar College;

Validation of Preparedness to Teach Online:

Training/

@One Trainers Bureau

<http://www.onefortraining.org/bureau/index.php>

Palomar College:

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Validation of Preparedness to Teach Online:
http://www.palomar.edu/accreditation/FollowUpReportEvidence/Validation_Preparedness_to_Teach_Online.pdf
Northern Arizona University- Quality Checklists
Teaching Checklist
http://www.nau.edu/~d-elearn/support/tutorials/quality_checklist/quality_checklist.php
Technical Checklist
http://www.nau.edu/~d-elearn/support/course_support/technical_checklist.php
An insider's guide to teaching and learning in the online classroom
10 Principles of Effective Online Teaching:
Best Practices in Distance Education
<http://www.facultyfocus.com/free-reports/principles-of-effective-online-teaching-best-practices-in-distance-education/>
San Jose City College- Faculty Resources on Moodle
<http://www.sjcc.edu/OnlineLearning/Moodle/MoodleRes-Faculty.html>

Accessibility/Universal Design
Distance Education, Access Guidelines for Students with Disabilities
http://htctu.net/publications/guidelines/distance_ed/disted.htm
Accommodations and Universal Design
<http://www.washington.edu/doi/Faculty/Strategies/>
Universal Design of Instruction
<http://www.washington.edu/doi/Faculty/Strategies/Universal/>

The World Wide Web Consortium Web Accessibility Initiative resources
<http://www.w3.org/WAI/>
Web Site Compliance Solutions (replacement for BOBBY)
<http://www-01.ibm.com/software/rational/offerings/websecurity/webcompliance.html>

Effective Student Contact
Academic Senate for the California Community Colleges
Guidelines for Good Practice: Effective Instructor Student Contact in Distance Learning
Mt. San Jacinto
<http://www.lasc.edu/uploads/doc/DistEd,MSJC,Contact.doc>
Solano Community College
<http://www.lasc.edu/uploads/doc/DistEd,SCCContact.doc>

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D. Ongoing Course/Classroom Support
Introduction
<p>During its history of offering distance education courses, the College has implemented various ancillary support programs to assist in the day to day operation of the courses. This has included proctoring, third-party tutoring, teaching assistants, third party plagiarism checking sites, and design compliance. Proctoring became too cumbersome for instructors and was abandoned. Third-party tutoring became too expensive and College implementations have not been used well. Student assistants were used in online courses for a while but abandoned for various reasons and while teaching assistants are available for some iTV courses, there is need for more. The College still subscribes to a third-party plagiarism checking program (TurnItIn) but it is felt that it could be used more effectively. The design compliance position was grant funded and no longer exists. There are questions about the academic integrity of courses without this type of support. In addition, questions were raised about class sizes, library resources for Distance Education students, and faculty awareness of new features in the Moodle course management system.</p>
Guiding Principles and/or Requirements
<p>1. WCET: Best Practice Strategies to Promote Academic Integrity in Online Education</p> <p><u>Assessment and Evaluation:</u></p> <p>14. Use proctored test sites where appropriate.</p> <p>2. ACCJC: Guide to Evaluating Distance Education and Correspondence Education</p> <p>Standard II: Student Learning Programs and Services</p> <p>The Institution offers high-quality instructional programs, student support services and Library and learning support services that facilitate and demonstrate the achievement of stated learning outcomes.</p> <p>A. Instructional Programs</p> <p>7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs and worldviews.</p> <ul style="list-style-type: none"> • What mechanisms for verification of students enrolled in DE/CE programs does the institution have? Do these mechanisms include a secure login and password and/or proctored exams and/or other effective technologies and practices for verifying student identity? <p>B. Student Support Services</p> <p>a. The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method.</p> <ul style="list-style-type: none"> • How does the institution assure access to appropriate, comprehensive, and reliable services, such as but not limited to orientation, tutoring and counseling... <p>C. Library and Learning Support Services</p> <p>1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</p> <p>Standard III. Resources.</p> <p>Title V</p> <p>55208. Faculty Selection and Workload</p> <p><i>(b) The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered in whole or in part by distance education may include a review by the curriculum committee established pursuant to section 55002(a)(1).</i></p> <p><i>(c) Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated</i></p>

Comment [MH36]: Added

Comment [MH37]: Some re-wording for clarity.

Comment [MH38]: Added and changed throughout the document for consistency.

agreements between exclusive representatives and district governing boards.

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

**Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates
Effective Practices for Hiring, Training, and Supporting Faculty New to Distance Education
College Structure**

Notice also, that while not mandated, it is specifically authorized by Title 5 §55208 that the Curriculum Committee may consider the issue of class size in distance education sections. This number is often set by either administration or by collective bargaining without sufficient consideration of the distance education learning environment. Class size clearly has a significant impact on the likely success of student-instructor interactions, as suggested in one of the Department of Education red flags mentioned previously. And research has consistently shown the relationship of class size to success in distance learning². It is important for local academic senates and the Curriculum Committee to lead this conversation.

Recommendation

The Distance Education Task Force recommends that:

1. The Distance Education program staff implement a proctoring support program for online courses. This would include classified position support and exploration into existing proctoring programs at other institutions. In addition, based on the exploration, a computer software program may need to be purchased and implemented.
Timeline: Spring 2012
Budget Implications: This would fall under duties of the recommended Distance Education Coordinator. Cost of software is unknown at this time.
Rationale: The members of the Task Force feel that the use of proctoring for many programs would increase the academic integrity of the Distance Education program and more closely reflect what happens in face to face courses.
2. The Distance Education program staff makes an extensive tutoring program available to all distance education students. This could be done via a third-party vendor such as SmartThinking or developed in-house. The Tutoring program should be integrated into the existing course management system.
Timeline: Spring 2012
Budget Implications: Unknown at this time
Rationale: The members of the Task Force feel that the use of tutoring would help increase the success and retention rates for students in Distance Education courses.
3. The College continues to subscribe to TurnItIn and that the Distance Education program staff investigate ways to integrate it into the existing course management system.
Timeline: As soon as possible
Budget Implications: Increased use of TurnItIn could raise the yearly subscription rate.
Rationale: It is widely felt that plagiarism is on the rise. The members of the Task Force feel that the more widespread use of TurnItIn would increase the academic integrity of courses across the College – those offered via distance education and face to face.
4. The College expands the availability of Teaching Assistants to ensure that they are able to be in all iTV classrooms.
Timeline: Fall 2011
Budget Implications: Additional classified TA hours are needed.
Rationale: Instructors that teach via iTV need technical and classroom support at all sites that have students. Equipment needs to be monitored and problems need to be fixed. Handouts need to be

Comment [MH39]: Re-arranged the order for consistency throughout the document.

printed and distributed. Tests need to be distributed, proctored, and collected.

5. The LRC staff continue to look at ways to increase availability and awareness of services to Distance Education students.

Timeline: Fall 2011

Budget Implications: Assigned as regular duties, no additional budget implications.

Rationale: Students in Distance Education courses need access to LRC materials in order to be successful. Materials and services must be available to Distance Education students to sustain the academic integrity of the courses.

Comment [MH40]: Added.

6. The Vice President of Academic Affairs and Faculty Chairs reduce the size of the typical online course from 45 to 40.

Timeline: Spring 2012

Budget Implications: Not known at this time

Rationale: Increased class size reduces the meaningful interaction between instructor and students and students and students. This can create dissatisfaction for students which, in turn, can impact student retention and success rates.

Comment [MH41]: Added

7. The Distance Education program staff develop and implement a method of informing faculty of available features in Moodle and provide training in the use of those features.

Timeline: Fall 2011

Budget Implications: Not known at this time.

Rationale: Faculty cannot implement new methods of increasing student learning and academic integrity in their courses if they are not aware of new features in the course management system.

Resources

WCET: Best Practice Strategies to Promote Academic Integrity in Online Education

http://www.wiche.edu/attachment_library/Student_Authentication/BestPractices.pdf

ACCJC: Guide to Evaluating Distance Education and Correspondence Education

<http://www.accjc.org/wp-content/uploads/2010/09/Guide-to-Evaluating-Distance-Education.pdf>

Tutoring Online: Increasing Effectiveness With Best Practices

<http://lacmsig.pbworks.com/f/tutoring%20online.pdf>

SMARTHINKING

<http://smarthinking.com/>

Ask Online- tutoring platform

<http://www.askonline.net/>

San Bernardino Valley College-Online Writing Center

http://www.valleycollege.edu/Online_College/online_writing_center_tutoring.php

Southwest College- Academic Success Center

http://www.swccd.edu/~asc/wphomepage_3_contents.html

<p>E. Faculty Assignment and Load</p>	<p>Comment [MH42]:</p>
<p>Introduction</p> <p>The assignment of 100% online had previously taken place without evaluation of how this load best meets the needs of the institution, students and a program. The recent response to this was to implement a policy prohibiting the assignment of a 100% online load to any faculty member. While the first approach has lead to barriers created in best serving the needs of students, the program and the institution; the second approach does not allow for consideration of specific circumstances under which a 100% online load may make sense and be effective.</p>	<p>Comment [MH43]: Slight re-wording</p>
<p>Guiding Principles and/or Requirements</p> <p><u>State Academic Senate Paper: Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates</u></p> <p>Workload Issues</p> <p>There are many questions that are probably ultimately resolved in a collective bargaining contract as a workload issue, but where wider consultation with the academic senate or college community would be useful. The answers significantly affect both the educational experience of students and other functions of the college, such as departmental activities and governance. Just as class size has a significant effect on the quality and success of the mandated effective instructor-student contact, so can the teaching load of the faculty member. The academic senate should be involved in such conversations to ensure that distance education classes are only treated differently from on-campus classes if there is good educational justification. <i>In addition, reduced on-campus availability of faculty who teach distance education sections impacts their ability to participate in traditional collegial meetings and set the decision-making climate of their institution.</i></p>	<p>Comment [MH44]: Added and changed throughout the document for consistency.</p>
<p>Recommendation</p> <p>The Distance Education Task Force recommends that 100% online load not be assigned to faculty as a general rule. However, the Task Force recommends that a set of criteria be developed and a process made available for a faculty member to request a 100% online load based on a defined set of criteria. The criteria may include:</p> <ul style="list-style-type: none"> • a description of how the assignment of 100% online load best meets the need of students, the program, and the institution • a plan for how the faculty member will fulfill the contractual obligation to participate in the College community. <p><u>The Task Force further recommends that, should the criteria above be considered to be successfully met, the request for the assignment of a 100% online load will require the Faculty Chair's assessment indicating the recommendation on whether or not the request should be approved, with explanation attached, for the VPAA to consider in decisions on assignment of load. The request will then move forward to the President for final approval.</u></p>	<p>Formatted: Font: Italic, Font color: Auto, Not Highlight</p>
<p><u>The Task Force further recommends that, should the criteria above be considered to be successfully met, the request for the assignment of a 100% online load would require the approval of the Faculty Chair of the program and the Vice President of Academic Affairs before being forwarded to the President for final approval.</u></p>	<p>Formatted: Font: 10 pt, Font color: Auto</p>
<p>Finally, the Task Force recommends that the assignment of 100% online load only be approved for one semester. The request would need to be reviewed and approved for each subsequent semester in recognition of the changing needs of programs, students, and the institution.</p>	<p>Formatted: Font: 10 pt, Font color: Auto</p>
<p>The Task Force recognizes that circumstances may arise in which a faculty member may need to be assigned a 100% online load based on class cancellations.</p>	<p>Formatted: Font: 10 pt, Font color: Auto</p>
<p>Timeline: Fall 2011 Budget Implications: None Rationale: This approach will require careful consideration and evaluation before a 100% online load is assigned,</p>	<p>Formatted: Font color: Auto</p>
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<p></p>	<p>Comment [MH45]: Re-worded.</p>

but will also allow for the flexibility to consider a proposal that demonstrates that the assignment of 100% online load will best meets the need of students, the program and the institution.
Resources
Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates http://www.asccc.org/node/175019

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F. Distance Education Committees and Reporting
Introduction
Several committees and task forces have been created and charged with aspects of Distance Education. These committees and task forces have reported to several different groups and committees. There has been an overall lack of cohesiveness in structure, commitment, participation, and consistency.
Guiding Principles and/or Requirements
ACCJC: Best Practices for Electronically Offered Degree and Certificate Programs: Standard IV: Leadership and Governance The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.
A. Decision-Making Roles and Processes <ol style="list-style-type: none"> 1. Institutional leaders create and environment of empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation. 2. a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relates to their areas of responsibility and expertise. Students and staff also have an established mechanisms or organizations for providing input into institutional decisions. 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies. <ul style="list-style-type: none"> • Do the written policies of governance procedures specify appropriate roles for all staff and students, including students enrolled in DE/CE? How can these roles be practically performed?
Recommendation
The Distance Education Task Force recommends that the <u>President</u> implement a participatory governance Distance Education Committee with the following recommended composition: <ul style="list-style-type: none"> • Vice President of Academic Affairs- Co-Chair • Faculty member- Co-chair • Dean of Distance Education and Liberal Arts • IT Manager or designated IT staff member • 2 Faculty members (One a counselor) • 2 Classified staff • 1 Student representative

Comment [MH46]: Added.

Comment [MH47]: Added and changed throughout the document for consistency.

<p>Budget Implications: None</p> <p>Timeline: Fall 2011</p> <p>Rationale: Distance Education has suffered from turn-over in administration and lack of leadership. A Participatory Governance Distance Education Committee would allow for ongoing and consistent oversight and support of Distance Education across the College. It is the opinion of the members of the Task Force that this is an essential component of the Distance Education program at Cerro Coso.</p>
<p>Resources</p> <p>Shasta College- Distance Education Committee http://www.shastacollege.edu/cms.aspx?id=2600</p> <p>Fullerton College- Distance Education Advisory Committee http://pac.fullcoll.edu/FC%20governance.htm</p> <p><u>San Mateo County Community District- Distance Education Advisory Committee</u> http://www.smccd.edu/edservplan/deac/default.shtml</p>

Comment [MH48]:

Comment [MH49]: Re-worded

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Distance Education Activity, 2009-10

In compliance with the California Community College Distance Education Guidelines, information regarding Distance Education activity is reported to the Board of Trustees annually. By definition, distance education refers to instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Courses offered through Distance Education are available at all three colleges in the Kern Community College District.

The table below provides an outline of distance education (DE) activity for the 2009-10 academic year as compared to 2008-09. A review of the table shows that the percent of courses approved for DE instruction has increased from 17.1% in 2008-09 to 19.0% in 2009-10, Districtwide. The number of DE courses actually offered remained about the same, but the percent was higher due to an overall decrease in course offerings during 2009-10. The number and percent of DE sections increased, fueled largely by Cerro Coso. The number of students enrolled in DE sections also increased, growing by 9% Districtwide. Again, this increase was driven by Cerro Coso where DE enrollments increased by 41%. Districtwide, the FTES generated by DE sections increased as well.

Activity differed by college. At Bakersfield College (BC), DE sections decreased by 25%, resulting in reduced enrollment and FTES. At Cerro Coso (CC), DE sections increased by 38%, resulting in higher enrollment and FTES. At Porterville (PC), DE sections decreased by 3%, yet enrollment and FTES increased due to increased demand.

College	Academic Year	DE Courses Approved	% of All Courses Approved	DE Courses Offered	% of All Courses Offered	DE Sections	% of All Sections	DE Census Enrollment	% of All Census Enrollments	DE FTES	% of All FTES
Bakersfield College	2009-10	200	13.9%	90	12.0%	344	9.1%	12,529	10.3%	1,452.7	10.4%
	2008-09	180	12.2%	94	11.1%	457	10.6%	15,008	11.9%	1,712.4	11.7%
Cerro Coso College	2009-10	311	31.2%	190	45.9%	603	39.9%	17,928	56.3%	1,841.5	50.1%
	2008-09	298	29.6%	184	39.4%	436	26.8%	12,729	40.0%	1,254.4	34.8%
Porterville College	2009-10	80	11.8%	36	10.7%	89	9.1%	3,028	10.5%	275.9	7.9%
	2008-09	72	9.6%	36	9.8%	92	8.1%	2,944	8.7%	237.6	7.0%
Districtwide	2009-10	591	19.0%	316	21.0%	1,036	16.6%	33,485	18.4%	3,570.1	16.9%
	2008-09	550	17.1%	314	18.7%	985	13.9%	30,681	16.0%	3,204.4	14.8%

As seen in the table below, success and retention in DE sections are lower than in traditional sections at all three colleges. At BC, both success and retention in DE sections increased compared to 2008-09. At CC, both success and retention stayed about the same compared to 2008-09. At PC, retention improved but success fell compared to 2008-09. Compared to each other, PC had the highest retention rate in DE sections, while CC had the highest success rate. Comparatively, in community colleges statewide, DE success was 56.9% and retention was 78.5%, in Fall 2009.

College	Course Type	Retention		Success	
		2008-09	2009-10	2008-09	2009-10
Bakersfield College	Dist Ed	72.3%	75.9%	49.4%	52.6%
	Traditional	83.5%	84.7%	65.9%	67.0%
Cerro Coso College	Dist Ed	77.4%	77.2%	58.3%	58.2%
	Traditional	85.8%	87.8%	68.5%	73.5%
Porterville College	Dist Ed	78.0%	79.6%	57.6%	53.9%
	Traditional	85.3%	85.8%	64.0%	64.7%

Retention = Includes A, B, C, D, F, I, P, NP Grades

Success = Includes A, B, C, or CR/P Grades

The rate is calculated with a denominator that equals retained grades plus W and DR grades.

The next table shows the number of individual students who were enrolled at census in one or more DE sections, per academic year. Districtwide, the number of DE students increased by 2%. However, changes differed widely by college. At BC, students taking DE decreased by 14.5%; at CC, DE students increased by 28.0%; and at PC, DE students increased by 8.2%. Demographically, there was little change in DE students between the two academic years. When compared side-by-side to students who only took traditional coursework, DE students were more likely to be female, more likely to be 25-39 years of age and less likely to be 50 or older than students taking traditional coursework. They were also less likely to be Hispanic at BC and PC but more likely to be a minority at CC. However, when simply describing DE students only, the majority were female, under 24 and either a minority at BC and PC or Caucasian at CC.

Individual Distance Ed Students	2008-09	2009-10	Percent Change
Bakersfield College	8,189	7,001	-14.5%
Cerro Coso College	5,672	7,261	28.0%
Porterville College	1,727	1,869	8.2%
Districtwide	14,900	15,201	2.0%



For Immediate Release

Date: April 15, 2011

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SHEEO to Create Comprehensive, Authoritative Directory of State Laws and Regulations Authorizing Institutions of Higher Education to Provide Instruction

Boulder, Colorado – The U.S. Department of Education has announced rules to be effective July 1, 2011 requiring all institutions of higher education participating in Title IV programs to be able to document compliance with state laws in all states where they offer distance or correspondence education. The Department has indicated that compliance with existing state laws has always been a condition of Title IV eligibility, and the announced regulation simply calls attention to the need for institutions to assure they have legal authority to operate in all the states where they are providing instruction.

This federal action makes clear the inefficiency and ineffectiveness of existing state quality assurance laws when applied to distance education. In addition, each state has its own laws and practices governing the authorization of postsecondary instruction, which tend to emphasize consumer protection and minimal standards for institutions to begin operations before qualifying to apply for accreditation. Most state laws were written in an era when almost all postsecondary institutions provided instruction within the boundaries of a single state. Many of the institutions that have recently expanded distance education programs have not been fully aware of laws in other than their home state, and many states have only gradually become aware of the growth and scale of distance learning.

In view of the diversity of state laws and procedures, institutions offering distance instruction in multiple states are naturally concerned with the burden and cost of obtaining approval from each state in which they deliver instruction. And state agencies, responsible for enforcing existing state laws, are now faced with extremely high increases in the number of inquiries about state requirements and applications for state approval.

The growth and significance of distance education clearly calls for new approaches to state quality assurance. Students will benefit from the options provided by institutions offering distance education in many states, and state laws and regulatory practices should be designed to assure compliance with basic standards of quality assurance without dampening innovation through undue burdens on institutions. These improvements in state policy could take the form of 1) common frameworks for institutional approval and consumer protection; 2) reciprocity agreements through which a given state recognizes the actions of other states and/or accreditors; or 3) a combination of both.

The harmonization of state quality assurance procedures will take some time, and many have urged the Department of Education to delay the implementation of rule. Whether or not that occurs, both states and institutions would benefit from a complete, authoritative compendium of state regulatory practices and a comprehensive directory of state agencies responsible for authorizing institutions to provide postsecondary education. Such a publically available information resource is needed to provide a foundation for building efficient, effective state quality assurance, and it should be provided as quickly as possible.

Over the past few months, several associations, law firms, and individual institutions have been surveying state regulators and state websites to provide information on their laws and procedures. While these initiatives have helpfully added to the information in the public domain, they have not yielded a single comprehensive and publically available resource that covers both degree credit and non-degree credit instruction and the laws pertaining to professional and vocational education in particular fields. They have also resulted in considerable duplication of effort.

To address this need, SHEEO, the national association of state higher education executive officers, will develop a directory of agencies and individuals responsible for implementing state quality assurance laws as well as a compendium of state laws and regulations. The directory will be developed in close cooperation with NCHEMS, the National Center for Higher Education Management Systems, whose Vice President Peter Ewell has led previous surveys of state regulatory practices for postsecondary instruction and the cooperative relationships of states with accrediting associations. In addition, SHEEO will draw on the expertise of university attorneys in preparing the compendium to assure that it meets institutional needs.

The project will begin immediately. SHEEO plans to post the results of the survey on its website according the following schedule:

- A comprehensive directory of all state regulatory agencies (within 30 days)
- A compendium of general state rules and practices affecting distance education with clear guidance on jurisdiction (within 60 days)
- A compendium of specific state rules and practices at a high level of detail including any differences in the treatment of degree, non-degree, levels of instruction, various professional fields, etc. (within 120 days)

SHEEO will not delay posting results if survey returns are incomplete, but will post available information according to these deadlines, providing the best available information to the field while providing opportunities for augmenting and correcting the data. SHEEO will verify the information in the compendium through direct contact with state authorities and will establish procedures to update it indefinitely as states change their laws and practices.

In addition to providing this informational resource to the field, SHEEO will collaborate with national and regional higher education associations, accreditors, and representatives of state governments (legislators, attorneys general, and governors) to foster reciprocal agreements among states and the development of model state laws and practices to achieve effective regulatory protocols with the smallest possible burden and cost.

Federal Regulation on State Authorization of Distance Education

Where is the history of this regulation?

In interpreting the language passed in the Higher Education Opportunities Act of 2008, the U.S. Department of Education (USDOE) conducted a Negotiated Rule Making Process in 2010. Proposed regulatory language was released for public comment in April 2010. The language regarding 'distance education' was not part of that proposed language and was included as part of the final regulations released in October 2010.

(<http://edocket.access.gpo.gov/2010/pdf/2010-26531.pdf> p. 66866)

What are institutions required to do?

Institutions must comply with any applicable state approval or licensure requirements in each state in which it 'operates' and be approved by that state by name. Institutions are required to seek approval only in states that have regulations regarding distance or correspondence education. Institutions must also provide enrolled and prospective students with contact information for filing complaints with its accrediting agency and with the appropriate state agency for handling complaints in the student's state.

What does "operating" in a state or "not physically located" mean?

The definition of "operating" or "physical presence" in a state is left to the laws and regulations of each state. The definitions vary greatly from state-to-state. For some states, no (or very few) institutions will need to apply. For a small number of states, almost every institution will need to apply. In the majority of states, the need to seek authorization depends on the specific combination of that state's laws and the activities that the institution is conducting in that state. For some of these states, if all you are doing in the state is offering distance education courses, you will not need to apply. However, if you are also conducting any one of a list of "trigger" activities (i.e., advertising in local media, advertising directly to prospective students, using local proctors, employing faculty or marketers locally), you could be required to apply. The list of "trigger" activities varies by state.

Is there a state-by-state list of regulatory agencies?

WCET partnered with the Southern Regional Education Board, the American Distance Education Consortium, and the University of Wyoming to create: "State Approval Regulations for Distance Education: A Starter List". The final version was released on March 17 and can be found at: <http://wcet.wiche.edu/advance/starter-list> The State Higher Education Executive Officers is researching this issue and has said that it "intends" to create and maintain a comprehensive, on-going list.

The State Authorization Regulation Chapter 34, § 600.9(c)

"If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request."

e-CFR: <http://tinyurl.com/47vxesx>

What is the deadline?

The implementation deadline is July 1, 2011. In a ‘Dear Colleague’ letter released on March 17, the USDOE expanded on the deadline, saying that for the 2011-12 award year alone, institutions will be considered to be making a “good-faith effort” to comply, if the institution has applied in a state and can document both the applications and the state’s receipt of that application. At a meeting on March 21, Assistant Secretary Eduardo Ochoa said that, in the case of a state that is not responsive, the institution should document all the steps it has taken to move the application process forward.

The ‘Dear Colleague’ letter: <http://ifap.ed.gov/dpccletters/GEN1105.html>

What about reciprocal agreements between states?

The U.S. Department of Education said: “If both States provide authorizations for institutions that comply with § 600.9 and they have an agreement to recognize each other’s authorization, we would consider the institution legally authorized in both States...” However, we had hoped that the ‘Dear Colleague’ letter would have included a more complete interpretation of this issue.

<http://edocket.access.gpo.gov/2010/pdf/2010-26531.pdf> p. 66867

Why did the U.S. Department of Education implement this regulation?

The USDOE says that institutions were always expected to have obtained approval, where required, from the state in which a student resides. Recently, the USDOE became concerned about states not exercising this authority. The USDOE states that “we continue to view State authorization to offer postsecondary educational programs as a substantive requirement where the State takes an active role in authorizing an institution to offer postsecondary education.”

<http://edocket.access.gpo.gov/2010/pdf/2010-26531.pdf> p. 66861

How will compliance be handled?

Institutions are expected to supply evidence of compliance only upon request. This would most likely happen during a financial aid program review (an audit) or due to a complaint reaching the Department. If found to be out-of-compliance, penalties could include returning financial aid funds for ineligible students or, in more egregious cases, could involve more severe penalties regarding federal funds.

<p style="text-align: center;">WCET Updates on State Authorization</p> <p>Website with updates: http://wcet.wiche.edu/advance/state-approval</p> <p>WCET blog with updates and recommendations: http://wcetblog.wiche.edu/</p> <p>Russ Poulin: rpoulin@wiche.edu Megan Raymond: mraymond@wiche.edu</p>	<p style="text-align: center;">Join WCET</p> <p>http://wcet.wiche.edu/contact-us/join-wcet</p> <p style="text-align: center;">WCET Annual Conference</p> <p>Denver, CO City Center Marriott October 26 – 29, 2011 http://wcetconference.wiche.edu/</p>
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The California Community Colleges Chancellor's Office 2010-11 Survey of Colleges' Distance Education Programs and Services

This is the Chancellor's Office's survey of distance education programs and services in the California Community Colleges. Each college is required to complete the survey as part of its on-going responsibility for reporting on distance education. Please complete this information and submit by April 3, 2011. This section gathers contact information on the college's distance education coordinator.

Distance Education Coordinator Information

1.) Provide the following college identification information.

District Name: _Kern Community College District____

College name: _Cerro Coso Community College__

DE Coordinator First Name: _____Richard_____

DE Coordinator Last Name: _____Post_____

DE Coordinator E-mail Address: ___richard.post@cerrocoso.edu__

DE Coordinator Telephone Number: _760-384-6201_____

The creation and development of curriculum and courses are critical to the growth of distance education programs and offerings. While content and mode of delivery are key issues in the development of distance education curriculum, it is important that the materials help promote learner centered instruction. This section gathers information on the college's efforts and resources used in the development of distance education courses and curriculum.

Distance Education Course and Curriculum Development

2.) How important are the following in developing distance education courses at your college?

(Rate each area from very important to not important).

	Very Important	Important	Somewhat Important	Not Important
Faculty compensation	()	(X)	()	()

Faculty training	(X)	()	()	()
Teaching load	()	()	()	(X)
Articulation/Transfer	()	(X)	()	()
Regular personal contact between student and faculty	(X)	()	()	()
State apportionment formula	()	()	(X)	()
Institutional fund/resources distribution	()	()	()	(X)
Equipment/facility	()	()	(X)	()
Scheduling	()	(X)	()	()
Class size	()	(X)	()	()
Copy right/intellectual property right	()	(X)	()	()
Curriculum development/approval	()	(X)	()	()
Technical support	(X)	()	()	()

3.) Please rank the following resources from the most common method of developing distance education courses and curriculum to the least common method.

- ___ 1 ___ Faculty's own initiative (seminar, course, etc.)
- ___ 9 ___ College-funded education
- ___ 3 ___ Flex Calendar session on how to develop DE courses
- ___ 10 ___ DE course development manual (Locally developed or purchased)
- ___ 11 ___ Release time to learn skills for development of distance education courses
- ___ 12 ___ Online self-paced tutorials
- ___ 5 ___ Training provided by the @ONE Project
- ___ 4 ___ Faculty Mentors
- ___ 8 ___ Stipends or grants to faculty
- ___ 6 ___ Instructional Designers working with faculty
- ___ 2 ___ Training provided by college staff
- ___ 7 ___ Instructional designers working independently

4.) Please describe any other resources used to develop distance education courses and/or curriculum at your college.

Significant faculty-student interaction is a requirement by title 5 of the California Code of Regulations for distance education instruction in the CCC system and is a foundation of quality instruction, academic integrity, and student authentication. Questions on this page relate to distance education faculty and student interaction.

Distance Education Faculty and Student Interaction

5.) This question addresses the most used methods of interacting with students by faculty. On a scale of 1 to 5, with 5 being the most common use, what methods of communications do you believe DE faculty use the most when interacting with their DE students?

	1	2	3	4	5
Meeting face-to-face on campus	()	(X)	()	()	()
Telephone meetings (either one on one or group conference calls)	()	()	(X)	()	()
E-mailing	()	()	()	()	(X)
Text messaging	()	()	()	(X)	()
Blogging	()	(X)	()	()	()
Online Discussion Board	()	()	()	()	(X)
Class Chat Room	()	()	(X)	()	()
Video Conferencing with students (either point to point or multi point)	()	(X)	()	()	()
Class Facebook Page	()	(X)	()	()	()
Class Twitter Feed	()	(X)	()	()	()
Other Social Networking Sites	()	(X)	()	()	()
Mailing materials to students (Public/Private Postal Services)	()	(X)	()	()	()
Faxing materials to/from students	()	(X)	()	()	()
CCC Call Confer	()	(X)	()	()	()

(Telephone conferencing only)					
CCC Meet and Confer (Telephone/computer conferencing)	()	(X)	()	()	()
CCC Teach and Confer (Telephone/computer conferencing for teaching)	()	(X)	()	()	()
CCC Confer Office Hours (Telephone/computer conferencing for meeting with students)	()	(X)	()	()	()
CCC Confer Moodle Room (Open source LMS)	()	(X)	()	()	()

Student authentication in distance education has been an issue of interest to federal policy makers for several years. The growth in enrollments and in the number of educational providers of online learning fueled concerns about the ability of institutions to verify the identity of online students throughout the cycle of an online course: registration, participation, assessment, and academic credit. Passage of the Higher Education Opportunity Act of 2008, followed by federal rulemaking, resulted in new regulations. One regulation requires accrediting agencies to assure that distance education programs have processes in place to verify a student's identity. This section gathers information on student authentication in distance education classes.

Distance Education Student Authentication

6.) Does your district have a Board of Trustees approved student authentication policy?

Yes

No

7.) If your Board of Trustees does have an approved policy, please briefly summarize it and provide the date it was adopted.

	Description of Policy	Date Policy was Approved (mm/dd/yyyy)
Policy Summary	—	—

8.) Identify what authentication practices are used by the college or in the classroom to verify the student's identity.

Authentication practice 1: In the Luminis/Moodle pilot, the student must use their BanWeb PIN to login.

Authentication practice 2: _____

Authentication practice 3: _____

Authentication practice 4: _____

Authentication practice 5: _____

From the earliest days of distance education, student retention in courses has been an on-going concern. Adapting to new technologies, unfamiliar teaching techniques, and the need for exceptional self-discipline often lead to course retention rates that are lower than those of similar on-campus courses. Results are more positive currently as faculty adapt their instructional techniques/curriculum design, students become more familiar with distance education courses, and student support services for distance education students improve. This section gathers information about the college's efforts to improve student retention in distance education classes.

Distance Education Student Retention

9.) Please identify the student retention efforts your college is using to improve student completions in distance education classes. (Check all that apply)

Predictive analytics using data collected from the Learning Management System (LMS).

Early alert notification to student and/or faculty via e-mail

Peer advisors contacting students when pre determined parameters of participation are not reached.

Faculty contacting students when pre determined parameters of participation are not reached.

Counselors contacting students when pre determined parameters of participation are not reached.

Instructional redesign of the curriculum to assure more learner centered engagement of students.

10.) Identify any other student retention techniques used by your college to improve distance education student retention.

Retention efforts 1: ___Student Success Site_____

Retention efforts 2: ___Online tutoring_____

Retention efforts 3: ___Online counseling_____

Retention efforts 4: _____

Retention efforts 5: _____

Working with your college Student Services staff, please complete this portion of the survey. Check the online services your college provides to the entire college student population (not just DE students). Indicate if the student service is offered on-campus, through the web via static information, an interactive web site, through a telephone recorded message, interactive telephone service, offered only on campus or is not offered at all.

Student Services Offered On-campus, Online, and/or via Telephone

11.) Please identify the student services that are available via the Internet, telephone, or on-campus. Check all that apply.

	Service or program is offered only on-campus	Offered on-campus and through other communication technologies	Information available via static web page posting	Student can request or submit information to program or service via an interactive web page	Student can obtain information via the telephone through prerecorded message	Student can request or submit information to program or service using the telephone	Not offered
Course/Program Catalog	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule of Classes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment and	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Service or program is offered only on-campus	Offered on-campus and through other communication technologies	Information available via static web page posting	Student can request or submit information to program or service via an interactive web page	Student can obtain information via the telephone through prerecorded message	Student can request or submit information to program or service using the telephone	Not offered
Testing (Diagnostic, Placement, & Academic)							
Academic Advising and Counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Accounts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student to Student Communications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty to Student Communications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
College to Student Communications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bookstore Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remediation Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retention Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring (Individual & Group)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disabled Student Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling (Personal)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Counseling & Placement Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical & Legal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Service or program is offered only on-campus	Offered on-campus and through other communication technologies	Information available via static web page posting	Student can request or submit information to program or service via an interactive web page	Student can obtain information via the telephone through prerecorded message	Student can request or submit information to program or service using the telephone	Not offered
Services							
Financial Planning (Budgeting, Banking, Loan & Credit Card Management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Activities (Recreation, Leadership, Academics, Religion & Spirituality)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Population Segments Services (International, Minority, Veteran, Alumni, etc)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transcript Ordering/payment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Calls to Landline Telephone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Calls to Cellular Telephone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Text Message to Cellular Telephone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Distance education programs are generally planned and operated at the district and college levels, however there are opportunities for colleges to reduce instructional costs through collaboration and partnerships. The Legislative Analyst Office in an October 2010 Report on the status of distance education in California public higher education makes several recommendations, one is that the Legislature consider ways that enhance students' access to instruction and create institutional efficiencies, including (1) streamlining educational pathways for online students, (2) promoting the sharing of curriculum across campuses and (3) encouraging collaborative academic programs. This page gathers information about the inter-system activities between California Community Colleges in sharing distance education curriculum and creating collaborative partnerships

Inter-California Community College Distance Education Collaboration of Faculty in the Development and Teaching of Distance Education Courses

12.) Has your college developed policies to streamline the educational pathway of distance education students? If yes please provide a brief description.

In process

Has you college developed streamlined educational pathway policies/activities for distance education students?

Yes

No

If yes, please describe your policies/activities.

13.) Has your college collaborated with other colleges to develop, teach, or deliver distance education courses in any of the following areas?

	Yes	No
Collaborated on curriculum development	(X)	()
Used faculty from two or more colleges to teach a course at two or more colleges	(X)	()
Shared equipment or facilities to teach a course at two or more	(X)	()

	Yes	No
colleges		
Shared course materials	(X)	()
Shared staff development activities between two or more colleges	(X)	()
Collaborated on distance education program development	(X)	()

14.) Please describe some collaborative efforts your college has been involved in.

In the past, Cerro Coso has collaborated with other colleges (CVC, Victor Valley, Santa Barbara City College, etc.) in various grants intended to deliver training and instruction to students across the State.

This page is for colleges that responded that they offer degree and/or certificate programs 100% through distance education. Complete this page only if you have responded Yes to question # 15. List all programs that apply and provide the appropriate data if applicable.

AA/AS/Certificate of Achievement Awards via 100% Distance Education Programs

15.) In 2009-10 did your college offer an AA or AS degree or a Certificate of Achievement program where the student could complete the program 100% through distance education?

Note:

This does not mean exclusively on-line instruction (codes 71 and 72) which are two of 10 codes used in MIS to identify a distance education course. The definition of 100% distance education used for this question can represent a mix of distance education delivery modalities that make up that 100%. Example: A degree or certificate program delivered 60% via Internet (codes 71 and 72) and 40% via TV broadcast with audio bridge (code 52) would be 100% distance education. Please note that this represents the possibility of completing the degree via distance education.

(X) Yes

() No

If you answered yes to question # 15 please list all of the programs by name, check if it is an AA, AS, or Certificate of Achievement. If the program is offered both as a degree and a Certificate of Achievement please list them on separate lines. If you track distance education student graduates and there were any distance education graduates in the programs for the academic year 2009-10 by August 30, 2010, please indicate the number. If there were no graduates or you

don't track this information please put in zero. Fill in the year the program started being offered 100% via distance education.

	Program Name	Degree Type			Number of Awards	Year Started
		AA	AS	Certificate of Achievement		
1.	Business Administration	(X)	()	()	0	_1998_
2.	Business Office Technology	()	(X)	()	0	_1998_
3.	Business Office Technology	()	()	(X)	0	_1998_
4.	Office Assistant	()	()	()	0	_2004_
5.	Business	()	(X)	()	0	_1998_
6.	Business	()	()	(X)	0	_1998_
7.	Child Development	()	(X)	()	0	_1998_
8.	Child Development Teacher	()	()	(X)	0	_1998_
9.	Computer Information Systems	()	(X)	()	0	_1998_
10.	Computer Information Systems	()	()	(X)	0	_1998_
11.	Health Careers Medical Assistant	()	()	()	0	_2004_
12.	Human Services	()	(X)		0	2009
12.	Human Services	()	()	(X)	0	2009
12.	Management	()	(X)	()	0	_1998_
13.	Management	()	()	(X)	0	_1998_
14.	Mathematics	(X)	()	()	0	_2010_
15.	Paralegal Studies	()	(X)	()	0	_2004_
16.	Paralegal Studies	()	()	(X)	0	_2004_
17.	Small Business Management/Entrepreneurship	()	(X)	()	0	_2003_
18.	Small Business Management/Entrepreneurship	()	()	(X)	0	_2003_
19.	Web Design	()	(X)	()	0	_2003_
20.	Web Design	()	()	(X)	0	_2003_

Thank You!

Thank you for taking our survey. Your response is very important to us.

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College name: _Cerro Coso Community College__

DE Coordinator First Name: _____

DE Coordinator Last Name: _____

DE Coordinator E-mail Address: _____

DE Coordinator Telephone Number: _____

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Distance Education Course and Curriculum Development

2.) How important are the following in developing distance education courses at your college?

(Rate each area from very important to not important).

	Very Important	Important	Somewhat Important	Not Important
Faculty compensation	()	(X)	()	()

Faculty training	(X)	()	()	()
Teaching load	()	()	()	(X)
Articulation/Transfer	()	(X)	()	()
Regular personal contact between student and faculty	(X)	()	()	()
State apportionment formula	()	()	(X)	()
Institutional fund/resources distribution	()	()	()	(X)
Equipment/facility	()	()	(X)	()
Scheduling	()	(X)	()	()
Class size	()	(X)	()	()
Copy right/intellectual property right	()	(X)	()	()
Curriculum development/approval	()	(X)	()	()
Technical support	(X)	()	()	()

3.) Please rank the following resources from the most common method of developing distance education courses and curriculum to the least common method.

- ___ 1 ___ Faculty's own initiative (seminar, course, etc.)
- ___ 4 ___ College-funded education
- ___ 0 ___ Flex Calendar session on how to develop DE courses
- ___ 0 ___ DE course development manual (Locally developed or purchased)
- ___ 0 ___ Release time to learn skills for development of distance education courses
- ___ 3 ___ Online self-paced tutorials
- ___ 5 ___ Training provided by the @ONE Project
- ___ 7 ___ Faculty Mentors
- ___ 0 ___ Stipends or grants to faculty
- ___ 6 ___ Instructional Designers working with faculty
- ___ 2 ___ Training provided by college staff
- ___ 0 ___ Instructional designers working independently

4.) Please describe any other resources used to develop distance education courses and/or curriculum at your college.

Significant faculty-student interaction is a requirement by title 5 of the California Code of Regulations for distance education instruction in the CCC system and is a foundation of quality instruction, academic integrity, and student authentication. Questions on this page relate to distance education faculty and student interaction.

Distance Education Faculty and Student Interaction

5.) This question addresses the most used methods of interacting with students by faculty. On a scale of 1 to 5, with 5 being the most common use, what methods of communications do you believe DE faculty use the most when interacting with their DE students?

	1	2	3	4	5
Meeting face-to-face on campus	()	(X)	()	()	()
Telephone meetings (either one on one or group conference calls)	()	()	(X)	()	()
E-mailing	()	()	()	()	(X)
Text messaging	()	()	()	(X)	()
Blogging	()	(X)	()	()	()
Online Discussion Board	()	()	()	()	(X)
Class Chat Room	()	()	(X)	()	()
Video Conferencing with students (either point to point or multi point)	()	(X)	()	()	()
Class Facebook Page	()	(X)	()	()	()
Class Twitter Feed	()	(X)	()	()	()
Other Social Networking Sites	()	(X)	()	()	()
Mailing materials to students (Public/Private Postal Services)	()	(X)	()	()	()
Faxing materials to/from students	()	(X)	()	()	()
CCC Call Confer	()	(X)	()	()	()

(Telephone conferencing only)					
CCC Meet and Confer (Telephone/computer conferencing)	()	(X)	()	()	()
CCC Teach and Confer (Telephone/computer conferencing for teaching)	()	(X)	()	()	()
CCC Confer Office Hours (Telephone/computer conferencing for meeting with students)	()	(X)	()	()	()
CCC Confer Moodle Room (Open source LMS)	()	(X)	()	()	()

Student authentication in distance education has been an issue of interest to federal policy makers for several years. The growth in enrollments and in the number of educational providers of online learning fueled concerns about the ability of institutions to verify the identity of online students throughout the cycle of an online course: registration, participation, assessment, and academic credit. Passage of the Higher Education Opportunity Act of 2008, followed by federal rulemaking, resulted in new regulations. One regulation requires accrediting agencies to assure that distance education programs have processes in place to verify a student's identity. This section gathers information on student authentication in distance education classes.

Distance Education Student Authentication

6.) Does your district have a Board of Trustees approved student authentication policy?

Yes

No

I do not know the answer to this question. In the Luminis/Moodle pilot, the student has to know their BanWeb PIN to login. That's about it though as far as I know. And, we currently have no proctoring policy at CC.– Matt H.

7.) If your Board of Trustees does have an approved policy, please briefly summarize it and provide the date it was adopted.

	Description of Policy	Date Policy was Approved (mm/dd/yyyy)
Policy Summary	—	—

8.) Identify what authentication practices are used by the college or in the classroom to verify the student's identity.

Authentication practice 1: _____

Authentication practice 2: _____

Authentication practice 3: _____

Authentication practice 4: _____

Authentication practice 5: _____

From the earliest days of distance education, student retention in courses has been an on-going concern. Adapting to new technologies, unfamiliar teaching techniques, and the need for exceptional self-discipline often lead to course retention rates that are lower than those of similar on-campus courses. Results are more positive currently as faculty adapt their instructional techniques/curriculum design, students become more familiar with distance education courses, and student support services for distance education students improve. This section gathers information about the college's efforts to improve student retention in distance education classes.

Distance Education Student Retention

9.) Please identify the student retention efforts your college is using to improve student completions in distance education classes. (Check all that apply)

Predictive analytics using data collected from the Learning Management System (LMS).

Early alert notification to student and/or faculty via e-mail

Peer advisors contacting students when pre determined parameters of participation are not reached.

Faculty contacting students when pre determined parameters of participation are not reached.

Counselors contacting students when pre determined parameters of participation are not reached.

Instructional redesign of the curriculum to assure more learner centered engagement of students.

10.) Identify any other student retention techniques used by your college to improve distance education student retention.

Retention efforts 1: _____

Retention efforts 2: _____

Retention efforts 3: _____

Retention efforts 4: _____

Retention efforts 5: _____

Working with your college Student Services staff, please complete this portion of the survey. Check the online services your college provides to the entire college student population (not just DE students). Indicate if the student service is offered on-campus, through the web via static information, an interactive web site, through a telephone recorded message, interactive telephone service, offered only on campus or is not offered at all.

Student Services Offered On-campus, Online, and/or via Telephone

11.) Please identify the student services that are available via the Internet, telephone, or on-campus. Check all that apply.

It would be good if someone from Student Services checked this too – Matt H.

	Service or program is offered only on-campus	Offered on-campus and through other communication technologies	Information available via static web page posting	Student can request or submit information to program or service via an interactive web page	Student can obtain information via the telephone through prerecorded message	Student can request or submit information to program or service using the telephone	Not offered
Course/Program Catalog	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schedule of Classes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment and	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Service or program is offered only on-campus	Offered on-campus and through other communication technologies	Information available via static web page posting	Student can request or submit information to program or service via an interactive web page	Student can obtain information via the telephone through prerecorded message	Student can request or submit information to program or service using the telephone	Not offered
Testing (Diagnostic, Placement, & Academic)							
Academic Advising and Counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Accounts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student to Student Communications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty to Student Communications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
College to Student Communications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bookstore Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remediation Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retention Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring (Individual & Group)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disabled Student Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling (Personal)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Counseling & Placement Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical & Legal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Service or program is offered only on-campus	Offered on-campus and through other communication technologies	Information available via static web page posting	Student can request or submit information to program or service via an interactive web page	Student can obtain information via the telephone through prerecorded message	Student can request or submit information to program or service using the telephone	Not offered
Services							
Financial Planning (Budgeting, Banking, Loan & Credit Card Management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Health Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Activities (Recreation, Leadership, Academics, Religion & Spirituality)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Population Segments Services (International, Minority, Veteran, Alumni, etc)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transcript Ordering/payment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Calls to Landline Telephone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Calls to Cellular Telephone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency Text Message to Cellular Telephone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Distance education programs are generally planned and operated at the district and college levels, however there are opportunities for colleges to reduce instructional costs through collaboration and partnerships. The Legislative Analyst Office in an October 2010 Report on the status of distance education in California public higher education makes several recommendations, one is that the Legislature consider ways that enhance students' access to instruction and create institutional efficiencies, including (1) streamlining educational pathways for online students, (2) promoting the sharing of curriculum across campuses and (3) encouraging collaborative academic programs. This page gathers information about the inter-system activities between California Community Colleges in sharing distance education curriculum and creating collaborative partnerships

Inter-California Community College Distance Education Collaboration of Faculty in the Development and Teaching of Distance Education Courses

12.) Has your college developed policies to streamline the educational pathway of distance education students? If yes please provide a brief description.

I don't know the answer to this question – Matt H.

Has you college developed streamlined educational pathway policies/activities for distance education students?

Yes

No

If yes, please describe your policies/activities.

13.) Has your college collaborated with other colleges to develop, teach, or deliver distance education courses in any of the following areas?

	Yes	No
Collaborated on curriculum development	(X)	()
Used faculty from two or more colleges to teach a course at two or more colleges	(X)	()
Shared equipment or facilities to teach a course at two or more	(X)	()

	Yes	No
colleges		
Shared course materials	(X)	()
Shared staff development activities between two or more colleges	(X)	()
Collaborated on distance education program development	(X)	()

14.) Please describe some collaborative efforts your college has been involved in.

In the past, Cerro Coso has collaborated with other colleges (CVC, Victor Valley, Santa Barbara City College, etc.) in various grants intended to deliver training and instruction to students across the State.

This page is for colleges that responded that they offer degree and/or certificate programs 100% through distance education. Complete this page only if you have responded Yes to question # 15. List all programs that apply and provide the appropriate data if applicable.

AA/AS/Certificate of Achievement Awards via 100% Distance Education Programs

15.) In 2009-10 did your college offer an AA or AS degree or a Certificate of Achievement program where the student could complete the program 100% through distance education?

Note:

This does not mean exclusively on-line instruction (codes 71 and 72) which are two of 10 codes used in MIS to identify a distance education course. The definition of 100% distance education used for this question can represent a mix of distance education delivery modalities that make up that 100%. Example: A degree or certificate program delivered 60% via Internet (codes 71 and 72) and 40% via TV broadcast with audio bridge (code 52) would be 100% distance education. Please note that this represents the possibility of completing the degree via distance education.

(X) Yes

() No

If you answered yes to question # 15 please list all of the programs by name, check if it is an AA, AS, or Certificate of Achievement. If the program is offered both as a degree and a Certificate of Achievement please list them on separate lines. If you track distance education student graduates and there were any distance education graduates in the programs for the academic year 2009-10 by August 30, 2010, please indicate the number. If there were no graduates or you

don't track this information please put in zero. Fill in the year the program started being offered 100% via distance education.

	Program Name	Degree Type			Number of Awards	Year Started
		AA	AS	Certificate of Achievement		
1.	Business Administration	(X)	()	()	0	___
2.	Business Office Technology	()	(X)	()	0	___
3.	Business Office Technology	()	()	(X)	0	___
4.	Office Assistant	()	()	(X)	0	___
5.	Business	()	(X)	()	0	___
6.	Business	()	()	(X)	0	___
7.	Child Development	()	(X)	()	0	___
8.	Child Development Teacher	()	()	(X)	0	___
9.	Computer Information Systems	()	(X)	()	0	___
10.	Computer Information Systems	()	()	(X)	0	___
11.	Health Careers Medical Assistant	()	()	(X)	0	___
12.	Management	()	(X)	()	0	___
13.	Management	()	()	(X)	0	___
14.	Mathematics	(X)	()	()	0	___
15.	Paralegal Studies	()	(X)	()	0	___
16.	Paralegal Studies	()	()	(X)	0	___
17.	Small Business Management/Entrepreneurship	()	(X)	()	0	___
18.	Small Business Management/Entrepreneurship	()	()	(X)	0	___
19.	Web Design	()	(X)	()	0	___
20.	Web Design	()	()	(X)	0	___

Thank You!

Thank you for taking our survey. Your response is very important to us.



RICHARD G. RHODA
Executive Director

STATE OF TENNESSEE
HIGHER EDUCATION COMMISSION
PARKWAY TOWERS, SUITE 1900
NASHVILLE, TENNESSEE 37243-0830
(615) 741-3605
FAX: (615) 741-6230

BILL HASLAM
Governor

Distance Education Authorization Requirements in Tennessee

On October 29, 2010, the U.S. Department of Education released its final program integrity regulations regarding postsecondary educational institutions, including state authorization requirements in 34 C.F.R. § 600.9. The Tennessee Higher Education Commission (THEC or Commission) offers the following information regarding authorization requirements for providers of distance education in order to assist institutions in their efforts to comply with the new federal requirements.

If after reviewing the following explanation, you believe that your institution does not engage in any activity requiring authorization, no further action by your institution is required. However, if you believe that your institution should obtain authorization, you must submit an Initial Authorization Application. The application process is described in the “Obtaining Authorization” section of this document. Questions concerning this information should be directed in writing to Julie Woodruff, Director of Regulatory Affairs, at julie.woodruff@tn.gov or Nicholas Cook, Assistant Director of Regulatory Affairs, at nicholas.cook@tn.gov.

Statutes and Rules: The text of Tennessee’s statutes and rules governing postsecondary educational institutions may be obtained by clicking on the appropriate link at the top of the webpage located at: <http://state.tn.us/thec/Divisions/LRA/PostsecondaryAuth/psa.html>.

Rule 1540-01-02-.04(1) prohibits non-exempt postsecondary educational institutions from advertising, soliciting, recruiting, enrolling, or operating in Tennessee without authorization from THEC. The exemptions are listed in Tenn. Code Ann. § 49-7-2004 and Rules 1540-01-02-.05 and .08(8) and (10); however, Tennessee does not specifically exempt distance education providers.

A distance education provider engages in the activities described in Rule 1540-01-02-.04(1) if it establishes a physical presence. The definition of physical presence as found in Rule 1540-01-02-.03(1)(ii) provides:

“Physical presence” means actual presence within the state of Tennessee for the purpose of conducting activity related to: a postsecondary educational institution; an educational service; dissemination of educational credentials; enrollment; solicitation; or, advertising. Physical presence as further outlined for purposes of authorization shall include but not be limited to:

1. An instructional site within the state;
2. Instruction within or originating from Tennessee designed to impart knowledge with response utilizing teachers, trainers, counselors, etc., or computer resources, or computer linking (e.g. Internet), or any form of electronic telecommunications;
3. Dissemination of an educational credential from a location within the state;
4. An agent, recruiter, institution or business that solicits for enrollment or credits or for the award of an educational credential;
5. Advertising, promotional material or public solicitation in any form that targets Tennessee residents or uses local advertising markets in the state for institutions seeking, holding or required to hold a certificate of authorization.

THEC interprets the definition of physical presence to:

- include having an instructor lead a distance education course from within the state;
- include advertisements that appear on the webpage of a local newspaper;
- include facilitating and/or entering into an arrangement with any business, organization, or similar entity located in Tennessee for the purpose of providing an internship, externship, practicum, clinical, student teaching, or similar opportunity; and
- not include enrolling a Tennessee student if the recruitment of the student did not involve any of the prohibited activities.

If an institution engages in any of the activities listed in the definition of physical presence, it must obtain authorization by filing an Initial Authorization Application with THEC. Otherwise, an institution that does not engage in any of the listed activities does not have to take any action.

Obtaining “Authorization Not Needed” Letter: On March 17, 2011, the U.S. Department of Education (USDOE) released a Dear Colleague Letter, GEN-11-05, regarding implementation of the program integrity regulations. Pursuant to GEN-11-05, the USDOE does not require an institution to obtain a document from the appropriate state agency stating that authorization is not required. An institution is only required to demonstrate upon request from the USDOE that state authorization is not required. As a result, THEC will not issue “Authorization Not Needed” letters at this time. Instead, THEC will consider whether issuance of such a letter is appropriate at such time that the USDOE requests that an institution demonstrate that state authorization is not required. If your institution receives a request from the USDOE, you may request that THEC issue an “Authorization Not Needed” letter by submitting a written request, along with the request from the USDOE, to:

**Tennessee Higher Education Commission
Attn: Director of Regulatory Affairs, DPSA
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830**

Obtaining Authorization: The first step to obtaining authorization in Tennessee is to file an Initial Authorization Application. If you determine that your institution is required to be authorized, you should contact Teresa Warren at teresa.warren@tn.gov to obtain an electronic version of the Initial Authorization Application.

Once your application and fee are received, the application will be reviewed by a staff member of the Division of Postsecondary School Authorization (DPSA). If the application is incomplete, DPSA will defer it with instructions that corrections be filed by the next due date (see below).

If the application is complete, DPSA will refer the application to the Committee on Postsecondary Educational Institutions. The Committee will review the application and determine whether to make a recommendation to the Commission that your institution be approved. If the Committee makes a favorable recommendation, the application is placed on the agenda for the next Commission meeting for approval.

The relevant dates for 2011 are as follows:

Deadline for Application	Committee Meeting	Commission Meeting
1/14/2011	4/7/2011	4/28/2011
4/8/2011	7/7/2011	7/28/2011
8/12/2011	10/27/2011	11/17/2011
11/4/2011	TBA	TBA



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

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LILY OWYANG

Business Officer
DEANNE WILBURN

ITAS
TOM LANE

February 11, 2009

Dr. Mary Retterer
President
Cerro Coso Community College
3000 College Heights Blvd
Ridgecrest, CA 93555

Dear President Retterer:

On behalf the Accrediting Commission for Community and Junior Colleges, it is a pleasure to forward to you the enclosed Certificate of Accreditation. This certificate symbolizes the accredited status of Cerro Coso Community College which will remain in force until the Commission's next comprehensive review or other special action.

Please extend my congratulations to all the persons at Cerro Coso Community College who have worked in support of accredited status and in so doing indicated their concern for quality assurance and improvement.

Sincerely,

Barbara A. Beno, Ph.D.
President

BAB/ws

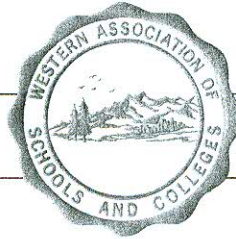
Enclosure

RECEIVED
FEB 24 2009

Accrediting Commission for Community and Junior Colleges
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

this is to attest that

CERRO COSO COMMUNITY COLLEGE



was evaluated in 2006-07 and is an

ACCREDITED INSTITUTION

Date of Commission action 1/07

Jan Kehoe, Ph.D.
Commission Chairperson

Next regular evaluation in 2012-2013

Balmeera A. Bano
President



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

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STEVE MARADIAN

Vice President
GARMAN JACK POND

Associate Vice President
LILY OWYANG

January 29, 2010

RECEIVED

FEB 3 2010

Dr. Mary Retterer
President
Cerro Coso Community College
3000 College Heights Blvd
Ridgecrest, CA 93555

Dear President Retterer:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 6-8, 2010, reviewed the combined Midterm Report and Special Report submitted by Cerro Coso Community College. The purpose of this review was to assure that the recommendations made by the evaluation team had been addressed by the institution and that the College had also provided an update on the self-identified planning agendas which were included in the institutional self study.

The Commission took action to accept the combined Midterm Report and Special Report. Institutions are expected to meet Standards at all times during the six-year review cycle and to provide evidence that they have addressed and resolved all recommendations made by the previous comprehensive evaluation team. This will be confirmed at the time of the next regularly scheduled visit.

The Commission notes that Cerro Coso Community College's combined Midterm and Special Report state that the college has fully addressed the recommendations related to the college and district budget allocation mode; the completion of a college/district functional map; the adoption of a Board self-evaluation policy and review of the Board ethics policy; district and college planning; the evaluation of adjunct faculty; a code of ethics policy for all employees; program review, planning, and resource allocation; college staffing; institutional decision making; and meeting the changing needs of the community. Lists of evidence were provided to verify that each recommendation had been met.

The Midterm Report and Special Report will become part of the accreditation history of the college and should be used in preparing for the next comprehensive evaluation. The Commission requires that you give the reports and this letter appropriate dissemination to your college staff and to those who were signatories of your college report. This group should include the Chancellor, campus leadership, and the Board of Trustees. The Commission also requires that all reports be made available to students and the public. Placing copies in the college library can accomplish this.

Dr. Mary Retterer
Cerro Coso Community College
January 29, 2010
Page Two

Please note that the next comprehensive evaluation of Cerro Coso Community College will occur in **Fall 2012**.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring institutional integrity, effectiveness, and quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Ms. Sandra Serrano, Chancellor, Kern Community College District
Board President, Kern Community College District
Dr. James Fay, Accreditation Liaison Officer