

Glendale Community College

**SUBSTANTIVE CHANGE PROPOSAL
Distance Education**

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**Glendale Community College
1500 North Verdugo Road
Glendale, California 91208**

Submitted to:

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

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DESCRIPTION OF AND JUSTIFICATION FOR PROPOSED CHANGE

This proposal for substantive change of programs at Glendale Community College is being submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) to seek approval for programs and certificates that can be completed 50% or more through Distance Education.

Distance Education (DE) means online education. Distance Education (DE) at Glendale Community College offers online courses that are equivalent to a classroom-based course. Courses are taught by the same qualified instructors and follow the same curriculum and standards as the classroom-based courses. All faculty providing online instruction are required to undergo additional training in order to ensure quality instruction. Distance Education courses provide flexibility in scheduling and are especially helpful to self-directed learners. It is recommended that students be comfortable with computers, particularly the internet, before taking an online or hybrid course. Online classes are those in which students complete their coursework via the internet (though some online classes require that students travel to campus for a class orientation and/or exams). Hybrid classes are classes in which some instructional hours each week are completed by students via the internet while other hours take place in a classroom setting. Technology allows the students and the instructor to interact without physically being present in the same room. Because of the variety of courses offered online, it is possible for a student to take 50% or more of the courses in a degree pathway via Distance Education either hybrid or online. The following is list of all approved degrees and certificates at Glendale Community College. This list includes Associates of Arts/Science Degrees for Transfer that are currently submitted in a separate substantive change report.

Associates in Arts/Sciences Degrees for Transfer:

- Administration of Justice
- Business Administration
- Communication Studies
- English
- Geography
- History
- Kinesiology
- Mathematics
- Physics
- Political Science
- Psychology
- Sociology
- Spanish

Associate in Arts Degrees:

- Biological Science
- Business Administration
- Choreographic Studies and Dance Techniques
- English
- Foreign Language
- Health Science
- Interdisciplinary
- Humanities
- Mass Communications
- Mathematics
- Physical Science
- Social Sciences
- Speech/Communication
- Theatre Arts
- Visual Arts

Associate in Science Degrees:

- Accounting
- Administration of Justice
- Animation
- Architectural Drafting and Design
- Specialist in Alcohol/Drug Studies
- Art
 - Two-Dimensional
 - Three-Dimensional
- Aviation and Transportation
 - Aviation Administration
 - Pilot Training
- Bookkeeping
- Business Administration
 - Financial Planning and Investment
 - Business Administration:
 - General Business
 - International Business
 - Entrepreneurship/Small Business
- Ceramics
- Child Development
 - Teacher
 - Infant/Toddler
 - School-Age Care
 - Master Teacher
 - Site Supervisor

- Choreographic Studies and Dance Technique
- Computer Applications and Business Office Technologies
 - Administrative Assistant
 - General Office
 - Legal Secretary
- Computer Numerical Control Technician
- Computer Science
- Computer Software Technician
- Dance Teaching
- Dietary Services Supervisor
- Electronics and Computer Technology
 - Electronics Technology Technician
- Engineering/Electro-Mechanical Design
- Fire Technology
- Graphic Design
- Insurance Specialist: Property and Casualty
- Machine and Manufacturing Technology
 - Machinist
- Management
- Marketing
- Mass Communications
- Medical Office Administration
 - Medical Front Office
 - Medical Secretary
 - Medical Transcription
- Music
- Photography
- Real Estate Appraisal
- Real Estate Broker
- Registered Nursing
- Restaurant Management
- Technical Theatre
- Television Production
 - Corporate Television
 - Mass Media
 - Videography
- Web Development
- Welding, Occupational (Combination Welder)

Certificates

- Accounting
- Administration of Justice
- Animation

- Architectural Drafting and Design
- Specialist in Alcohol/Drug Studies
- Art
 - Two-Dimensional
 - Three-Dimensional
- Aviation and Transportation
 - Aviation Administration
 - Flight Attendant
 - Pilot Training
- Bookkeeping
- Business Administration
 - Financial Planning and Investment
 - General Business
 - International Business
 - Entrepreneurship/Small Business
- Ceramics
- Child Development
 - Teacher
 - Infant/Toddler
 - School-Age Care
 - Master Teacher
 - Site Supervisor
- Choreographic Studies and Dance Technique
- Computer Applications and Business Office Technologies
 - Administrative Assistant
 - General Office
 - Legal Secretary
- Computer Applications Specialist
- Computer Applications Technician
- Computer Information Systems
- Computer Numerical Control Technician
- Computer Programmer
- Computer Science
- Computer Software Technician
- Computer Support Technician
- Computerized Accounting Specialist
- CSU, General Education
- Dance Teaching
- Dental Front Office/Billing and Coding
- Desktop Publishing Technician
- Dietary Services Supervisor
- Electro/Mechanical Fabrication Technician
- Electronics and Computer Technology
 - Electronics Technology Technician

- Engineering/Electro-Mechanical Design
- Fire Technology
- Graphic Design
- Human Resources Assistant
- Insurance Specialist: Property and Casualty
- Insurance Professional
- Machine and Manufacturing Technology
 - Machinist
- Management
- Marketing
- Mass Communications
- Medical Office Administration
 - Medical Billing and Coding
 - Medical Front Office
 - Medical Secretary
 - Medical Transcription
- Music
- Photography
- Real Estate Appraisal
- Real Estate Broker
- Receptionist Office Clerk
- Registered Nursing
- Restaurant Management
- Retail Management
- Tax Preparer
- Technical Theatre
- Television Production
 - Corporate Television
 - Mass Media
 - Videography
- Unix System Administrator
- Verdugo Fire Academy
- Verdugo Recruit Academy
- Web Development
- Welding, Occupational (Combination Welder)

JUSTIFICATION AND RELATIONSHIP TO INSTITUTIONAL MISSION

According to its mission,

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. Dedicated to the importance of higher education in an evolving urban environment, faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

Glendale Community College is committed to student success by promoting:

- communication, critical thinking, information competency, quantitative reasoning, global awareness, personal responsibility, and application of knowledge;
- coherence among disciplines and promotion of openness to the diversity of the human experience;
- student services, learning support, and state of the art technology that enable students to reach their educational goals in an efficient and timely manner.

In seeking the approval for programs and certificates that can be completed 50% or more through distance education, the college demonstrates sensitivity to the role of higher education in an evolving urban environment and our commitment to rigorous and innovative learning experiences. Students are provided with the opportunity to achieve their educational and career goals through a variety of methods that ensure student success. Students can obtain a quality education without necessarily being physically present in a traditional classroom.

The online portion of the class instruction may be delivered synchronously (in real-time) and/or asynchronously (not in real-time). Synchronous learning environments refers to a learning environment in which everyone takes part at the same time via an online application (i.e. Skype, CCC Confer, Moodle Chat or other applications). An asynchronous learning environment refers to a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among students. Notes in the schedule inform students that parts of the course will be online. In most cases students have the option of taking a traditional section of the course. Technology used to facilitate and support both learning environments is explained in the Welcome Letter sent to the student's GCC email. ([Ref.1](#))

RATIONALE FOR CHANGE – DESCRIPTION OF THE PLANNING PROCESS WHICH LED TO THE REQUESTS FOR THE CHANGE

Students in urban environments have a variety of challenges, including but not limited to family commitments, work, transportation, and finances. These challenges may hinder the student's ability to attend a class at a specific location and a specific time for an extended period of time thereby making traditional face to face education models imprecator. Distance Education provides students the opportunity to be flexible with location and time. In addition, DE provides students a new skill set that enables them to apply 21st century communication and learning modalities toward their educational and future goals. The college recognizes the demand for courses and programs to be taught at least partially via distance education. These classes are designed to mirror traditional face to face courses in terms of content/concepts and evaluation. However, the goal of the college is to provide all students with quality education regardless of modality.

A. Description of Changes in Delivery Mode for Educational Programs

With the advent of personal computers, tablets and mobile devices, the opportunity to develop and implement innovative methods of delivering educational materials continues to grow. The changes in teaching and learning at GCC provide student learning opportunities to meet the demands of the current and future academic and employment expectations. Distance Education and Technology enhanced instruction represent changes in delivery mode for educational programs.

Technology Enhanced Instruction provides the instructor with the opportunity to use various technologies in a traditional face to face classroom. Resources may range from desktop computer stations with projection to mobile devices with wireless projection, to web 2.0 instructional applications. Students are scheduled to attend structured class sessions that also include outside assignments to support their learning. Such outside assignments are described in the original course outline.

Online courses maintain Carnegie units of constant instructional contact via Learning Management System (LMS), Moodle. Online classes are those in which students complete their coursework via the internet. However as a form of authenticating students, all online classes require students to travel onto campus for a class orientation and/or exams. Hybrid classes provide some instructional hours each week via the internet while other hours take place in a classroom setting.

B. Description of Planning Process Leading to the Change Request

Glendale Community College is committed to providing students with options in delivery modalities of instruction. As faculty began increasing the use of technology in the classroom, the Academic Senate in cooperation with the administration, recognized the need for additional standards to ensure quality course work. Initially, Technology Mediated Instruction (TMI), a governance committee under the purview of Academic Affairs, was established to ensure that Distance Education met the quality standards expected by the college. This committee was a subcommittee of Academic Affairs and represented all campus constituencies. As a governance committee, with the required broad participation from all campus constituencies, it became clear that the concerns of the faculty and issues specific to andragogy were diluted. Finally, the Academic Senate and the administration agreed to replace TMI with the Committee on Distance Education (CODE) as a subcommittee of the Academic Senate to establish an integrated program and plan for Distance Education and to focus on issues specific to andragogy. ([Ref.17](#))

The purpose of CODE is to ensure that the college's distance education offerings are of the highest quality and are compliant with state and accreditation standards; furthermore, CODE is tasked with defining standards and guidelines for all distance courses/programs.

CODE works with the Distance Education Coordinator and existing instructional programs to facilitate and improve online technology and learning. Each committee member represents his/her division and act as a resource to all faculty members regarding exploration, development, and implementation of strategies that ensure strong andragogy in the online venue. The committee membership consists of a faculty member from each division and a faculty coordinator who chairs the committee. ([Ref.16](#)) Fire Technology provides an example of the college responding to the need for online classes from student demand for online classes. ([Ref.26](#))

In April 2011, the Distance Education Coordinator attended a webinar presented by ACCJC. The webinar explained the federal regulation and their impact on accreditation in Distance Education. The Distance Education Coordinator provided a brief on the webinar to the CIO and recommended a hiatus to DE growth at GCC in order to assess the delivery of instruction in Distance Education. In order to assess the DE at GCC, CODE produced a Distance Education Inventory ([Ref.2](#)) in October 2011 in which DE instructors participated via [SurveyMonkey.com](#) . The results of the inventory provided Staff Development the necessary areas of focus needed to improve the delivery of content and regular and effective contact in Distance Education. Campus-wide faculty meetings were used to address the federal regulation and their impact on accreditation. In addition, CODE developed DE Authentication Policies ([Ref.7](#))

and an updated DE Course Addendum ([Ref.18](#)) which would enable new DE courses to maintain a compliant environment from the inception of the course. The DE Course Addendum was approved through the governance process on March 5, 2014 by the Academic Senate ([Ref.3](#))

Policies and procedures for authentication, faculty/student interaction, attendance, participation, and training have been developed and approved by the Academic Senate ([Ref.4](#)) and Academic Affairs ([Ref.5](#)). All curriculum offered in DE is approved by CODE. All new and revised courses/programs must be approved by their divisions, Curriculum & Instruction (C&I), Academic Affairs, Campus Executive, and the Board of Trustees. A faculty training/certificate program for Distance Education is being developed for the purpose of ensuring quality and compliance with federal, state and accreditation guidelines. Expectations for all online instructors include class participation, course design, and activities compliant to the Guide to Evaluating Distance Education. Faculty certification was designed to ensure that no instructional design is compliant and not Correspondence Education. ([Ref.6](#))

Curriculum & Instruction is a subcommittee of the Academic Senate. It is co-chaired by a faculty coordinator, assigned by Academic Senate, and the Associate Dean of Curriculum Management, an administrator. The committee consists of faculty from each academic division, as well as the articulation officer, a representative from the student services area, and resource personnel. Academic Affairs is a governance committee with membership from the administration, faculty, classified staff and students. Through this mechanism, the college ensures quality and compliance with all state and accreditation standards.

In spring 2013 Semester, CODE constructed an institutional-wide ticket note to be included in the class schedule and to be sent to all DE instructors. This was to ensure cohesiveness in ticket notes. However, instructors were able to add any other information unique to its learning environment.

Example:

This hybrid/online course (Course Notes should select one) requires weekly online access, participation, and communication. Students must review the instructor generated Welcome Letter via GCC email two days before the semester begins and complete the Course Check-In Assignment described in the Welcome Letter (to not be dropped from the course).

EVIDENCE THAT THE INSTITUTION HAS ANALYZED AND PROVIDED FOR ADEQUATE RESOURCES AND PROCESSES NECESSARY TO INITIATE AND SUPPORT THE CHANGE

Faculty utilize Moodle as the campus wide Learning Management System (LMS). The college had initially worked with Blackboard, but faculty determined that the cost of the system and the complexity of use did not meet the needs of our students. Moodle is a user friendly tool that allows faculty to store syllabi and assignments, incorporate videos and other multimedia materials and/or coordinate distance education activities. A staff member from Information Technology (IT) is assigned to maintain the Moodle server. The IT help desk assists faculty in obtaining course shells in the LMS system. Instructional Technology Specialists work with faculty to assist them with Moodle usage and develop videos for training and a technology specialist creates course shells as needed. Finally, the college has a contract with Embanent to handle password resets and to help with questions 24/7.

The IT Moodle administrator manages all Moodle courses/accounts/tools and executes constant upgrades and backups to Moodle content. In addition, the administrator contains and maintains the system management pertaining to user registration, enrollment/un-enrollment and groups by integrating the campus Enterprise Resource Planning (ERP) System, People Soft. There is constant monitoring of system effectiveness working with end user support services (Help Desk) for roll-out, issue resolution, end user satisfaction, and quality user experiences.

The IT Help Desk works as the conduit between IT and Faculty and Moodle. The Help Desk receives requests from faculty to construct course shells and other technical assistance. In addition, the Help Desk is responsible for the execution of User Management, including but not limited to; user accounts: batch create users, change passwords, customize information, etc., organization roles: i.e. create and assign. The catalog is moving toward automatic creation of course shells for all courses.

The Instructional Technology Specialists support instructional design and course development by working with faculty and IT to resolve technical issues for all courses. In addition, campus experts create multimedia materials to complement e-learning and hybrid courses and participates in special projects from the college as needed.

EVIDENCE THAT THE INSTITUTION HAS RECEIVED ALL NECESSARY INTERNAL AND EXTERNAL APPROVALS

Course Approval Process

The process to develop an online or hybrid course for instructors new to Distance Education takes about a year. The time frame for creating a course depends on the amount of time it takes for instructors to train and whether or not the course will need revisions in the Curriculum and Instruction (C&I) Committee approval process. A new distance education course will be taught in the first full semester after it has been approved and cleared to teach by the Committee of Distance Education (CODE). The job of CODE is to advise and guide faculty during the course development process to make certain that each new course meets all GCC standards for best practices.

Sample Timeline for Distance Education Course Approval

SUMMER

- Plan Your Proposal
- Contact Division Chair
- Contact the DE Coordinator
- Begin Online Training (as needed)

FALL

- DE Addendum Form Consultation w/ DE Coordinator
- DE Addendum Form Approval by Division Chair
- DE Addendum Form Approval by CODE
- DE Approval by CODE to C&I Committee Review for Consideration and Voting

WINTER

- Implementation of Approved Design
- Approve and schedule by the Division Chair

SPRING

- Course Goes Live

GCC Distance Education Policies

Currently CODE and the Academic Senate have approved policies for distance Education. These policies include:

- A. Student Authentication, Welcome Letter Notification, Course Check-In Assignment, Orientation Meeting ([Ref.7](#))
- B. Student Authenticity: Effective Regular Authentic Contact ([Ref. 8](#))
- C. Attendance & Participation Policy ([Ref. 9](#))

EVIDENCE THAT THE (21) ELIGIBILITY REQUIREMENTS WILL STILL BE FULFILLED SPECIFICALLY RELATED TO THE CHANGE

Eligibility Requirements for Accreditation

(Adopted June 1995; Revised January 1996, January 2004; Edited June 2011)

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

District Response

Glendale Community College is authorized to operate and award degrees as part of California Community Colleges system. The use of technology in classrooms and the implementation of Distance Education modalities do not impact or change this eligibility requirement.

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

District Response

The courses currently offered ([Ref.20](#))([Ref.21](#)) clearly fall under the mission of the college. Distance Education courses within degree and certificate pathways support and are aligned with the mission.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest

policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

District Response

Glendale Community College has a five-member, publicly elected Board of Trustees. The board is responsible for approving curriculum prior to submitting new curriculum to the California Community College Chancellor's Office.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

District Response

Glendale Community College has a CEO, the Superintendent/President who ensures that all college programs are in compliance with local, state, and federal requirements and ACCJC standards.

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

District Response

Glendale Community College has sufficient staff, with appropriate preparation and experience to provide quality Distance Education.

6. Operational Status

The institution is operational, with students actively pursuing its degree programs.

District Response

Glendale Community College enrolls approximately 21,000 credit students and approximately 8,000 non-credit students per year.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

District Response

All of Glendale Community College's degrees can be completed through 50% or more distance education modalities.

Approximately 500 credit courses offered each semester (74% of all credit courses) and 1,500 credit class sections offered each semester (67% of all credit class sections) are in programs that lead to degrees.

In a given semester, approximately 14,500 credit students (90% of total credit students) are enrolled in at least one course that is in a program leading to a degree.

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

District Response

Glendale Community College provides degrees and modalities that are congruent with its mission. Degrees and areas of study are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. The courses that are taught via online modality are monitored for quality and rigor and may contribute to a degree pathway.

9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

District Response

All degrees comply with all generally accepted practices of awarding academic credits. Degrees and certificates are approved by the Board of Trustees and the California Community College Chancellor's Office.

As evidenced in the Curriculum Handbook and practiced at Glendale College, the criteria for courses and programs approved for academic credit are consistent, if not more rigorous, than those set by the Chancellor's Office, the Academic Senate, and best practices in higher education. Courses provided online meet additional standards as established by CODE designed to ensure quality and meet federal and state standards as well as standards established by the ACCJC.

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic

assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

District Response

All degrees and certificates approved by Glendale Community College have defined and published expected student learning and achievement outcomes. Program/degree outcomes are assessed on a regular cycle.

The student learning outcomes for all courses offered on campus are published online and accessible to students. In addition, students are made aware of the course and program objectives. Both outcomes and objectives are assessed in the form of exams, papers, research projects, presentations, out of class assignments, course discussions, and online exchanges. In most cases, more than one modality is used to assess student learning

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

District Response

Glendale Community College ensures that all degrees include the substantial components of general education that ensures breadth of knowledge and promotes intellectual inquiry. Distance education courses are required to meet the same quality standards as all traditional classes.

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

District Response

Glendale Community College has board policies and administrative regulations delineating academic freedom. Additionally, the collective bargaining agreement includes delineates the rights and responsibilities of faculty with regards to Academic Freedom. This is evidenced in Board Policy 4030 ([Ref.10](#)) and faculty

contract language ([Ref.11](#)) Collective Bargaining Article III, pg. 8, Section 1–3, ([Ref.22](#)) GCC 2013-2014 Catalog, pg.17

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

District Response

Glendale Community College has a substantial core of qualified faculty with full time responsibility to the college. The core of faculty is sufficient to meet the professional academic responsibilities. The college meets or exceeds the annual faculty obligation numbers assigned by the State of California.

Faculty from each division provide the primary membership of CODE and the Curriculum & Instruction Committees. These sub committees of the Academic Senate are the primary work groups associated with ensuring quality Distance Education and curriculum.

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

District Response

Glendale Community College provides a wide variety of student services. These services are available to all students regardless of the program of study or preferred modalities.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

District Response

Glendale Community College is an open-admissions institution with established admissions policies. Students have a right to choose a program of study and the methodologies that best meets their needs. The schedule of classes informs students if a class is offered in online or hybrid format.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to

support its mission and instructional programs in whatever format and wherever they are offered.

District Response

Students in all courses and programs have access to all learning resources and services offered by the college.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

District Response

Glendale Community College maintains financial resources to assure the financial stability of the college and its programs. Distance Education courses do not impact the financial stability of the college.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

District Response

Glendale Community College annually undergoes and makes available an external financial audit conducted in accordance with generally accepted auditing standards. Recent audit report had no findings that indicated problem areas. Distance Education courses do not impact the financial stability of the college.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.

The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and

makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

District Response

Glendale Community College has an established integrated planning process. The Educational Master Plan identified the need to provide quality distance education to students and to establish policies/procedures to ensure quality.

The Educational Master Plan (EMP) identified the need to streamline movement through the curriculum.([Ref.13](#)) A planning handbook is made available to all faculty, staff, and the public via website.([Ref.12](#)) Institutional planning, program review, and resource allocations contribute to accountability and evaluation of the planning process.

The Implementation of CODE was the college's response to meet this need.

20. Public Information

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

District Response

Glendale Community College publishes a paper catalog annually and maintains an online catalog on the college's website, www.glendale.edu. Approved degrees are defined in the catalog and classes that are offered in online formats are defined in the class schedule.

General Information

Official Name, Address(es), Telephone Number(s), and Website Address of the Institution

Glendale Community College
1500 N. Verdugo Road
Glendale, CA 91208
818 240-1000
www.glendale.edu

Educational Mission
Course, Program, and Degree Offerings
Academic Calendar and Program Length
Academic Freedom Statement
Available Student Financial Aid
Available Learning Resources
Names and Degrees of Administrators and Faculty
Names of Governing Board Members

Requirements

Admissions

Student Fees and Other Financial Obligations

Degree, Certificates, Graduation and Transfer

Major Policies Affecting Students

Academic Regulations, including Academic Honesty

Nondiscrimination

Acceptance of Transfer Credits

Grievance and Complaint Procedures

Sexual Harassment

Refund of Fees

All of the above information is published in the college's catalog in hard copy and online. The information is replicated in the class schedule and on the college website at www.glendale.edu. The policies delineated above apply to all students, regardless of preferred methodology or degree pathway.

21. Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

District Response

Glendale Community College ensures that all college policies and procedures adhere to the Accrediting Commission eligibility requirements and standards. All distance education courses are designed to ensure quality learning outcomes for students and comply with Accrediting Commission Standards.

EVIDENCE THAT EACH ACCREDITATION STANDARD WILL STILL BE FULFILLED SPECIFICALLY RELATED TO THE CHANGE AND ALL COMMISSION POLICIES ARE ADDRESSED.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

District Response

Glendale Community College has a mission statement that defines the institution's broad education purposes. Distance Education courses which may result in a student taking 50% or more of a degree pathway online meet the mission of the college.

Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

District Response

Glendale Community College has met the standards associated with student learning outcomes and program outcomes. There is no difference in program outcomes based on methodology. Timelines for continuing quality improvement via the assessment learning outcomes cycle are part of the course/program approval process.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and

demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

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

District Response

GCC is committed to serving students by offering high-quality programs leading to transfer, certificates, degrees and employment. All Distance Education courses meet the requirements designed to ensure high quality.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

District Response

The Distance Education course modalities demonstrate the college's dedication to its mission and quality of education.

2. The institution ensures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

District Response

Glendale Community College ensures quality programs and applies processes designed to ensure continuous improvement. Distance Education meets all of the standards used by the college to ensure quality education for all students, including but not limited to nontraditional students.

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it.

District Response

All courses taught via Distance Education have met the standards of the college ensuring that the expertise of the faculty have determined the appropriateness of each course for inclusion in the general education curriculum. Student learning outcomes are delineated for each course/program/degree.

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

District Response

All degree programs at GCC include at least one area of inquiry or in an established discipline.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Distance Response

Distance education courses are interactive and meet standards developed by the college to ensure student competencies.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

District Response

All courses regardless of methodology, traditional or distance education, have syllabi that provide accurate information about

educational courses and programs in accordance with college plans. ([Ref-14](#)) AR 6141.7

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 or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

District Response

Glendale Community College has Board policies and Administrative Regulations related to academic freedom and responsibility ([Ref.10](#)), as well as student academic honesty ([Ref.15](#)) (see pg.17). Information regarding institutional beliefs and worldviews can be found in the college's mission statement ([Ref.23](#)) and the institutional learning outcomes. ([Ref.24](#))

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

District Response

Glendale Community College does not offer curricula in foreign locations to students other than U.S. nationals. Distance Education courses require students to meet defined residency criteria and Distance Education courses have an on-site requirement in order to authenticate students.

B. Student Support Services

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

District Response

Glendale Community College recruits and admits diverse students who are able to benefit from all of the college's programs. Student support services are available to meet the needs of all students. Student support

services are available to students participating in Distance Education courses.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

District Response

Glendale Community College assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission. Student participating in Distance Education courses receive the same quality student support as all other Glendale Community College students.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning:

- a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

- b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

- c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

- d. Locations or publications where other policies may be found

District Response

Glendale Community College publishes both a hard copy of the catalog and an online version. The online version is updated in real time while the hard copy is updated annually. All students participating in Distance Education courses have access to the catalog.

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

District Response

Glendale Community College researches and identifies the learning support needs of the student population. The needs of students taking distance education courses are included in these processes.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

District Response

Glendale Community College addresses and assesses the needs of its students in order to provide appropriate services and programs. Students participating in Distance Education have access to all college services as outlined above.

B. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

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.

District Response

Glendale Community College addresses the needs of students with quality library and learning support services. Students participating in Distance Education have access to all college services as outlined above.

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

District Response

Glendale Community College evaluates all of the services offered by the college. Students participating in Distance Education have access to all college services as outlined above.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and 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. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

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.

District Response

Glendale Community College has policies in place to ensure that the college hires qualified employees. Faculty associated with the Distance Education courses are fully qualified instructors who are skilled in teaching and serving the needs of a varied student population. Faculty teaching Distance Education meet additional training criteria through the D.E. certification process. ([Ref.6](#))

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

District Response

Glendale Community College has consistently met the full-time faculty obligation number each year and provides sufficient staff and administrators to support the activities of the institution, including Distance Education.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

District Response

Glendale Community College consistently develops/modifies policies and procedures to ensure fair and equitable practices and student success. Policies developed for distance education are designed to ensure quality offerings. The college adheres to these policies and meets this standard. Instructors teaching Distance Education courses follow all institutional policies.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

District Response

Glendale Community College serves a highly diverse and multi-cultural population of students. Policies and practices promote diversity at all levels. The college is committed to diversity as demonstrated in the Mission Statement. All college policies and practices apply to all employees including those involved in Distance Education.

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.

District Response

Glendale Community College demonstrates its commitment to providing professional and staff development for all faculty and employees through workshops, conferences, presentations, flex and various campus activities. All college policies and practices apply to all employees including those involved in Distance Education. At least 20% of staff development opportunities for faculty are designated to Distance Education.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

District Response

Current human resources are sufficient to provide needed staff support for all courses and programs regardless of modality.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

District Response

Glendale Community College strives to maintain a positive environment to support instructional programs and student learning by maintaining current resources and planning for future needs including assessing needs for Distance Education.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

District Response

GCC has integrated physical resource planning with institutional planning processes. The Campus Development Committee reviews, evaluates and prioritizes the evaluation, renovation and maintenance of existing facilities. The physical resources required for Distance Education are sufficient to support students and the curriculum offered.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

District Response

Glendale Community College recognizes that the technology needs are constantly changing and is continuously improving technology resources available throughout the college. Grants have supplemented the college's technology funding by supporting pilot projects designed to ensure the quality use of technology. Changes in funding practices have ensured the college meets its need for technology. Technology support meets the needs of those teaching distance education.

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

District Response

Technology planning is incorporated into the Educational Master Plan. Assessments resulting from Program Review and the planning process contribute to the continuous quality improvement. Open lines of communication between the Informational Technology (IT) administrative staff and CODE (an IT administrator is a member of CODE) ensures effective technology support for distance education. ([Ref.16](#))

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of

programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.

District Response

With changing technology, it is not possible to provide funds to meet every staff and faculty members wish list. Focusing on the mission, the Educational Master Plan, and program review, Glendale Community College has sufficient financial planning to meet the needs of the college, including technology and funding for Distance Education.

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

District Response

Glendale Community College has institutionalized an annual budget process. Budget processes are assessed with the participation of all major constituencies through Planning and Program Review, as well as governance committees. Distance Education is held to the processes as all other programs of the college.

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

District Response

Financial Planning is linked to institutional planning. The resource allocation process is evaluated annually to ensure that it is tied to planning and the college mission. Planning and Program Review contribute to the process of decision making. Distance Education is held to the same processes as all other programs of the college.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for 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.

District Response

Glendale Community College has established participatory practices through the evaluation, review and revision of board policies and administrative regulations, and shared governance processes. Distance Education is an example of the innovative instruction developed through a partnership between faculty, administration, and students.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

District Response

GCC has a broad-based representative governance system involving all constituencies in creating policy and developing planning goals and the budget. The college's budget is linked to institutional planning and the program review process. Distance Education is an example of the innovative instruction developed through a partnership between faculty, administration and students.

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.

District Response

Glendale Community College has a broad-based representative governance system which encourages participation by all constituency groups. Governance committees help develop, review, and approve the current Educational Master Plan with full participation of all constituency groups. The Educational Master Plan identified the need to provide quality distance education to students and to establish policy/procedures to ensure quality. CODE is the mechanism that delineates policies designed to ensure quality Distance Education. The Academic Senate and Academic Affairs Committee assure policies/procedures are institutionalized via the governance system.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

District Response

Glendale Community College is committed to an environment of continuous improvement of the college's programs and services. Through the work of the Institutional Planning Coordination Committee (IPCC), planning, program review, the college addresses ACCJC recommendations and maintains successful working relationships with federal, state and private agencies by complying with all regulations. Distance Education meets all ACCJC standards, as well as federal, state and local requirements.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

District Response

Glendale Community College has processes in place for the evaluation of institutional processes through annual campus surveys, the Governance Review Committee and the publication of all governance committee minutes and actions online. Survey results regarding participation in governance and participation in master planning show that constituent groups feel they participate

in these processes, which establish college wide goals. Distance Education is reviewed through governance committees, surveys and information actions.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

District Response

The college has a governing board that is responsible for establishing policies to assure quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. Distance Education policies are designed to ensure quality.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

District Response

Glendale Community College has a Superintendent/President who shows leadership in planning and budgeting. The Superintendent/President supports the focus of innovation and technology assisted instruction as delineated in Educational Master Plan.

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity through-out the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

District Response

Glendale Community College is a single college district, therefore, this standard does not apply.

DESCRIPTION OF THE PROCESS FOR MONITORING AND EVALUATING THE EFFECTIVENESS AND LEARNING OUTCOMES OF THE CHANGE

All college programs have defined an assessment cycle for course/program level learning outcomes. Distance Education courses are included in this process. CODE is also tasked with the development and monitoring process and policies associated with continuing quality improvement.

EVIDENCE

- Ref.1 [Welcome Letter \(pages 1-3\)](#)
- Ref.2 [D.E. Inventory \(survey monkey\)](#)
- Ref.3 [Academic Senate Minutes Mar. 5, 2014](#)
- Ref.4 [D.E. Policy, Approved by the Academic Senate 2.21.12](#)
- Ref.5 [D.E. Policy, Approved by Academic Affairs 3.5.14](#)
- Ref.6 [D.E. Faculty Certification](#)
- Ref.7 [Student Authentication \(DE Policy pages 1-3\)](#)
- Ref.8 [Student Authenticity \(DE Policy pgs. 4-6\)](#)
- Ref.9 [Student Attendance and Participation \(DE Policy pages 6-8\)](#)
- Ref.10 [Academic Freedom Policy, Board Policy 4030](#)
- Ref.11 [Collective Bargaining Agreement, Article xx, Sec. 1-3](#)
- Ref.12 [Planning Handbook](#)
- Ref.13 [Educational Master Plan, EMP](#)
- Ref.14 [Administrative Regulation AR6141.7](#)
- Ref.15 [Policy on Academic Honesty AR5420](#)
- Ref.16 [CODE Division Reps \(2 pages\)](#)
- Ref.17 [Creation of CODE Committee](#)
- Ref.18 [DE Addendum](#)
- Ref.19 [Curriculum Handbook](#)
- Ref.20 [Distance Education courses in the 2014 Spring Schedule](#)
- Ref.21 [Official Online Courses \(89 course\)](#)
- Ref.22 [GCC 2013-2014 Catalog -Academic Freedom Policy, pg.17](#)
- Ref.23 [Mission Statement](#)
- Ref.24 [Institutional Learning Outcomes](#)
- Ref.25 [Student Evaluation for Online and Hybrid](#)
- Ref.26 [Student Demand for Online Courses](#)
- Ref.27 [Spring 2014 list of Hybrid Classes](#)