

MJC DE Definitions: While the DE Regulations released in 2008 by the Chancellor's Office define what the criteria is for distance education, it is up to individual colleges to develop functional descriptions that inform students prior to their enrolling in distance education courses. Therefore, in the schedule of classes, it is important that online and hybrid courses are clearly defined and identified. In an effort to be clear with students, functional descriptions for consistent terminology are identified in the table below:

Descriptor	MJC Definition	Processing	Notes
Fully Online	Courses in which students work entirely without having to come to any college facility. Arranged proctored tests are available in this modality (students do not have to come to an MJC to take tests); orientations and/or face-to-face class meetings are optional. Synchronous activities are not required but if synchronous events are scheduled, they may be posted as required archives for asynchronous access.	Requires separate Curriculum Committee approval with Technology mediated instruction form (TMI) and follows all quality measures as outlined in the Distance Education Guidelines	Requires faculty readiness standards are met prior to online teaching. If proctoring is required, it cannot be required that students come to campus. Rather, instructors must arrange for a proctoring location in collaboration with the student.
Hybrid (Blended)	Anytime distance education is offered in lieu of face-to-face class time, where planned face-to-face time is formally scheduled. This designation is also given whenever students are required to come to an MJC site for any reason (testing, orientation, etc).	Requires separate Curriculum Committee approval with Distance Education Addendum TMI form and follows all quality measures as outlined in the Distance Education Guidelines	If students are required to come to an MJC site for any reason, the course is declared a hybrid course to notify students of this requirement.
Enhanced (Face-to-face with web enhancement)	Face-to-face courses that require the student to access the Internet and/or LMS as part of the course work.	Students are expected to be able to access the internet and the LMS infrastructure either at home or from the campus learning resource centers where assistance for using these technologies is available.	

(Model: Mt. San Jacinto DE Plan, August 2011)

Example from: ELIC 53 Advanced High Listening and Speaking

- **MIXED MODALITIES/HYBRID COURSE** Please Describe: **Face-to-face instruction (1-99%-the large percentage range is to keep the department's options open as far as what percentage of hybrid instruction to offer in any given semester). During these class sessions, students will participate in: 1) pair, small group, and whole class work focusing on using the pre-listening, listening, note-taking, group interacting, and presentational speaking being studied, and 2) taking quizzes, tests, the mid-term, and the final exam. Online instruction (1-99%). Again, the large range is to allow for maximum flexibility in course offerings. Students will also complete a variety of assignments online only. These may include: 1) completing exercises for building academic vocabulary, identifying main ideas and details of short lectures and presentations as well as analyzing and evaluating elements of non-verbal communication and group dynamics using digitized publisher material and other online resources, 2) viewing and listening critically to online speeches and discussions 3) posting and participating in discussion board responses 4) writing and uploading speech outlines 5) taking practice quizzes**