**Use of Alternatives to Etudes**

By the way, Foothill Global Access has the following posted on its website ([http://www.foothill.edu/fga/faculty\_responsibilities.php#alternatives](https://email.fhda.edu/owa/redir.aspx?C=RLFHWzJVA0et_6UigF1HUgttkH2Sqs8IjvT3Ycw2SKuoSPHWrqs4Qb6NWHtx5cY32SkjoRDntDw.&URL=http%3a%2f%2fwww.foothill.edu%2ffga%2ffaculty_responsibilities.php%23alternatives)):

Faculty can use whatever delivery method they choose for online instruction, however, student verification obligations and other responsibilities exist for use of alternatives to Etudes.  Instructors should be aware of the **added responsibilities and workload associated with using alternatives to Etudes**.

The faculty responsibilities associated with using an instructional delivery method other than Etudes include:

* Instructors must take responsibility for enrollment management and online course login/access.
	+ Secure and password-protected access to the course **MUST** be used to ensure [**student authentication**](https://email.fhda.edu/owa/redir.aspx?C=RLFHWzJVA0et_6UigF1HUgttkH2Sqs8IjvT3Ycw2SKuoSPHWrqs4Qb6NWHtx5cY32SkjoRDntDw.&URL=http%3a%2f%2fwww.wiche.edu%2fpub%2f11621) under federal requirements of the Higher Education Opportunity Act.
* Instructors must take responsibility for ensuring the privacy of student information, meeting accessibility requirements, and complying with fair use and copyright guidelines.
* Instructors must provide their own tech support.
* Instructor must provide their own login assistance to students.
* Due to lack of standardization, students who take several online courses delivered using a variety of methods will be confused by the differences in navigation, layout, procedures, and course access.

FGA is not able to provide -

* Orientation sessions, tech support, or login assistance for students.
* Instructional design assistance for course development.
* Training in use of alternatives to Etudes for online course delivery.

Also, see [**7 Things You Should Know about Alternatives to LMS**](https://email.fhda.edu/owa/redir.aspx?C=RLFHWzJVA0et_6UigF1HUgttkH2Sqs8IjvT3Ycw2SKuoSPHWrqs4Qb6NWHtx5cY32SkjoRDntDw.&URL=http%3a%2f%2fnet.educause.edu%2fir%2flibrary%2fpdf%2fELI7062.pdf)

Reminder: As always when using social networking sites, be mindful to avoid publishing, posting, or releasing any information about students or colleagues that is considered confidential. Please do not post photos and coursework of students without their permission.

In addition to the attached documents about use of social media (including cloud services and Publishers' sites) by instructors that requested, you may want to reference the following -

**Questions to ask Publishers (preferably before adopting their materials)**

**Ask about the Accessibility of their Materials:**

All instructional materials must be accessible to students with disabilities. Ask prospective publishers these questions to assess whether their content is accessible. If you need any assistance in verifying the accessibility of the materials, please contact Judy Baker in Foothill Global Access.

* Are the videos captioned and audio recordings transcribed?
* There should be transcripts for audio recordings and captions or subtitles for video. If there are not, ask the publishing representative if they would provide a captioned version in a timely manner if a student who needed them registered for your class.
* Can all of the text that is displayed on the screen be read aloud by text-to-speech software?
* Screen readers (assistive technology used by people who are blind) read real text. They cannot read images of text or text embedded in Flash animations/movies/simulations.
* Can all interactivity (media players, quizzes, flashcards, etc.) be completed by keyboard alone (no mouse required)?
* People who are blind or *people who have upper mobility disabilities* cannot use a mouse. They use the keyboard to navigate and interact with the Web. It is required that any interactive elements on the publisher's website (or on a DVD included with the book) be operable by a keyboard alone if they are used in your course. For example: An interactive exercise that requires dragging and dropping is not keyboard accessible, so unless there is a keyboard option to dragging and dropping, that sort of exercise should not be used in your course.
* Is there any documentation available (VPAT or White Paper for example) that confirms accessibility or usability testing results?
	+ A VPAT is a Voluntary Product Accessibility Template. It is used by many organizations to report the level of accessibility of their software products. If the publisher doesn't have a VPAT or any research that confirms the accessibility of their product(s), don't just take their word for how accessible they are.

**If any of these answers are "No", you might want to consider a different publisher.**

**Ask about Security:**

* The content and student access must comply with FHDA security standards

**Ask about the Usability and Interoperability of their Materials:**

You need to consider all of these aspects when adopting outside materials.

* Is your multimedia (Adobe) Flash or (Oracle) Java-based? (Another way to put this, is "Can your materials be watched on an iPad?")
* Content created in Flash and or Java can be inaccessible and may not run on mobile devices and tablets, which are becoming more prevalent.
* Does any software need to be installed on student or Foothill College lab computers?
* If software needs to be installed on Foothill College computers in a particular lab, consult with that lab's coordinator.
* What are the computer requirements for using their materials? Will the materials work on mobile devices? Will the materials work on an iPad which only has the Safari browser?
* FGA tells online students that these are [the computer requirements for taking an online course](https://email.fhda.edu/owa/redir.aspx?C=RLFHWzJVA0et_6UigF1HUgttkH2Sqs8IjvT3Ycw2SKuoSPHWrqs4Qb6NWHtx5cY32SkjoRDntDw.&URL=http%3a%2f%2fetudesproject.org%2fgateway%2fserver_info.html) that uses Etudes. If your course requirements are greater or for a classroom-based course, make the computer requirements known in the class schedule. Each instructor MUST provide a link for students to use to download whatever plugins they might need for the online course.
* How will students get access to the materials?
* Does it require an access code? If so, students should be aware that used books may not have the necessary access code or may have an old unusable code.
* Can the electronic content be made available for purchase through the bookstore?

Some students would like to own the material so they have it for future reference (rather than just online during the term.)