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THE PALM SPRINGS ADULT SCHOOL HOME PAGE:
A PRESENCE ON THE WORLD WIDE WEB

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Masters of Arts
in
Education: Educational Technology

by
Gregory Jackmond

June 1997

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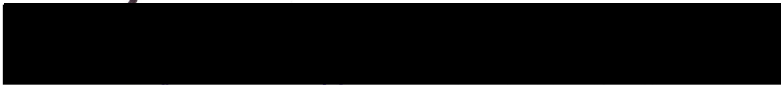
June 1997

Approved by:



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6/13/97
Date



Sylvester Robertson, Second Reader

ABSTRACT

This project involves the design and development of a home page for the Palm Springs Adult School, Palm Springs, which will:

1. be unlimited by geographical boundaries, reaching a broader audience than conventional advertising,
- 2 offer potential students a more comprehensive picture of Palm Springs Adult School than one newspaper ad or television spot,
3. demonstrate to other school sites why a home page is a unique asset and how to develop their own,
4. link community and educational institutions to the Palm Springs Adult School for informational interchange,

This project illustrates, in hypertext media form, the actual construction of a school home page, while demonstrating to educators how and why schools can create effective home pages.

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CHAPTER ONE

INTRODUCTION

In this new age of instantaneous electronic communication, in order for the world of education to elevate its knowledge, and the world of business to profit, it is imperative that both keep abreast of the latest technological trends. This is done today through the use of computers and more recently through the Internet, specifically home pages.

Not so long ago, the microcomputer was a rare and exotic sight in American classrooms. Then, during the 1970s, many schools began acquiring microcomputers and putting them to use for instruction, drill and practice, record keeping, and other applications (Kinnaman, 1990).

Technically, a home page is defined by Pacific Highlands Data Systems as "a program or series of programs written in a language called HTML (HyperText Markup Language). These programs contain both graphic and textual information" (1995). Simply put, users may obtain the information they want by accessing an address, just like a postal address, which, Pacific Highlands Data Systems states:

identifies the Server computer, the directory on the Server where the Home Page is located, and the name of the HTML program. These addresses are collected by various groups, who create easy-to-use ways to access the Home Page. These "Search Engines" make it easy for others to access the Home Page (1995).

Once a home page is created and accessed, it can literally go where no television, newspaper or radio advertising has gone before, allowing the school to convey information to the local community, as well as to the world, about its mission, goals, and course offerings. It enables the community to become more familiar with what an adult school, vocational training school or college extension campus is and what it does to serve their educational requirements.

The target audience may vary, from the senior citizen looking for a recreational art class, to the foreign born adult needing to take an ESL/Citizenship class, to the high school dropout wishing to return to school. The mission and purpose of each school and its home page, however, remain universal. A home page is a place where educators and others can exchange ideas, obtain useful information and link to the Internet. An elementary or high school district may wish

to use its home page as a means to convey information to the faculty, to parents or students. A home page would give prospective teachers applying for positions long distance a more detailed view of the school district they are considering than would a phone call or printed brochure. Coaches and club advisors posting upcoming meetings, band or drama practice schedules on their school's home page might reach a wider parent and student audience than they would with traditional campus flyers. Absentee students could even access and continue with schoolwork assignments from their own home computers, rendering obsolete the old familiar excuses as to why makeup work could not be completed.

According to Pacific Highlands Data Systems:

It also serves as a very important form of advertising for the district. The existence of a well designed, well planned, frequently updated Home Page presents an image of a technologically up-to-date, well-organized and modern organization. This can help the district in recruitment, forging partnerships with corporations, and may help in gaining approval of grant applications (1995).

This use of home pages in schools has become an integral part of the overall use of computers in educational

sites. The true integration of computers into the educational setting came with the 1980's. Kinnaman's report, cited here in brief, recounts that from 1981 through 1990:

1. Nationwide, over two million microcomputers were purchased by schools.
2. A dramatic increase occurred in the number of schools owning computers, from 25 percent to virtually 100 percent.
3. More than half of all states began requiring or recommending preservice computer literacy training for prospective teachers (Kinnaman 1990).

Cotton and Wikelund (no date), reporting on the trend of Computer Assisted Instruction and its impact on American schools, conclude that this commonly held attitude exists:

Because the acquisition of computer hardware and educational software programs involves a considerable monetary investment, these groups want assurance that computers in the schools are more than expensive and entertaining toys; they desire evidence that educational microcomputer use truly enhances learning in demonstrable ways.

The first task, therefore, in proposing a school home page project, is twofold (Quinn, 1994). An inservice must be

held for school district personnel and the community, apprising them as to:

1. what a home page IS and IS NOT.
2. why there is a school district need for a home page.
3. the benefits to the community in general that outweigh the benefits of traditional advertising.
4. the fact that home pages are a new, but legitimate form of media communication, not just a passing fad.

The next integral step toward a successful school home page is gaining support from those administrators, school board and community members who attend the project inservice.

Once all involved groups are made aware of what is to be gained, Quinn further points out that the essential component is a knowledgeable project director. In his view:

a concerted effort requires organizations working together, but more importantly it requires a leader - someone who will set the stage and move forward in the design and implementation of a set of pages - pages that will reflect the quality of the institution they portray (1994).

The next step is the creation of a design team and the selection of a team leader (project director/designer).

After the chosen team leader is given the green light by administrators to proceed, the design team then plans the home page guided by questions such as the following:

- (1) What does our school want to say on its home page?
- (2) What colors should we use?
- (3) What kinds of graphic designs look best for our school?
- (4) Should our students and faculty be invited to contribute their club announcements, school news bulletins and even poetry?

As guidelines in the home page design, the design team may elect to use Scarfone's (1995) generic recommendations as to what elements on which all school home pages should focus.

In the spring of 1996, when the idea for a school home page was conceived, no school in the Palm Springs Unified School District had yet developed its own home page, nor was any school site in the district connected to the Internet in part or whole. Many schools in the district were still ordering the same familiar "tried and true" tools and texts that teachers recalled using during their own school days. Some teachers, school board members and administrators, at that time, likewise favored the same teaching methods and curriculum that had been in use for a decade or more.

However, at Palm Springs Adult School, a long time proponent of educational computer use, a working program of computer assisted instruction was already in place. Following up on past research and faculty experience as to the positive effects of classroom computers on student achievement and attitudes, a home page seemed the next logical step. Consequently, in concert, faculty members, the P.S.A.S. interim principal and the project director agreed that it was time to put the school on the Internet.

The mission and purpose of the Palm Springs Adult School home page was decreed to be a virtual "place" where educators, potential students and others could exchange ideas, obtain information and link to the Internet. Bearing this in mind, the project designer and team recognized that neither "light" magazine layout, "hard news" newspaper style, nor "attention grabbing" television advertising format would be singly appropriate for the home page composition. Rather, a subtle blend of all of these was chosen. Implementing the goals and objectives of the P.S.A.S. home page into the blueprint itself, each of these elements was given its own job to do. Magazine layout, with its entertaining format and animated graphics would attract a wider, more varied audience than conventional advertising.

Newspaper style, with straightforward, important information to convey, would offer the audience a more comprehensive picture of the school than a printed brochure or class schedule. Hypertext media, in the same manner as television advertising, would be unlimited by geographical boundaries. Having a home page on the World Wide Web will deliver to the Palm Springs Adult School, the local community and other educational institutions, a link to informational interchange. The design principles applied to achieve its goals model to other school sites the universal concepts that all school home pages should be easily seen, be widely read, be often referred to and be thoroughly enjoyed.

The project will also include a survey and analysis of existing adult school home pages. A review of these pages based on standards as found in the literature will be presented, pointing out that the home page is a young, hybrid cross between magazine advertisement and television infomercial. It is still in the process of evolving, establishing its own set of standards as it matures. Therefore, rather than establish a "one size fits all" model of how an adult school home page should be patterned, this project will serve as but one example. The focus of that example is what can, but not necessarily must, be done with all other adult school home page designs.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

THE INTERNET

The explosive evolution of the Internet has altered the world at an astonishing rate. Invented from a combination of two words, "interconnection" and "network," the word Internet itself, like so much of the English language, is jargon. An Internet is literally a series of thousands of interconnecting, worldwide information networks. Like some vast, universal cyborg controller, the many individual parts integrate to bring to modern society the same services provided traditionally by libraries, telephone companies and mail order catalog houses.

In the early 1960s, a U.S. Defense Department Network called Advanced Research Project Agency (ARPAnet) was created for the sole use of the military. ARPnet was:

... an experimental network designed to support military research-in particular research about how to build networks that could withstand partial outages (like bomb attacks) and still function (Krol, 1992, Online).

Based on the precept that all computers, like human beings, were capable of speaking to each other in a common

language, messages were sent in "envelopes" called Internet Protocol (IP) packets. Communicating computers, acting as electronic mail carriers, were responsible for delivering the data in times of international crisis. During the next twenty-five years, research institutions such as universities and laboratories linked together to expand their own "in house" communication system. The growth of the Internet however, did not stop there. With the impetus provided by influential people within the United States Federal Government networking community and within the human network of interested people, the value of networked information has become more obvious to the general populace (Cady & McGregor, 1995).

Public access to the network came about in the 1980s, and with it, commercial Internet Service Providers (ISPs). It was then that "the Net" moved rapidly from its military origins into the worlds of business, education, the news media, entertainment and almost every other segment of contemporary life. Researchers Cady and McGregor (1995) further noted:

Today, the Internet is much more than it was in the 1980's, and in five more years it will have grown so far that the cool toys we use today will

be the ancient grandparents of the tools in use then (p.4).

While the 20th century does not yet have android servants to wait upon their human masters, nor virtual reality vacations as portrayed in popular science fiction television shows, one fantasy that has been turned into reality was that of the personal computer, or PC. Once employed merely as a "souped up" typewriter/calculator for the business office, the "computer revolution" has moved the computer from the realm of the business world into schools and homes. Software companies, spurred by the purchasing power of the younger generations, have responded with a barrage of "high tech" toys and educational tools.

"While most media attention has focused on consumers," observed Carmona (1995), "educators are potentially the greatest beneficiaries of this technology" (p.12).

In August 1995, T.H.E. Journal (Technological Horizons in Education) published the results of a survey conducted in 1994 by the U.S. Department of Education. According to the report, 35% of schools nationwide were, at that time, connected to the Internet. Merely 3% of all classrooms around the nation, however, were likewise connected (Carmona, 1995).

A follow up survey was reported in Advanced Telecommunications in U.S. Public Elementary and Secondary Schools (1995). This showed a substantial increase in the number of schools on the Internet. Further statistics disclosed:

- * Funding and inadequate internal wiring were the most frequently cited barriers to acquiring advanced telecommunications;
- * Three-fourths of schools without access to the Internet have plans to connect in the future;
- * In addition to 50 percent of schools on the Internet, 11 percent of schools had access to some other wide-area network that does not connect to the Internet, and 23 percent had only local-area networking capability;
- * While only 7 percent of the schools reported parents playing a large role in helping develop telecommunications programs, 31 percent cited parents as playing a moderately active role, up from 1994's 4 percent and 17 percent, respectively;
- * Only 31 percent of schools with high levels of students from poor families had access to

the Internet, compared to 62 percent of schools with relatively few students from poor families (Thomas, 1996).

Examining the 50 percent of public schools with Internet access, this survey also recounted:

- * Ninety-three percent had e-mail, 83 percent could access resource location services, 80 percent had World Wide Web access, and 73 percent could access news groups;
- * Nineteen percent could connect to the Internet in five or more instructional rooms in the school;
- * Twenty-eight percent of teachers, 21 percent of students and 18 percent of administrators use wide-area networks to a moderate or large extent;
- * High school students were more likely to use wide-area networks than elementary students, 30 percent and 17 percent, respectively (Thomas, 1996).

As if the Internet truly were a giant, living entity, Internet users find it is easy to forget, as aptly stated by Cady and McGregor, that the Internet also involves people.

The Internet is also the community of people who work together to use the networks. The Internet is a cooperative effort of many people and organizations, all working to enhance the Net by their participation. It's important to realize that people don't just use the information on the network-by contributing to electronic mailing lists, by building information services and archives of various kinds, all the users of the Internet are information providers (1995).

Thus, every time a school or organization creates and contributes its own "home page," it, too, becomes a part of the Net.

Unlike the slow and carefully controlled maturation of radio, television and the print media, the home page is still in the pioneering stage. Like all new inventions, no publishing house, production empire or government agency yet controls the content or quality of work presented on the screen. Consequently, the Internet user will encounter every subject matter and type of graphic arts layout imaginable, from the good and the bad, to the just plain ugly. Everyone is utilizing the World Wide Web today, from schools and libraries with a serious message to convey, to mail order houses offering customers a convenient new way to buy

things. Unlike print advertising, television or radio, one need not even be a school, a business organization, a celebrity or a politician to publicize a message on the Internet. Putting up a home page or ad on the Internet, much like the old-time tradition of the street corner soapbox, is available to all citizens. Caution must be taken, however, warn experienced websurfers, when responding to information placed on the Net. Anyone, reputable or not, from tropical bird breeders selling parrots, to self-published "wanna be" writers, to prestigious universities can advertise their wares. Gass (1994) sums it up by saying:

Sadly, the reader has no assurance that the information they find at the end of their journey down these ever-shifting paths is accurate and reliable. When do-it-yourself desktop publishing and worldwide distributions meet as they do in the Web, informational rubbish can be the result. This can increase the time and trouble involved in finding useful, correct information. The goal of the serious Web information providers must then be to help their information users find what they need quickly, and to keep it up-to-date and reliably accurate (Online).

The World Wide Web Consortium (W3C) is an organization whose purpose is to establish common standards for the evolution of the Web. Annually, they endorse comprehensive, worldwide surveys to assist information users in doing just that. Reports from this latest Graphic, Visualization, & Usability Center's (GVU) 5th WWW User Survey, conducted between April 10 and May 10, 1996, state that their researchers received 11,700 responses from around the world. Comparing these statistics to surveys in previous years, researchers revealed some significant, and surprising, facts. The average age of the Internet user, rising slightly from preceding surveys, is currently 33.0 years old. The proportion of female users are 31.5%, which is an increase over the 29.3% for the Fourth survey. The estimated average household income, \$59,000 U.S. dollars per year, is a slight drop from the amount reported in the previous survey. Respondents from the United States represented 73.4% of total respondents while European countries accounted for the second largest category with 10.8%. More than half of all respondents report that they access the Web primarily from their own homes and are paying for their own access. More than 80% of these people, worldwide, access the Web on a daily basis, with the majority saying they use it simply for browsing and entertainment. More than one third, 36%, prefer

Web surfing at least once a day to watching TV (Georgia Tech Research, 1996).

Further queries, given in the form of detailed questionnaires, revealed, in summary:

1. What is the average age of Web users?

Contrasting European and United States web users, the Europeans reported an average age of 28.8, younger than their 33 year old U.S. counterparts. Overall, there were also a few major differences between the age profiles for men and women. The average age for women is 31.9 years old, slightly younger than the men, who report an average age of 33.4 years old. These numbers remain identical to those of the previous survey. One trend observed from the last survey that recurs is for women to have a stronger presence within the 11-20 year old range. In the 16-20 year old category, there were 12.9% women reported compared to 10.1% men. The stronger showing of younger women is explained by the questionnaire concerning occupation, as the majority of young women in this age bracket are students.

2. What is the gender ratio of Web users?

In the Fourth Survey, 29.3% female users were reported, a moderate increase from past statistics. Contrasting both sets of statistics to those of the Third Survey taken in April 1995, where 15.5% female users were reported, the

number of women utilizing the WWW continues to grow. The United States integrates more women into its user base than any other country in the world, with 34.4% of the American users being female and 65.6% male.

3. What is the average income of Web users?

The estimated average household income reported for the Fifth Survey is \$59,000 U.S. annually. This figure is slightly lower than the \$63,000 annually reported in the Fourth Survey and much lower than the Third Survey's \$69,000 annually. Not surprisingly, those who are 19-25 report having less income than the older age groups. In the 26-50 year old age range, 48.4% have a household income above \$50,000 annually. The over 50 year olds also report that 61.5% of their age group has an annual income of more than \$50,000 a year.

4. Where do Web users live, and work?

For classification according to major geographical location, 73.4% of the respondents were from the United States, 10.8% from Europe and 8.4% from Canada or Mexico. Compared to the Third Survey, which reported 80.6% from the United States, 9.8% from Europe, and 5.8% from Canada or Mexico, this represents a shift toward less of a dominance in Web use by the United States. Noteworthy increases in Web use have occurred of late in Asia, Africa, Oceania, the

Middle East, Central America and South America. The vast majority, 83.4%, of older users are located in the United States, more so than any other age group.

Educational occupations account for 29.6% of the Web users, with computer related occupations coming in a close second at 27.8%. While this is very much in agreement with the Fourth Survey, it is a significant departure from the Third Survey where computer related occupations accounted for 31.4% of the users and educational occupations accounted for 23.7%. Thus, there appears to be a rising influx of noncomputer science Web users, primarily from the educational sector. Professional and management occupations account for 18.9% and 10.7% of Web users respectively. The 35.5% of women users tend to come from the educational occupations. Professional and computer related occupations followed at 19.8% and 18.2%. This is quite a different profile than that of the men, and is supported by the educational backgrounds and age ranges of the women. There are 32.2% of male users in computer related occupations compared with 26.8% in the educational fields. Professional occupations account for 18.5% of the men, with 11.5% in management.

5. What is the marital status of Web users?

Overall, 41.1% of the total respondents are married, and 40.8% are single. The users who reported cohabiting with another person were 9.6%. Single users queried said that 5.1% of their group were divorced. As with the Third and Fourth Surveys, more women reported being single at 38.2% than men at 42.5%. There were also more divorced women, 7.0%, among Web users than the number, 4.2%, of divorced men. As expected, three quarters of the 19-25 year olds are single, and three quarters of the 50 and over age group are married. The 26-50 age group shows that the majority, 54.0% are married. Singles account for 25.6% of this age bracket.

6. Are users willing to pay for access to Web sites?

In previous surveys, respondents were asked if willingness to pay depended on the cost and/or quality of the information provided. For this Fifth Survey, several different payment schemes were presented to determine which were preferred. In each new survey, the percentage of respondents who have stated they would not pay for access to WWW pages has been increasing. In this survey, 65% said that they would not pay. Of those respondents who did agree to pay fees for Web pages, 12.1% chose a subscription model and 10.9% preferred pay per view. In addition, 13.0% of the youngest users chose the subscription model while 13.7% of the older users wanted pay per view.

7. From where do users access the Web?

More than half the respondents, 55.4%, named their primary place of access as the home. This number concurred with similar questionnaires given where over half the respondents reported that they pay for their own access. Of those over age 50, 73% stated that their primary place of access is at home.

8. How often are Web browsers used?

The Web is utilized one to four times daily by 43.6% of respondents. Another 37.9% say they use it more than four times daily, and 18.5% use it less frequently. Compared to the fourth survey, this shows a slight increase in the percentage of respondents using the Web on a daily basis. Fewer women, 72.2%, than men, 86.6%, use their browsers on a daily basis. Both percentages, however, are higher than those discovered in the Fourth survey.

9. Why do people use their Web browsers?

These responses remain unchanged from those of the Fourth survey. Browsing is the most common Web activity chosen, at 78.7%. Entertainment activities follow, at 64.5%, and work, at 50.9%, accounts for the third most common purpose for utilizing the Web. The only notable change is regarding Web shopping, an activity which moved up in popularity from 11.1% in the Fourth survey to 14.2% in the

Fifth. The 26-50 age group reported being engaged in more work related activities, 59.6%, and business research, 47.1%, than other age groups. The 19-25 year olds report more entertainment uses, 76.5%, and academic research, 48.8%.

10. What are the main problems Web users encounter?

For this question, users were asked to name, from a list of seven problems, the one they encountered most when using the Web. As was previously found in the Fourth survey, 80.9% cited speed, being unable to download pages quickly, as their major complaint. Being unable to organize pages and retrieved information was listed as a problem by 33.6%, while finding information easily was a problem for 32.4%. The least cited problems were, becoming lost in hypertext, reported by 5.4%, and being unable to afford the high cost of essential equipment, mentioned by 9.2%. Two other problems presented from the list, being unable to return to a page previously viewed and being unable to determine sites viewed or unseen, were also little mentioned.

11. How popular is Web watching vs. TV watching?

Almost 36% of respondents say they would rather watch the Web than watch TV, on a daily basis. An additional 28.9% say that the Web replaces TV on a weekly basis. Older users are more inclined to prefer the Web for entertainment over

the television. Of those over 50, 74.3% report using it at least several times a week compared to 60.0% of the 26-50 age group and 57.4% of those aged 19-25.

This last set of statistics support adult educators' observations that it is not only teenagers, college students and yuppies who "surf the Net." Teachers of computer literacy classes at adult schools such as Palm Springs Adult School relate a sudden increase in new students in the over 50 age bracket. A visit to Computer Operator/Literacy and Computer Operator Software Applications classes at the Palm Springs Adult School will show that a majority of the students are affluent retirees, and nearly half are women.

Surveys such as the one mentioned above show that "web surfing" is becoming nearly as popular as television. E-mail messages are steadily replacing the art of letter writing. The computer revolution has even turned the once ridiculed newspaper "personal ads" into online "chat rooms", a virtual introduction that is a safe and respectable avenue where singles of all ages can meet.

At some point in the not-so-distant future, you'll be downloading software from the Internet rather than buying boxes and disks. Already, the best new multimedia products have Web links. The distinction between software and Internet material

will continue to blur-the question is, how fast?

And what does it mean for schools? (Hickcox, 1997,

Online)

WEB PUBLISHING

The invention of the electric typewriter, the calculator and portable cassette tape recorder were, each in their day, hailed as the epitome of the newest technology. Businesses were the first to snap up these brainchildren in the interests of cost efficiency and corporate image. Educators followed along the trail that inventors and the business community had blazed by eliminating outdated school subjects, such as penmanship, and replacing them with typing courses. In the 1990s, typewriters in offices all across the country have been replaced by computers. To prepare the up and coming work force for the 21st century, most California high school students are required to pass a Computer Literacy course for graduation. Programs are becoming so easy to use that literally, a child can do it. It is, in fact, a standard teachers' joke that when a program or a printer is not working, and no adult knows what to do, ask a child. Computers are becoming so affordable that many average homes in America, at last, have one. New graduates looking for secretarial jobs in the year 2000 and beyond

will need to know much more than how to take shorthand, type 55wpm and make good coffee. In the words of Heinemann, Director of the Heald Institute of Technology:

In the past, knowing the basic skill of the workplace was enough. Secretaries were expected to type. Repair people repaired. Electricians wired. But increasingly, people with one-dimensional skills are not getting the better jobs (Heinemann, 1996).

The students of today are the web publishers of tomorrow. Tomorrow's secretaries, no matter whether they are in the fields of law, education or the entertainment industry, will undoubtedly have a hand in, or be solely responsible for, designing the school or company home page.

Employers are more sophisticated and customers more demanding. It's critical that the person who wants a rewarding career-especially in technology-be ready to extend him or herself, reach out beyond their basic skill or interest area, communicate effectively and work efficiently with others (Heinemann, 1996).

In the business setting, the uses and advantages of the conversion of advertising material, company newsletters, etc. from print to electronic media are already recognized. In the school setting, however, school staff, upon hearing

the project director's proposal that they too publish on the Web may ask, "What is web publishing?". Unheard of during their own school days, new challenges in the publishing industry require that today's teachers teach the young journalists of the future new skills. A tertiary glance at the library of the 1990s, the Internet will show e-zines and electronic books popping up to take their places alongside newspapers, magazines and paperbacks. An Alta-vista search of the Internet on the single word "e-zine", in March of 1997, produced 50,000 "hits" or responses. Karp emphasizes:

Putting together a web site is a unique blend of publishing, user interface design, and technology. The three main activities of visiting a web site are reading text, viewing images, and interacting with its interface. Web publishing is >not< an opportunity to show off your technical prowess. Use the technical aspect to support and enhance, but don't let it overpower the other aspects of your work. Web publishing depends on an understanding of Internet science, the same way that cooking requires an understanding of food science. But when gourmets meet, they discuss the great chefs, not the great food scientists (1996, Online).

One school administrator, Scarfone, taking upon himself the task of project director/designer, set out to discover what web publishing was all about (1995). As his interest blossomed into a full-fledged research study, he surveyed a group of primary, middle and secondary schools on the WWW to determine if schools were being effectively represented. Scarfone had this to say about his initial intent and his findings:

As an elementary school principal, the lure of developing a web page for my school became greater as I became more proficient with HTML and got serious about designing web pages and searching the WWW. I had seen many examples and styles of school web pages. Some impressed me-others didn't. This became a critical issue in my eyes. Were schools being effectively represented on the World Wide Web? I communicated with people who designed school and other educational web pages to get a sense of what they thought was important in this process. I wanted to find out what other authors and designers had to say about this issue. I decided to survey schools on the WWW to see if their web pages were meeting these requirements. The outcome would be not only a clear

understanding of what was needed to complete my school's web page but practical suggestions and strategies other educators could use as they worked through this issue (1995, Online).

Randomly selecting 25 schools from the World Wide Web by using the Web66 WWW registry, Scarfone studied and rated their home pages according to his ten criteria (see Appendix G).

Developing this criteria to integrate into his study, Scarfone utilized background research to establish these design parameters:

- o "Effective" - all ten criteria present
- o "Somewhat Effective" - seven to nine criteria present
- o "Hardly Effective" - less than seven criteria present

He further stipulated that at least 80% of the schools studied must have effective web pages according to his ten criteria for the hypothesis to be accepted. Concentrating on those schools located only in the United States, an alphabetized state list was used as the main directory, with the third school of each state's school listings selected. If for some reason, Scarfone further specified, the link did not work or the site was not really a school, the next link

on the list would be chosen. Scarfone himself would select and critique each school web page for effectiveness according to his original criteria. He would then chart the results for each school as to whether, in his opinion, the criteria had or had not been met. Lastly, he stated, he would tally the number of effective web pages and target areas where he felt schools needed to improve.

In his conclusions, Scarfone wrote that educators have often followed the lead of businesses in other practices. Therefore, to briefly outline his theory, school web site pages, like an attractive business advertisement, should strive to:

1. Present an image of businesslike professionalism.
2. Turn the casual shopper into a loyal customer.
3. Display a product that shows educators are utilizing the World Wide Web efficiently (1995).

In order to accomplish these goals, he recommends:

- 1) Schools focus on these issues related to web pages, since these identify major areas of criteria deficiency:

- * Internal curriculum links be identified and presented in order to generate a feeling about this important facet of school life.

- * External links to other sources are always appreciated by browsers to expand their contact/bookmark lists.
 - * Consideration be given to student/classroom links to promote this very important member group.
 - * Revision and updates be noted and tracked to give visitors a sense of how current the site is.
 - * Page designers make use of speedy graphics techniques to capture readers' attention and interest. Huge files that take forever to load are a major reason images are turned off or visitors leave. Web pages need a graphic presence to enhance content.
- 2) School boards provide the necessary server space to schools.
 - 3) Corporations provide incentives to schools develop to their own web pages. Some allowance can be made for advertising. Businesses may wish to provide expertise or help pay for staff training.
 - 4) School Boards maintain guidelines for school web page publishing. At the same time consideration must be given for creativity. All schools have

their own identity and culture. There should not be a standard template for school pages, but there should be a standard set of guidelines or expectations.

- 5) More educators need to know about HTML. Principals and other administrators in education should attend workshops designed to inform them about these new developments. Would-be page designers would then have an ally as they attempt to put the school online.
- 6) HTML clubs for students would help develop a major resource for the student/classroom component of effective school web pages.
- 7) Principals should try to provide additional in school preparation time for staff page designers.
- 8) School Boards could provide a search component on their pages so students could access the multitude of student work that is being produced. It would be even more helpful to index this work.
- 9) School Web Pages attempt to reach the user's knowledge or interest level by presenting different options for the visitor to choose. Such options would be for administrators, teachers, parents,

students and visitors. "Click here" or a similar comment would help define this choice.

- 10) Instead of strictly hierarchical pages, an organic approach be explored (similar to point #9 in many respects), i.e. different content be explored or presented at different times, since the school has a culture or identity that is ever-evolving, ever-changing (1995).

Reviewing the results of his investigation, Scarfone's final analysis was that:

Schools are not being "effectively" represented on the World Wide Web since the study has demonstrated that 6 schools, or 24%, attained the necessary standard of 10 criteria. Yet, all of the other 19 school sites achieved at least 7 of the criteria and may be termed "somewhat effective". Based on the data, I conclude that schools are well on their way to being effectively represented on the World Wide Web. I can accept my hypothesis (1995).

Since 1995, when Scarfone's study was compiled, much has changed. The Internet has become considerably more accessible to the public. The late 1990s have seen the

development of more sophisticated, easier to use software, faster modems and less expensive, more available access.

DEVELOPMENT AND ATTRIBUTES OF A GOOD HOME PAGE

Every great project begins with an idea, an outline of goals and a plan of how to accomplish those goals. Just as the architect decides who and what the building is for before drawing up plans, the webmaster must decide who and what the web site is for before beginning the design. A project designer is a project designer, whether the project is composing a college newspaper, designing a building or writing a novel. Experienced webmasters suggest that first time home page designers begin just as they did back in college when faced with a research project of any type. Outlining the project's goals in the same manner as a college research paper is not only a time saver, but keeps the webmaster and design team on track.

You have to decide whether the goal of your site is to impress the 'in crowd' with your technical razzle-dazzle, or to make it a site for the enjoyment of everyone. (Note: the 'in crowd' is usually very small) (Karp, 1996).

Karp recommends that when the idea for the project is first conceived, before doing anything else, the webmaster should,

"Give a lot of thought to the road map of your site and how its different elements are linked" (1996).

Next, to review Karp's advice, everyone on the design team should ask themselves, and each other:

1. How is our navigational information conveyed to the user?
2. After visiting our site, could the user draw a simple diagram showing how to get from one place to another?
3. How does a visitor discover all of the things there are to see or do at our site?
4. How does a visitor figure out how to navigate our site?
5. How does a visitor know if they have seen everything?
6. How does a visitor distinguish between what they have and have not seen (1996)?

When those questions have been answered to the satisfaction of the entire project team, Karp proposes a final checklist for group discussion. To outline these issues briefly, he instructs the team to:

1. Remember that a site should easily distinguish between new information and updated information.

2. Remember that a site that is difficult to navigate is also difficult to maintain.
3. Remember that a site which is overly complex will be limited in size.
4. Remember that a site which is overly complex will likewise be difficult to test.

Webmasters referred to in this study added a subsequent word of wisdom. No matter how imposing the appearance, no matter how elevated the project designer will seem in the public's eyes, it was recommended never to create a site so intricate that only a Starfleet Science Officer understands how to access and view it.

Cyberweb Software, in their home page, described some of the things that home page developers often overlook:

Many people have pages that are hard to read, and they don't realize it. What looks good on one monitor, with your eyes, may not look good on another, with someone else's. The commonest mistakes are poor choice of background/foreground colors, and image detail interfering with the text. Many times I tried to use a starry bg [ie: starry background]; but no matter how cool it looks, some people may find it hard to read text

on it. Don't assume that if you can read it, so can everyone (1996).

Cyberweb Software also advises other programmers to consider these questions, cited here in brief:

1. What is the core of this program?
2. Can everyone easily use this site?
3. Will they want to?
4. How easy is it for users to get around?
5. Is the information accurate and current?
6. Are the pages legible? (1996)

Web author, Levine, adds that:

One of the more interesting results from our usability tests is that people sometimes don't like to read web pages. They will skip over text that they consider nonessential. They don't like to scroll. Often, your audience will skim your text, only reading the text of the hypertext links before they choose their next destination (1995).

The type of page Levine considers most effective is one written in what he defines as a "bursty" style, short, factual, with self-explanatory prose and attractive hot links. He goes on to say that when the project has graduated from the idea stage to the initial planning stage, that is the time to establish these criteria:

1. Web pages can be perceived differently using different software and hardware configurations.
2. At an early stage in developing a home page, one should decide the specific goals of the web pages and make sure one's design choices fulfill these goals.
3. Try to make the majority of the pages no longer than one-and-a-half screenfuls of text.
4. Keep the images small with a total of no more than 30k of images on a page.
5. Describe the destination of the link in absolute terms.
6. Put a title header on each page which accurately summarizes the content of the page (Levine, 1995).

Karp (1996) presents the following guidelines in order to generate repeat visits to a site.

1. Pack it. Design it like an amusement park, action packed and filled with variety. Make it large enough to require several visits to view the entire site.
2. Update it. Change it often, but visitors should be able to see easily what information was changed and when.

3. Amplify it. Include a wide variety of reference material, utilizing lists, indexes and a database.
4. View it. See it as the visitor might. The site will look different to each user if built solely on fancy HTML tricks and commands.
5. Plan it. Allow for variations in how the site will look to different users even without those fancy HTML tricks and commands.
6. Simplify it. Don't make the user guess where to click. Don't use bullets that might be mistaken for buttons.
7. Standardize it. The meaning of an American smiley face may be unknown in those foreign countries that will access the site. Use only those graphic elements as controls whose symbols are universally recognized.
8. Clarify it. There should be no duplicate hot spots on the pages that perform the same action.
9. Accent it. A white background will highlight vibrant link tags that change color when a link is viewed. Light gray, without text against it, is also preferred.

10. Unify it. The same controls should perform the same action consistently with no variations.
11. Edit it. Websurfers attention spans are short. The home/main page should be small enough to load in less than 15 seconds.
12. Format it. The viewing area of the browser is smaller than a printed page, so the documents will need reformatting to fit this new environment.
13. Test it. Test all pages after making changes to the web site. Have other people test the site as well.
14. Fix it. At the first hint of trouble, pay attention and fix the problem. For the one person who bothers to complain, ten others may give up in frustration.
15. Maintain it. Avoid sloppy formatting of HTML code, imagemaps, or a site with each page linking to all other pages. Keep the house clean for surprise visitors (1996).

Universally, the most frequently employed home page guidelines seem to be diverse forms of Lynch's modified Yale C/AIM WWW Style Manual (1996). Scanning the broad range of home pages produced by educational institutions on the WWW,

one common thread that Lynch found to emerge from all of them is that:

Good graphic design always seeks the optimal balance between visual sensation and graphic and text information. Without the visual impact of shape, color, and contrast pages are often graphically boring and will not motivate the viewer to investigate their contents. Dense text documents without the contrast and visual relief offered by graphics and careful page layout and typography are also more difficult to read, particularly on the low-resolution screens of today's personal computers. However, without the depth and complexity of associated text, highly graphic pages risk disappointing the user by offering a poor balance between visual sensation, text information, and interactive hypermedia links (Online).

Lynch also offers his own checklist of home page musts. These items, rephrased in brief, are according to him, essential parts of all WWW home pages:

1. The page author or contact person.
2. A link leading the visitor to a local home page.
3. The name and address of the parent institution.

4. The date of creation or latest revision.

5. A statement of copyright (Lynch 1995).

Supplementary information which, he adds, "should be included in every well-designed Web page" are, restated:

1. The Universal Resource Locator of the document.

2. Links to related pages in the local Web site.

3. The logo or seal of the parent institution.

4. Button bars or other forms of navigational aides.

Lynch, in conclusion, reminds project designers that no matter what type of home page they are creating, they all have but one pervasive goal. That goal "is to produce a well balanced hierarchical tree that facilitates quick access to information and helps users understand how you have organized things" (Online).

ADULT SCHOOLS AND THE INTERNET

The sizable number of elementary and secondary schools, more than 3600 (Collins, 1995), with home pages on the Internet (see Appendix A) speaks volumes about the commitment of non-college educators to exhibiting a presence on the WWW. Although adult schools are not as well represented on the web numerically, adult educators are beginning to understand the significant role that the WWW can play in their field.

In November 1995, Rosen (1996) conducted a survey of 113 educators in the area of adult literacy who were using the Internet. This was in the days before GUI (Graphic User Interface) made the Internet easily accessible with interfaces like Netscape Navigator or Microsoft Explorer. This was also before a wide range of reasonably priced ISPs (Internet Service Providers) were available.

Rosen discovered that:

... like the adult literacy field, but in contrast to popular stereotypes of Internet users, a great majority of the respondents were female, and between the ages of 36 and 55. 37% were administrators, and 22% were teachers (1996).

... 60% logged onto the Internet primarily from work, 37% logged on from home, and many logged on from both places. 54% of the respondents logged on from a large, medium or small urban area; another 25% from a suburban area; and 17% from a rural area.

... The overwhelming majority, 98%, of respondents use the Internet for E-mail and 92% for listservs. (The high percentage of listserv users is easily explained by the fact that all respondents were identified through the use of listservs. One could

not generalize this finding to the general population of adult literacy/basic education/ESOL practitioners on the Internet.) (Online).

Another interesting fact was that 57% of users had two or more years experience with the Internet while only 14% had six months experience or less.

REVIEW OF ADULT SCHOOL HOME PAGES

In January of 1997, this author conducted his own survey of California adult school home pages. The purpose was to find out what percentage of adult schools in California had home pages and what is the quality of these home pages. The locations, URLs or Universal Resource Locators chosen for the study were obtained from:

- 1) the OTAN (1996) home page. OTAN, The Outreach and Technical Assistance Network, is a California Department of Education, Adult Education Unit funded project designed to provide technical assistance, communication linkages, and information to adult education providers;
- 2) Nester (1996), a home page listing basic information on all of the adult schools in California; and

- 3) an AltaVista search of the Internet using the keywords "Adult School" or "Adult Education" and "California" (see Appendix B).

Judging by the information obtained, it appears that less than 29 of the approximately 400 adult schools identified by Nester (1996) currently have a home page on the Internet. Although this is a startlingly low 7.8%, the numbers will undoubtedly rise as educators begin to discover the prominent position the Internet is already occupying in their school districts and daily lives. In the aforementioned study, this author reviewed only those adult school home page sites located in California. Gathering general background information to depict an accurate overall picture of the total number of districts, elementary and secondary schools, the analysis began with the statewide number of schools. Next, the number of schools with home pages from elementary through adult were investigated. These were classified by type, or grade level, of each school. The results were quite unexpected. The number of statewide school districts with home pages is not as high as many educators, in this day and age, would assume. Of the 1,002 school districts in California, only 78 districts, or 7.8%, have home pages (see Appendix C).

At the elementary grade level, the total number of schools, 5,659, is the largest. However, out of these, only 199 elementary schools, or a mere 3.5%, have home pages. This is the smallest percentage of schools with home pages overall.

The high school grade level, with a total of 1,863 high schools in California, report the highest number of schools with home pages, 264, or 14.1%.

Adult education falls somewhere in between. Out of the 400 adult schools in California, 29 schools, or 7.25% can be found to have home pages.

Analyzing the home pages of all 29 schools, the majority contain only rudimentary schedules of classes offered and general information about the school. Home page contents do vary from school to school however. Every type of layout can be found, from a simple list of classes to elaborate multi-frame, hyper-linked brochures. Scanning the latter, lists of courses available, background information about the schools and their staff, calendars of related dates, and hot lists to related sites on the Internet were found.

Incorporated into this survey was a look at Scarfone's criteria (1996), a generic guide employed to evaluate the effectiveness of all school home pages (Appendix B). To

estimate the quality of the design of the home pages, two sets of criteria were used: Scarfone's criteria and that which this author developed for adult schools only. After identifying their similarities and differences, one of Scarfone's criteria was disregarded as irrelevant to adult school home pages (#9: Conform to the expectations of child protection practices). Of the remaining nine points listed, it was discovered that none of the adult schools met all of his previously cited criteria. Therefore, none of those home pages surveyed can, by Scarfone's standards, be considered to be 100% "Effective" web sites. Only nine sites, 32%, may be considered "Somewhat Effective", while the majority of the remaining sites fell into varying stages of the "Hardly Effective" range. Looking at eleven particular sites, it should be mentioned that, at 38%, this is the largest single group surveyed and all of these fell only a single point short of Scarfone's "Somewhat Effective" rating.

This author's assessment, however, found that approximately 21-25, or 70%, of the home pages viewed presented a visually pleasing and inviting site which loaded effectively. These schools took care to include interesting, informative introductions to their campuses. They also provided navigational tools and an index. In agreement are Scarfone's points 1,2,3,5,10 (see Appendix G) and this

author's school's criteria (see Appendix H) 1,3,4. The areas most in need of improvement in some of the adult school sites viewed, according to this author, were:

1. Stark contrasts between too much unnecessary and too little necessary information.
2. Unbalanced visual effects.
3. Neglected updates and/or a need for new revisions.
4. A lack of pointers to outside resources.
5. Inefficient use of graphic arts "open space."

To assist web page designers in overcoming these difficulties, Quinn's (1995) list of "Top 10 Things NOT To Do On A Web Page" offer the resulting supportive tips:

1. Don't crowd images.
2. Don't have a stylistically different icon for every bullet.
3. Don't have too much information on a single page.
4. Don't forget a timestamp.
5. Don't let links drop - check your hrefs (hypertext references).
6. Don't violate white-space balance.
7. Don't make something look like a button and not work like a button.
8. Don't steal someone else's graphics.

9. Don't repeat the same link with different names.
10. Don't be sloppy with your html - know how the language works!
11. No deadend links.
12. Don't leave the important stuff for the bottom - someone may not make it down that far.
13. Don't forget other platforms and browsers.
14. Don't forget to tell people how big big files are before they download them.
15. Don't forget a webmaster reference.
16. Don't do dangling links - avoid the word "here" - put the link on the item itself.
17. Don't include references to "generic web information" there are already enough sites that provide that.
18. Don't let links be too non-descript - if someone prints it out they won't have the link.
19. Don't forget to make the title very descriptive, when it's saved to someone's hotlist they'll know what it is.
20. Don't forget - testing, testing, testing (Quinn, 1995).

Currently, the author could find no other study

concentrating specifically on the topic of adult schools and the WWW with which to compare his own evaluations. As was the case however during the reigning eras of the newspaper, radio and television, interest in researching this field, along with a solid set of statutes and standards, will undoubtedly come in time.

SUMMARY

The millennium will bring as yet undreamed of technology, more advanced educational goals and new predictions for the next decade. For schools to keep pace, it is imperative that technology coordinators, teachers and administrators operate as a project design team in a cooperative effort to update and reform outdated curriculum designs. In 1990, Kinnaman predicted: "The information age has clearly arrived, and in the 90s the educational use of computer technology will surely continue to grow" (Kinnaman 1990).

In 1995, President Bill Clinton challenged the nation's parents, teachers, government, community, and business leaders to work together to ensure that every child in America is technologically literate by the dawn of the 21st century. He stated that all students, by the time of graduation, should be equipped with the communication, math, science, and critical thinking skills essential for the

economy of the future. He further established these four pillars of a technological literacy agenda:

1. Connect every school and classroom in America to the information superhighway;
2. Provide access to modern computers for all teachers and students;
3. Develop effective and engaging software and on-line learning resources as an integral part of the school curriculum; and
4. Provide all teachers the training and support they need to help students learn through computers and the information superhighway (Dept. of Ed., 1997).

Winds of change are now sweeping through classrooms nationwide which make Kinnaman's prediction seem outdated as phase one of the president's plan is launched. An education reporter for the Orange County Register recently disclosed:

In addition to President Clinton's vow to see every American classroom wired by the year 2000, two 1996 initiatives spurred giant strides toward meeting schools' infrastructure needs: Netday and the Telecommunications Act (Hickox 1997).

Palm Springs Adult School, which is well along in incorporating President Clinton's goals into its curriculum

now plans to bring them to fruition via its own school home page. In establishing the school's presence on the WWW, goals originated for this project will likewise be met. The design criteria established for the P.S.A.S. Home page will be established based on what was reported in this chapter.

CHAPTER THREE

STATEMENT OF OBJECTIVES

As the new millennium heralds a streamlined future, an estimated 20 to 60 million people worldwide are "wired" to the Internet. Thus, placing a home page on the World Wide Web (WWW) is analogous to employing a bigger, brighter, bolder advertisement for a school or business. The goal of this project is to create a home page for Palm Springs Adult School that will:

1. be unlimited by geographical boundaries, reaching a broader audience than conventional advertising,
- 2 offer potential students a more comprehensive picture of Palm Springs Adult School than one newspaper ad or television spot,
3. demonstrate to other school sites why a home page is a unique asset and how to develop their own,
4. link community and educational institutions to the Palm Springs Adult School for informational interchange,

In terms of home page design and development, this project will consolidate four precepts, building its foundation upon the principles that the Palm Springs Adult School home page should:

1. Be easily seen.
2. Be widely read.
3. Be often referred to.
4. Be thoroughly enjoyed.

CHAPTER FOUR

DESIGN AND DEVELOPMENT OF THE PROJECT

DESCRIPTION OF PROJECT

The birth of any new project, like the birth of a long awaited child, is always an eagerly anticipated event. In May of 1996, the Palm Springs Adult School (P.S.A.S.) approved the development of a home page. It had been determined that the financial resources, staff and community interest in having a home page for the Palm Springs Adult School already existed. School administrators then needed someone who could plan, design, and successfully carry out the project. While many staff members offered moral support and encouragement, few had any practical experience with the highly technical equipment used. All of the real "manual labor" would fall upon the project director/designer, with assistance from other faculty members in adding graphic artistry, photography and copywriting. As the Computer Resources and Programming Specialist for P.S.A.S., this author was appointed project director for the development of P.S.A.S.' home page. A design team consisting of a graphics design specialist, a copywriter, a photographer and an assistant to the project director was also formed.

In preparation for the construction of the P.S.A.S. Home page, three preliminary assignments had to be undertaken. First came the task of becoming proficient in HTML (Hyper Text Markup Language), the programming language used to write pages for the Internet. Second, a research survey had to be conducted, viewing and critiquing other school home pages on the Internet. Mastering the elements of a "good" home page and adapting them to the objectives of P.S.A.S. was the third task that the project director faced. To accomplish this, a needs assessment was done to help select the items that would be included. They asked district personnel, community members and students:

- (a) Who is the intended audience of the home page?
- (b) What is the specific geographical location/environment of the school?
- (c) What are the goals of the P.S.A.S. home page?

From the responses and comments they received, they concluded, the purpose of the page, should be to:

1. reach a larger, more varied potential student population than conventional advertising, such as radio, television or newspapers, which are limited to the geographical boundaries of one city or county,

2. allow the potential student a fuller, complete informational picture of Palm Springs Adult School's course offerings, faculty qualifications, etc. than can be packed into a one page newspaper ad or 10-second television spot,
3. demonstrate to district personnel and all other interested school sites why, in this new age of instantaneous electronic communications, having a home page is an invaluable asset and how other school sites can create their own,
4. link other community and educational institutions such as libraries, senior citizen centers or colleges to the Palm Springs Adult School, regardless of geographical distance, for research purposes or an exchange of information,
5. demonstrate how a home page is the first step for Palm Springs Adult School, or any school district, in becoming a part of the future trend of "schools without walls" where classes could be offered via the Internet.

Course listings, staff biographies, photos, and a mission/purpose statement were declared to be home page essentials. Other related materials, specifically selected as informational aides to the P.S.A.S. school site were

gathered. The project director searched for an appropriate format in which to wrap the new product. All of the guidelines, suggestions, and models of "good" home pages encountered in previous research were taken into account. A variation of the modified Yale C/AIM WWW Style Manual format (Lynch, 1995), team members concurred, would have to be tailor made for the Palm Springs Adult School. School colors and graphics appropriate for the "Palm Springs theme" were chosen for text banners, a logo, hot buttons, and screen background. Merging a magazine format with journalistic writing, then mixing in a tasteful advertising brochure for the school was the most challenging assignment. This adult school home page was not going to be a magazine, in that it would contain illustrations and photographs, but no feature stories. It would not be strictly an advertising brochure, as it would offer the full range of class schedules, graduation requirements and related information usually found in school catalogs. It would also not be purely an e-zine (electric magazine), as there would be no advertising sponsors, news stories nor features to relate. The school home page is a hybrid combination of each of these, thrice complicating the project director's job to create something functional, attractive and unique. Armed with a myriad of ideas and proposals from the entire

P.S.A.S. staff, the design team pieced together a rough outline, following the guidance of Lynch that:

Users of multimedia documents don't just look at information, they interact with it in novel ways that have no precedents in paper document design. Excellence in interface design-designing how the user is able to access the information in your document-is crucial to the successful design of World Wide Web (WWW) pages and systems

(Lynch, 1995).

Finally, a compromise between the various, and often conflicting, design ideas had to be reached. All immediate members of the team did agree on this purpose of their home page, out of which came a list of "musts." No matter what colors, graphic designs or theme the P.S.A.S. home page exhibited, it must:

1. be unique in color scheme and graphic artistry while still conforming to the basic tenants of what already existed and was judged "good home page design" on the Internet,
2. promote a bright and positive picture of Palm Springs Adult School,
3. be easy for the public to navigate,

4. be flexible enough for school staff to easily update informational content, such as changes in school schedules or staff members.

From the "must" list and needs assessment, a layout (see Appendix D and E: P.S.A.S. Web Site Flow Charts) was proposed which encompassed four basic areas:

1. Inclusion of class schedule/information.
2. Inclusion of staff biographies.
3. Inclusion of mission statement/purpose.
4. Inclusion of related links.

Learning Hyper Text Markup Language was a straightforward process. As with learning any computer language, it became a matter of mastering the programming code and the procedures, learning its limits, and discovering ways to overcome those limits. During this process, a search for a suitable web page provider was initiated. It was discovered that one of the many organizations to which P.S.A.S. belonged, OTAN (Outreach and Technical Assistance Network), would make space available on their Internet server for interested adult schools to post a home page. Once the basics of HTML were mastered, the challenge of deciding appropriate home page design was overcome, and the search for a web provider was rewarded, a proposed completion date of Summer 1996 was set.

DEVELOPMENT OF PROJECT

The project director employed all his previous research to ultimately base his design on the resulting second outline. The final list of objectives, it had been agreed, called for a design that must:

1. be easily seen,
2. be widely read,
3. be often referred to,
4. be thoroughly enjoyed.

Reviewing the strengths and weaknesses of other adult school home page models, the P.S.A.S. design team elected to adhere to Lynch's concept that:

Users need predictability and structure, with clear functional and graphic continuity between the components and subsections of your Web site. Banner graphics, signature icons, or other graphic devices can be very useful in reinforcing domain identity within subsections of your site (Lynch, 1996).

The project director began the actual "construction work" in March, 1996, with these considerations in mind. Endeavoring to create the perfect balance of practicality and artistic beauty, each section was crafted carefully, leaving room for last minute modifications. Sights of

interest to educators and students for links in the "Hot Spots" section of the page were first located. A digital camera was used to take pictures of the school site and faculty. "Computer Eyes" captured the images and put them in a format that could be employed in the computer. The "Paintshop Pro" was used to enhance and modify the images. Permission was obtained from each faculty member to display their photograph (forms are on file and a sample of the Photography Release Form is in Appendix J). Staff members were also asked to write their own informal, colorful biography including hobbies and comments as well as educational qualifications. The school's mission statement/educational purpose and philosophy, "What is P.S.A.S.?", was, in contrast, written in a journalistic, yet informational "feature" style. Class schedules, announcements of testing dates and other relevant information were transferred to HTML. The HTML script was written in "Windows Notepad" and previewed using Netscape 2, then later Netscape 3. Various search engines were used to research information about setting up the site on the Internet as well as to locate appropriate links to add to the P.S.A.S. Home page. The team gained confidence, and picked up speed, as they saw the work progressing smoothly. In less than three months, the project was completed and the

end result was a pleasant surprise. No delays or other serious problems had surfaced. The project was finished on schedule in June, 1996 and the principal did not request any last minute changes to be made. The P.S.A.S. Home page had become a reality. It was ready for presentation on the Web.

To announce the new P.S.A.S. Home Page located at <http://www.otan.dni.us/webfarm/psas/>, submissions, accompanied by a brief publicity query via e-mail, were made to local home pages and search engines.

Local home pages included:

1. Desert Sands Unified School District
2. Palm Springs Area Business and Shopping Page
3. Palm Springs Desert Resorts-Online
4. Palm Springs Economic Development Department
5. Palm Springs Home page
6. Palm Springs Online

The search engines included were:

- | | |
|---------------|------------------------|
| 1. Alta Vista | 8. Mallpark |
| 2. Apollo | 9. METROSCOPE |
| 3. BizWiz | 10. Nerd World Media |
| 4. ComFind | 11. New Rider's WWW YP |
| 5. Infoseek | 12. Starting Point |
| 6. InfoSpace | 13. WebCrawler |
| 7. Lycus | 14. WebDirect! |

- | | |
|------------------------------|-------------------------|
| 15. Whatsnew on the Internet | 17. Yahoo |
| 16. What's New Too! | 18. Yellow Pages Online |

DESIGN OF PROJECT

Like the opening title of a movie, visitors to the P.S.A.S. site will be greeted first by a scrolling marquee with the announcement, "Welcome to the PSAS Home Page! . . . The Key to Lifelong Learning . . . " (see Figure 1). In a blend of both the traditional and innovative, the old school colors of blue and white are used to frame stimulating new concepts. The midnight blue banner graphic identifying the institution of origin observes Lynch's modified Yale C/AIM WWW Style Manual format (1995). A white embossed key against a dove gray simulated watermark stationary background



Figure 1. Top section of PSAS Home Page.

encircles a man seated, reading. This illustrates the P.S.A.S. motto, "Adult Education is the Key to Lifelong Learning" and will be retained as the official P.S.A.S. screen backdrop for all future home page revisions or other projects. Blue arrows in the center of the site menu serve a twofold purpose. One is, of course, pure artistic imagery. As each arrow continually points to the other in an unending circle, it is recognized to represent the infinite circle of knowledge. Within the artistry however, clear and simple directions inform the visitor to "Press on ARROW for topic." Here, the guest has been given bold, black print and the word ARROW in capital letters to make doubly sure the directions are understood. Each arrow is its own key to open the "door of knowledge," which is the visitor's topic of interest.

At the bottom of the site menu, a large, eye-catching counter highlighted in black proclaims, "You are visitor: 1374" (see Figure 2). A guest book which visitors are asked to sign, in exactly the same manner as a hotel guest book, is featured. As added signposts, the most recent page modification date, the recommended "viewer" program and the URL (Universal Resource Locator) have been displayed prominently on the bottom of the page. The address of the Home page Manager, highlighted in blue to indicate a hot

link, is given beside the illustration of a mailbox in the lower left corner.

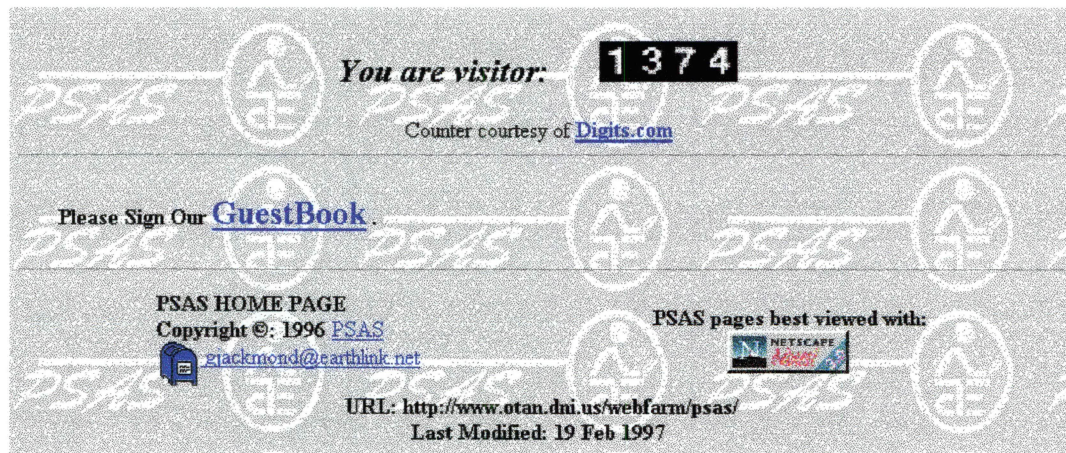


Figure 2. Bottom section of PSAS Home Page.

Behind the door marked "Staff," thumb nail photographs (see Figure 3) of school personnel greet the visitor and link to personalized biographies. As with every page, there are brief, clear directions in bold, black print with the

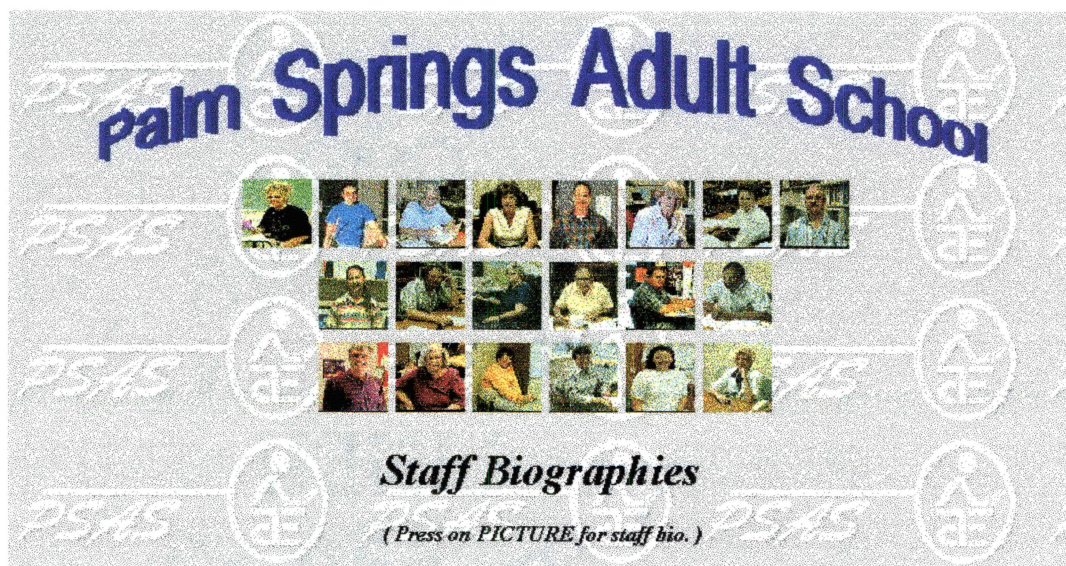


Figure 3. Upper section of Staff Biographies page.

"key" word, PICTURE capitalized. In this section, the photos of staff members are used as "hot keys," with the word PICTURE being the password to open these inner doors.

The bottom of this page, and every other key page, has a clean, uncluttered look, with essential graphics

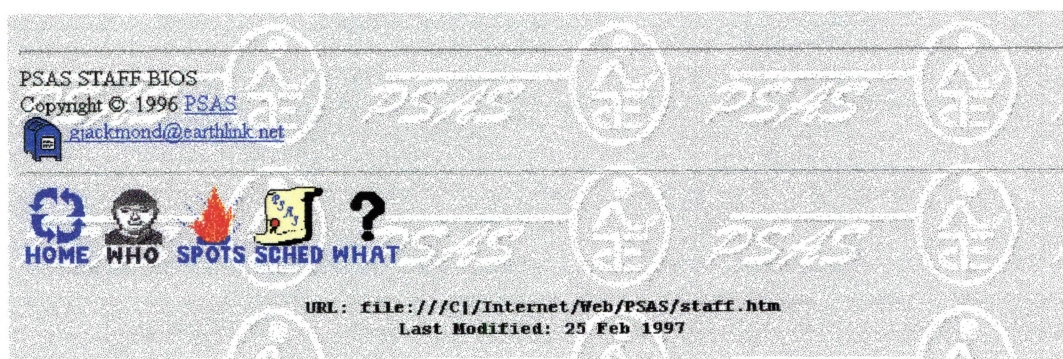


Figure 4. Lower section of Staff Biographies page.

distributed in modest proportions. At the far left, (see Figure 4) the blue "hot link" e-mail address of the P.S.A.S. Home page manager is repeated, for the visitor to locate immediately. Five illustrations in the lower lefthand corner are accompanied by bold, blue labels, or "buttons" to open further doors. Much like the "you are here" style directories in malls, each button will turn black where the visitor has stopped at that moment. Bearing in mind Karp's suggestion to use only those graphic symbols as buttons whose meanings are universally recognized, the project director chose the illustrations with special care. The "circle of knowledge" arrows, being the first logo the

visitor encounters, represent "Home." The face of a person seemed the most obvious and best illustration for the button linking to the "Who" or staff biography page. A red-orange fire means something hot in every language, therefore it was selected to symbolize the "Hot Spots" section of the page. Finding the perfect graphic to illustrate a class schedule proved a little more complex. A literal "picture worth a thousand words" was what was needed for the "Schedule" section. After several lengthy discussions, the team settled on a simple school diploma with P.S.A.S. emblazoned on it in bold blue letters. In contrast, the symbol for "What" spoke for itself. The team agreed unanimously that "What" should be represented by a question mark.

Staff biographies (see Figure 5) are easily reached, as the black lettered directions specify, by pressing on the picture of the person featured. This page is also uncluttered, keeping the focus on the photograph in the upper left-hand corner and leaving plenty of room for the in-depth profile of the staff member. The familiar "button bar," which will always be found in the lower left-hand corner of each section is for intra-site navigation. Pressing on the appropriate illustration will take the visitor back "Home" or onward through four other doors to view four other sections. To return to the staff listing to

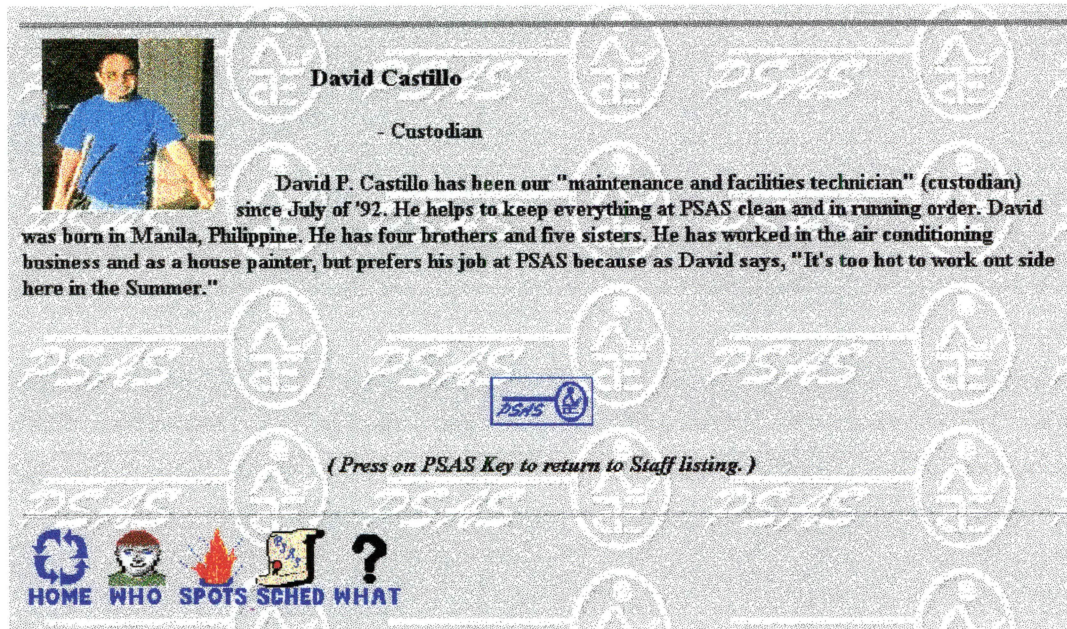


Figure 5. Sample Staff Biography page.

view another biography, the "key" is just that, the blue P.S.A.S. "key to lifelong learning" placed prominently in the center of the page, with concise directions for use underneath.



Figure 6. Upper section of Hot Spots page.

The design for the top of each page, as illustrated by the "Hot Spots" page (see Figure 6), consists of the standard P.S.A.S. banner with the appropriate graphic and title centered beneath it. This bannered title introduces a standard menu layout listing more "action packed" places to explore. Once again, the design team took to heart Karp's recommendations to hold visitor interest by creating an amusement park type setting. The many delightful "icons" from which to choose, as illustrated from the "PS Sites" page



Figure 7. Middle section of PS Area Sites page.

page (see Figure 7), act as "hot links," with instructions printed in black above and the "key" word "icon" in capital letters. Arranged in uniform columns and labeled with the same black print, the "destinations" or text description are

easily deciphered. Bright, exhilarating colors amplify Karp's supposition that, just as when visiting an amusement park, patrons want a reason to return again and again. By comparison, the standard information page design (see Figure 8) seems understated. A more scholarly, conservative look

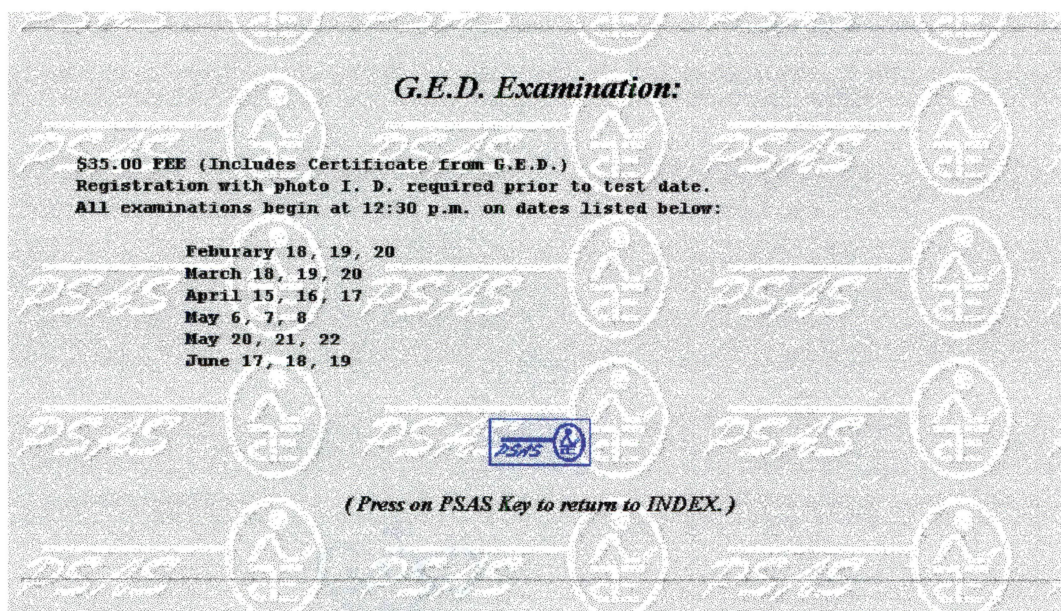


Figure 8. Standard information page.

was, the team decided, the appropriate format here. Unadorned by either banner or photographs, this section offers necessary student information such as the G.E.D. Examination schedule shown. The directions beneath the blue P.S.A.S. "key" instruct the reader that this section will link back to the index.

The standard schedule page layout (see Figure 9) was likewise chosen for a section meant to be purely

informational. Bold, black titles announce class schedules in a straightforward, easy to read font. Listings of the teacher's name, day, time, cost, hours and location are presented in orderly columns with wide spacing between each. Most interesting of all was the idea of a text "hot link" back to staff biographies by pressing on the name of the teacher. Here, also, the blue P.S.A.S. "key" links back to the index.

COMPUTER OPERATOR SOFTWARE APPLICATIONS

Computer Labs offer the following classes:
Computer Literacy; Keyboarding; WordPerfect 6.1; Excel 5; Access; Windows 3.1; Windows 95
 (Each class meets twice a week for a total of 30 hours.) Lab Fee for each class is \$100.00

Jackmond	Mon/Wed	10:00 am - 12:00 noon	\$100.00	30 hours	Room 11
Jackmond	Mon/Wed	2:00 pm - 4:00 pm	\$100.00	30 hours	Room 11
Jackmond	Mon/Wed	5:30 pm - 7:30 pm	\$100.00	30 hours	Room 11
Jackmond	Tues/Thur	10:00 am - 12:00 noon	\$100.00	30 hours	Room 11
Jackmond	Tues/Thur	2:00 pm - 4:00 pm	\$100.00	30 hours	Room 11
Jackmond	Tues/Thur	5:30 pm - 7:30 pm	\$100.00	30 hours	Room 11



(Press on PSAS Key to return to INDEX.)

Figure 9. Standard schedule page layout.

FORMATIVE EVALUATIONS

To gauge the success of their project, the P.S.A.S. project designer patterned an original questionnaire after Karp's questionnaire to be distributed to visitors:

1. How is our navigational information conveyed to users?
2. After visiting our site, can users draw a simple diagram of how to get from one place to another?
3. How do users discover everything there is to see or do at our site?
4. How do users learn how to navigate our site?
5. How do users know if they have seen everything?
6. How do users tell what they have and have not seen? (Karp, 1996)

Out of these queries was born the Web Site Evaluation. Distributed to educators at several different school districts around the Coachella Valley, five categories, with a one to four rating scale (where four is the highest), were presented (see Appendix I: Web Site Evaluation Form). Respondents were asked to rate the P.S.A.S. Home page on the criterion of:

1. Graphics Style (eg: icon design, text legibility, color scheme).
2. Page Layout (eg: page appearance, organization, complexity).
3. Information Content (eg: relevancy, timeliness, information category).

4. Interface Usability (eg: ease of use, locating information, sending messages).
5. Overall Usefulness (eg: utility for educators, other comments).

Of the ten respondents to return the P.S.A.S. Web Site Evaluation Form, all gave the P.S.A.S. Home page a three to four rating in various categories. The areas of Page Layout and Graphics Style seemed to generate the majority of the comments, such as "Fun!", "Great colors!" and "Interesting background and logo." In the area of Information Content, several respondents reported being pleased with the fact that this home page was periodically maintained, with the last update being February 19, 1997. One teacher commented that what she remembered most were the exceptionally good home pages she had viewed, and the exceptionally bad one. That one, produced by an adult school in the Los Angeles area, had allocated more space to a giant size picture of the district superintendent and his "welcome speech" to new students, than to the class schedules. Giving the P.S.A.S. Home page a rating of four in all categories, she remarked that P.S.A.S. had made "good and sensible use of important information."

Ratings were also high in the Interface Usability and Overall Usefulness categories, particularly from those

teachers who taught at the remedial adult, elementary and middle school levels. Most reported that they had previously shied away from technology programs, classes, and manuals, because of the complexity and "high tech" jargon involved. Teachers of English As A Second Language classes appreciated the "button bars" with pictures even limited-English speaking students could access in order to view class schedules. All teachers in these areas also stated that they themselves felt more secure with programs that, as one respondent said, "even a kindergarten teacher can handle."

STRENGTHS AND LIMITATIONS OF THE PROJECT

The Palm Springs Adult School home page project served to enhance the reputation of, and add the name of this school to that list of progressive educational institutions with status on the World Wide Web. The strengths of the P.S.A.S. home page project lie in the continuing benefits it will offer to educators, students and the surrounding community even long after the current project designer has retired. Although one limitation of the project is that it does not currently offer any instructional use, Palm Springs Adult School staff members have envisioned and are exploring ideas to utilize it to its fullest potential.

RECOMMENDATIONS FOR FUTURE PROJECTS

The addition of a web presence for the Palm Springs Adult School, via the P.S.A.S. Home page, has allowed the school to expand its sights beyond the horizon. Plans are already in the works for computerized student registration, where students will soon be able to conveniently access and print out mail-in school registration forms from their own home computers. In September, 1996, the P.S.A.S. Home page introduced new faculty members, including a new adult school principal. In February, 1997, Palm Springs Adult School moved to a brand new location. With this move out of the Spanish mission style historical building into a futuristic, "high tech" facility, came a new look for the school and its home page.

Future projections may also include offering "long distance learning" classes over the Internet. Community members and P.S.A.S. faculty have noted that many adult schools and colleges are already expanding in this direction. This would be especially welcome in the rural desert areas with scattered populations for whom a junior college or adult school is typically a one hour commute and the nearest university even further away. For the upcoming 1997-1998 school year, however, the following impediments must first successfully be addressed and overcome:

1. There exists a technical inability to do Perl scripting.
2. Internet classes are not, yet, supported by the Palm Springs Unified School District.
3. There are fiscal restraints on class fees and teacher salaries.

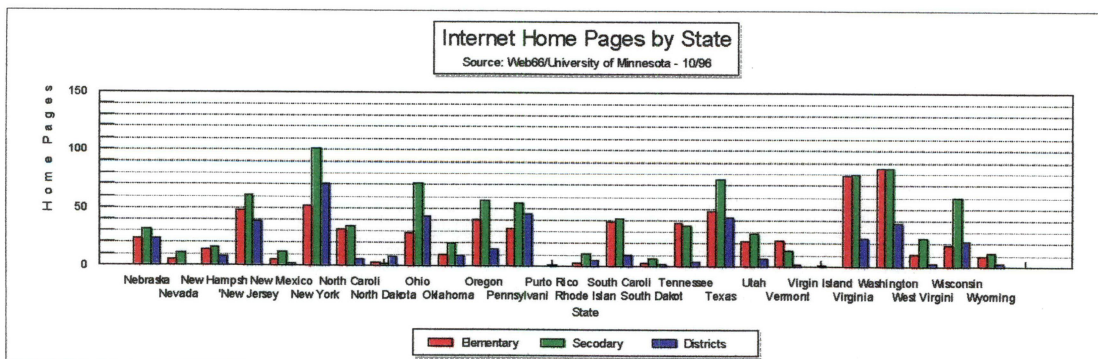
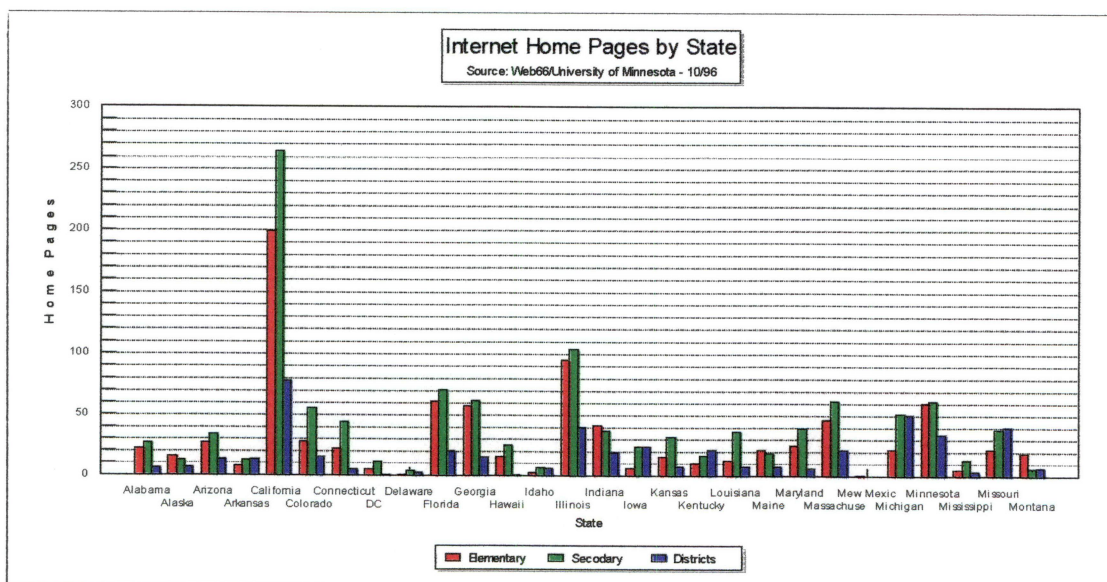
The P.S.A.S. "baby" is continually growing, taking its first step, ensuring P.S.A.S. a continued presence on the World Wide Web. Recently, the P.S.A.S. Home page Manager was pleased to discover that visitors from as far away as Norway and Australia had signed the home page guest book. Updates and improvements are never ending. The Palm Springs Adult School staff hope their creation will continue to delight visitors worldwide and continue to be easily seen, be widely read, be often referred to, and be thoroughly enjoyed.

Appendix A

School Home Pages by State
(Source: Collins, 1995)

	Elem	Sec	Ttl	Districts
USA	1529	2109	3638	899
Alabama	22	26	48	6
Alaska	16	12	28	7
Arizona	26	33	59	13
Arkansas	8	12	20	13
California	199	264	463	78
Colorado	27	56	83	15
Connecticut	22	44	66	5
DC	5	11	16	1
Delaware	1	4	5	2
Florida	61	71	132	20
Georgia	57	62	119	15
Hawaii	16	25	41	1
Idaho	2	7	9	6
Illinois	95	103	198	40
Indiana	41	37	78	19
Iowa	6	24	30	24
Kansas	16	32	48	8
Kentucky	10	17	27	21
Louisiana	12	36	48	8
Maine	21	18	39	8
Maryland	25	39	64	6
Massachusetts	46	62	108	21
New Mexico	1	0	1	
Michigan	22	51	73	50
Minnesota	60	62	122	33
Mississippi	5	13	18	3
Missouri	22	38	60	40
Montana	18	6	24	7
Nebraska	23	31	54	23
Nevada	5	11	16	
New Hampshire	14	16	30	8
New Jersey	48	61	109	38
New Mexico	5	12	17	2
New York	52	101	153	70
North Carolina	31	34	65	6
North Dakota	3	2	5	8
Ohio	28	71	99	43
Oklahoma	10	19	29	9
Oregon	40	57	97	15
Pennsylvania	32	55	87	45

Puerto Rico	0	1	1	
Rhode Island	3	11	14	5
South Carolina	38	41	79	10
South Dakota	3	7	10	2
Tennessee	37	35	72	4
Texas	48	75	123	42
Utah	21	28	49	7
Vermont	22	14	36	2
Virgin Islands	0	1	1	
Virginia	78	79	157	24
Washington	85	85	170	37
West Virginia	11	24	35	3
Wisconsin	18	60	78	21
Wyoming	9	12	21	3



Appendix B

Adult School Web Sites
Graded According to Scarfone's Criteria

Criteria	1	2	3	4	5	6	7	8	9	10	Ttl
School											
AFOC	x	x	x	x	x					x	6
BHAE	x		x	x	x			x		x	6
CVAE	x	x	x		x	x				x	6
CCAЕ		x	x		x					x	4
ELOAE	x	x	x		x					x	5
FUHSD	x	x	x	x	x	x				x	7
FАЕ	x	x	x								3
GOAE	x	x	x	x	x	x				x	7
GAE		x	x	x				x		x	5
HLPAE	x	x	x		x						4
HAE	x		x		x					x	4
DACE	x	x	x		x	x				x	6
MAEC		x	x		x	x				x	5
MAEP	x	x	x	x						x	5
NVAE		x								x	2
NAE										x	1
NHAE	x	x	x	x	x			x		x	7
NOVA	x		x		x						3
PGAE		x	x		x			x		x	5
PSAS	x	x	x	x	x	x		x		x	8
PAAS	x	x	x		x					x	5
PAE	x	x	x	x		x				x	6
PVAE	x	x	x		x					x	5
SDUHS	x	x		x	x					x	5
SVAE	x	x	x			x				x	5
SGGAS	x	x			x					x	4

UAS	x	x	x	x	x			x		x	7
VAE			x		x		x	x		x	5
WVOC	x	x	x							x	4
Ttl	22	24	25	11	21	7	1	7	0	25	

Scarfone Criteria (1995):

Effective School Web Pages Should:

- (1) Present a welcoming and inviting sense of feeling.
- (2) Introduce the visitor to the school.
- (3) Adopt appropriate navigation tools for ease of use.
- (4) Balance visual sensation and graphic and text information.
- (5) Utilize internal, indexed curriculum-related pages i.e. local school/community based information.
- (6) Include pointers to useful, outside, indexed information links.
- (7) Include student or classroom pages.
- (8) Display the date of the last revision which should not be longer than six weeks.
- (9) Conform to the expectations of child protection practices.
- (10) Load efficiently without undue delay.

California Adult Schools with Home Pages

Abram Friedman OC

<http://www.otan.dni.us/webfarm/afoc/>

Beverly Hills Adult School

<http://www.beverlyhills.k12.ca.us/BHADULTs/index.html>

Conejo Valley Adult School

<http://vcss.k12.ca.us/~conejo/html/aded.htm>

Culver City Adult School

<http://ccusd.k12.ca.us/httpddoc/ADULT2.HTM>

East Los Angeles OC

<http://lausd.k12.ca.us/~dace/elaoc/elaoc.html>

Fremont Union High School District Adult and Community
Education

<http://www.ace.fuhd.org/>

Fresno Adult School

<http://www.fresnoadult.com/>

Golden Oak Adult School

<http://www.aspenlinx.com/goldenoak/>

Grossmont Adult Education

<http://198.188.144.15/Helix/adultschool/adultschool.html>

Hacienda La Puente Adult School Education

<http://www.otan.dni.us/webfarm/hlpae/school.html>

Hayward Adult School

<http://nester.com/cas/hayadult>

LAUSD Division of Adult and Career Education

<http://lausd.k12.ca.us/dace/>

Martinez Adult School

<http://www.otan.dni.us/webfarm/maetc/mashomepage.html>

Metropolitan Adult Education Program

<http://www.regional.org/maep.html>

Napa Valley Adult School

<http://www.napanet.net/education/nvadulted/>

Newark Adult Education

<http://nUSD.k12.ca.us/ourschl/AdultEd.htm>

New Haven Adult School

<http://www.nhusd.k12.ca.us/Adult/adult.html>

NOVA Adult Education

http://doxy.nUSD.marin.k12.ca.us/nUSD/nova/adult_ed.html

Pacific Grove Adult School

<http://monterey.k12.ca.us/~pgadult/>

Palm Springs Adult School

<http://www.otan.dni.us/webfarm/psas/>

Palo Alto Adult School
<http://www.pamf.org/adultschool/>

Petaluma Adult School
<http://www.rpnet.net/~psd/adult.html>

Porterville Adult School
<http://jake.porterville.k12.ca.us/adult/index~1.htm>

San Dieguito Union High School District Adult Education
<http://intergate.sduhsd.k12.ca.us/sites/ae/adulted.html>

Simi Valley Adult School
<http://www.simi.tec.ca.us/index.htm>

South Gate CAS
<http://lausd.k12.ca.us/dace/sgcas>

Ukiah Adult School
<http://www.pacific.net/~ukiahad/>

Visalia Adult School
<http://www.otan.dni.us/cdlp/visalia/home.htm>

West Valley Occupational Center
<http://www.otan.dni.us/webfarm/wvoc/wv-index.htm>

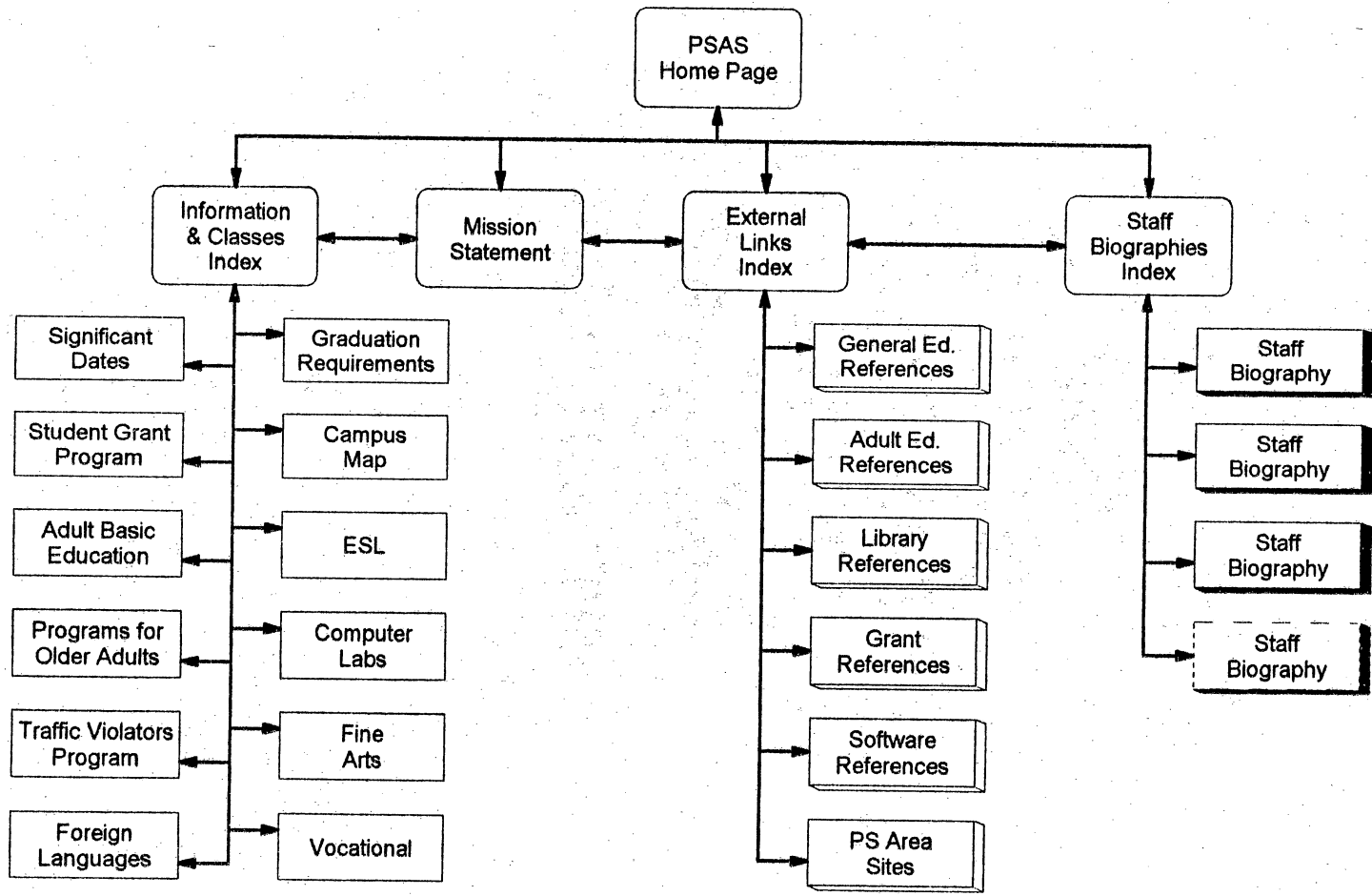
Appendix C

California Schools with Home Pages

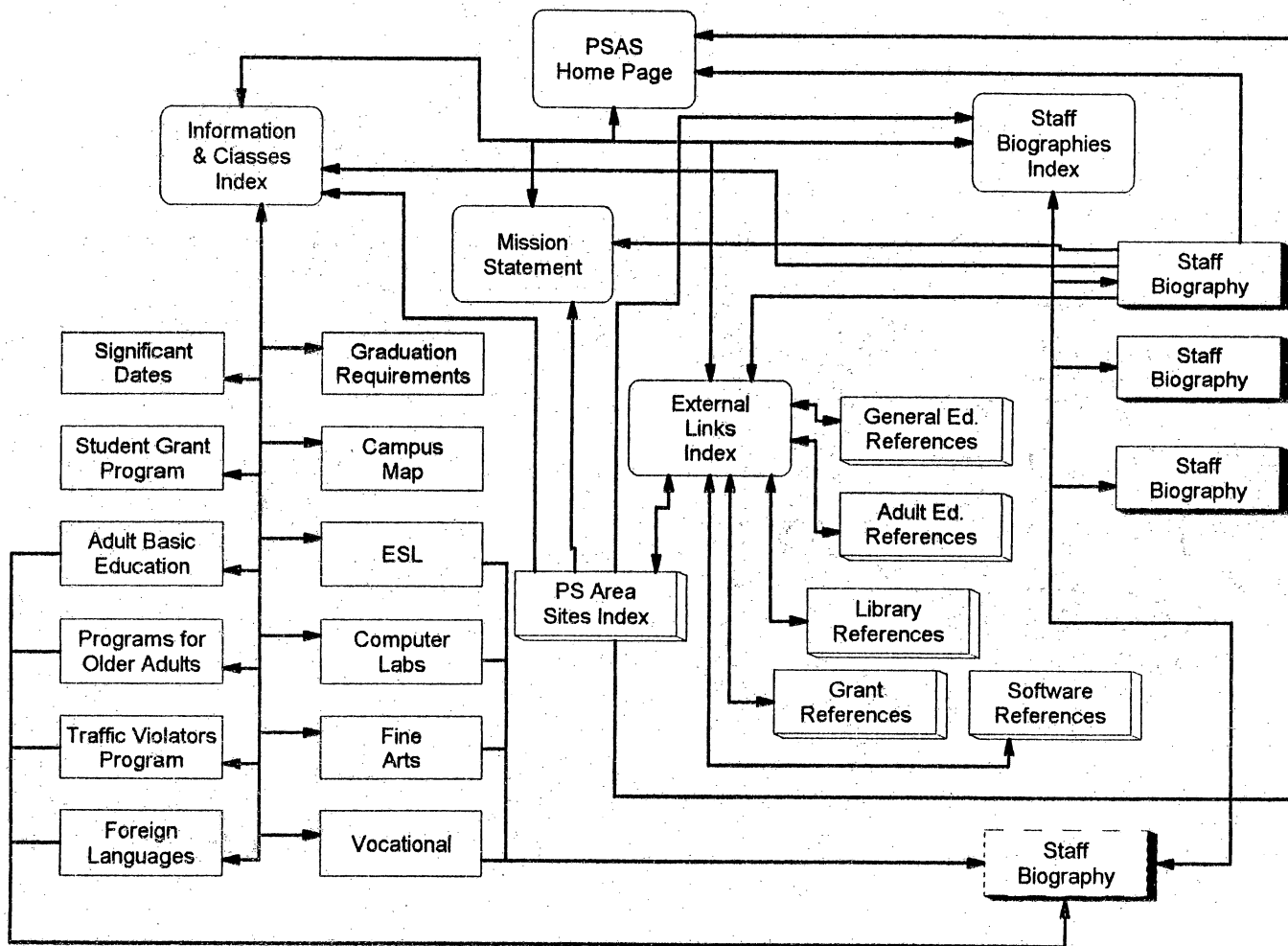
Type	Schools w/ H.P. ¹	Ttl. # of schools ²	% w/ home page
Elementary Schools	199	5659	3.5
High Schools	264	1863	14.1
Adult Education	29 ³	400 ⁴	7.25
Districts	78	1002 ⁵	7.8

-
1. Collins, 1995.
 2. The Digest of Education Statistics 1996 / Table 95, 1996.
 3. Author's survey (Appendix B)
 4. Netser, 1996.
 5. The World Almanac and Book of Facts, 1996.

Palm Springs Adult School Web Site Flow Chart : Simple Logical View



Palm Springs Adult School Web Site Flow Chart : Extensive Interconnected View



Appendix F

Palm Springs Adult School

Home Page

(Pp.86-126)

>

palm Springs Adult School



. Welcome to the PSAS Home Page

(Press on ARROW for topic)

You are visitor: 1374

Counter courtesy of Digits.com

Please sign our [GuestBook](#)

PSAS HOME PAGE

Copyright ©: 1996 [PSAS](#)

 gjackmond@earthlink.net

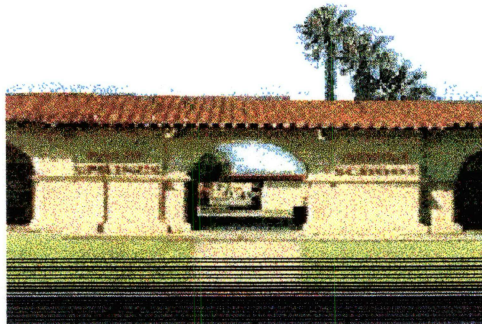
**PSAS pages best viewed
with:**



URL: <http://www.otan.dni.us/webfarm/psas/home.htm>

Last Modified: 19 Feb 1997

Palm Springs Adult School



What is P.S.A.S. ?

Dedicated to the philosophy that education does not end with the completion of our high school and college years but is, rather, a process of lifelong learning, the Palm Springs Adult School offers a wide variety of courses in a congenial, nontraditional setting.

Located at 2248 E. Ramon Rd., in the picturesque Spanish style "old wing" of Palm Springs High School, since it's beginnings in 1985 PSAS has increased from under 2,000 students to approximately 5,000. As it's reputation continues to grow, so does the student population each year. Serving a community comprised of all ages and walks of life, at PSAS, the young adults needing to complete the GED/High School Basic Skills program, the business executive looking for a class in Computer Technology or the retired couple wishing to learn Spanish for those sun-filled days RVing in Mexico will find what they seek. Offered also are courses ranging from Fine Arts to English As A Second Language/ Citizenship Preparation at selected off-campus locations, where school comes to the student via traveling teachers.

Unlike the inflexible schedules of a community college, Palm Springs Adult School caters to the mature, working student who has a definite goal to accomplish quickly, while trying to balance job and family responsibilities in the process. Classes are offered year-round, morning, afternoon and night as well as on Saturdays. Although new sessions begin each quarter, enrollment is on an open "come at any time" basis.

Whether eighteen or eighty, the Palm Springs Adult School offers something to meet every interest and need, from vocational training to floral design. Education is the key to the door of the future and at Palm Springs Adult School, education is truly a process of lifelong learning.

PSAS WHAT?

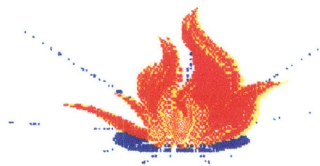
Copyright ©: 1996 [PSAS](#)

 gjackmond@earthlink.net

























URL: <http://www.otan.dni.us/webfarm/psas/psaswhat.htm>
Last Modified: 11 Nov 1996


Palm Springs Adult School



Hot Spots

(Press on ICON below to activate site.)

- | | | | |
|---|--|---|---|
|  | Internet School Sites (USA) |  | Web66 |
|  | US Department of Education |  | Education Central |
|  | A.E. Resources (TeleEducation NB) |  | A.E. Resources (San Juan) |
|  | OTAN WWW |  | Rural Clearinghouse on Lifelong Learning |
|  | Adult Education News Groups |  | A.E. Resources (Univ. of Hong Kong) |
|  | A. E. Resources (Syracuse Univ.) |  | ALEX - Catalogue of Electronic Text |
|  | The WWW Virtual Library |  | The On-line Books Page |
|  | Who Where? People Search |  | ALL-IN-ONE Search Page |
|  | GrantsNet (HHS) |  | The Foundation Center |
|  | Eisenhower National Clearinghouse |  | U.S. Government & Grant Resources |
|  | GrantsWeb |  | National Academy of Science |

 **National Endowment for the Humanities**

 **What's New on the WWW?**

 **Software Archive (CSUSM)**

 **Palm Springs Area Sites**

 **National Sciece Foundation**

 **Computer Manufactures**

 **Software Archive (Jumbo)**

PSAS HOT SPOTS

Copyright ©: 1996 [PSAS](#)

 gjackmond@earthlink.net

 **HOME**  **WHO**  **SPOTS**  **SCHED**  **WHAT**

URL: <http://www.otan.dni.us/webfarm/psas/hoturls.htm>

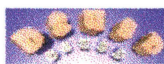
Last Modified: 11 Nov 1996

palm Springs Adult School



PS Area Sites

(Press on ICON below to activate site.)



**Desert Sands Unified
School District**



**Julius Corsini Elementary
School Information Page**



PS Desert-Resorts Online



**PS Visitor Information
Center**



**Cathedral City Police
Dept.**



Cyberg8t



Riverside County



- College of the Desert



**Palm Springs Home
Page**



**PS - Economic
Development
Department**



**Palm Desert Home
Page**



- PS-Net



- CyberVille



**- Riverside County
Office of Education**

PS AREA SITES

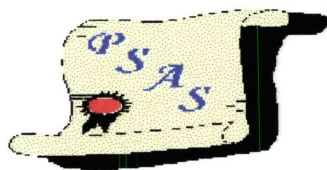
Copyright ©: 1996 [PSAS](#)

 gjackmond@earthlink.net



URL: <http://www.otan.dni.us/webfarm/psas/psurls.htm>
Last Modified: 11 Nov 1996

palm Springs Adult School



Information and Class Schedule

***Fall/Winter Quarter
Sept. 3 -- Jan. 24, 1997***

Virginia R. Donnellan, Ph.D., Principal

Index



Significant Dates



Graduation Requirements



Student Grant Programs



Campus Map



Adult Basic Education



English as a Second Language



Programs for Older Adults



Computer Labs



Traffic Violators Program



Fine Arts



Foreign Languages



Vocational Education

(Press on ICON to view info.)

PSAS CLASSES

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HOME



WHO



SPOTS



SCHED



WHAT

URL: <http://www.otan.dni.us/webfarm/psas/hoturls.htm>

Last Modified: 11 Nov 1996

GRADUATION REQUIREMENTS

Diplomas for high school graduation are awarded by the Palm Springs Unified School District Adult School upon completion of the following requirements. A minimum of ten credits in the Adult Education Program is required for residency.

CREDITS REQUIRED - 180

YEARS	SUBJECT	CREDITS
4	ENGLISH	40
3	MATH	30
2	SCIENCE BIOLOGICAL & PHYSICAL	20
4	SOCIAL STUDIES U.S. HISTORY (1) AND (2)	10
	GEOGRAPHY PHYSICAL & CULTURAL	10
	WORLD HISTORY (1) AND (2)	10
	AMERICAN GOVERNMENT	5
	ECONOMICS	5
1	VISUAL OR PERFORMING ARTS OR FOREIGN LANGUAGE	10
1	COMPUTER LITERACY	10
	ACADEMIC TOTAL	150
	-----	----
	ELECTIVES	30
ITAS - PASSING GRADE REQUIRED	GRAND TOTAL	180
	=====	=====

OF THE THIRTY (30) ELECTIVE CREDITS REQUIRED THE FOLLOWING
CAN BE USED FOR CREDIT:

- (1) MILITARY SERVICE (PROOF REQUIRED) UP TO TWENTY
CREDITS (20) NO MORE THAN TEN (10) CREDITS PER YEAR.
- (2) WORK EXPERIENCE (PROOF REQUIRED) UP TO TWENTY (20).
FIVE (5) CREDITS CAN BE EARNED FOR EACH SIXTY (60)
HOURS AT A WORKSITE.

STATE REQUIREMENTS INDICATE TWO (2) YEARS OF PHYSICAL EDUCATION
UNLESS WAIVED BY THE LOCAL SCHOOL BOARD. (THE PALM SPRINGS
UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION WAIVED THIS
REQUIREMENT THROUGH BOARD ACTION IN 1985.)

IN ADDITION TO THE ABOVE COURSE REQUIREMENTS, AN INDIVIDUAL SHALL
MEET THE CALIFORNIA STATE ADOPTED PROFICIENCY STANDARDS AS
WRITTEN INTO THE PALM SPRINGS UNIFIED SCHOOL DISTRICT BOARD
POLICY. PASSING GRADES IN INDIVIDUAL TESTS OF ACADEMIC SKILLS
(READING, EDITING, AND MATHEMATICS I.T.A.S.)

(E.C. 51225.3)



(Press on PSAS Key to return to INDEX.)

STUDENT GRANT PROGRAMS

=====
= CARL PERKINS GRANT =
=====

-- Red Cross Final Exam fee is the applicants
responsibility for Nursing Assistant students. --

* FREE to Qualified Applicants. *

The Palm Springs Adult School is offering courses in:
Certified Nursing Medical Assistant
Medical Assistant/Back Office
Medical Assistant/Front Office
Computer Technology

Contact : Naomi Kiernan
(619) 778-0497

=====
= DESERT HIGHLAND =
= JOB TRAINING PROGRAM =
= OPERATION - PUSH OUT =
= PALM SPRINGS ADULT SCHOOL =
=====

City of Palm Springs / Desert Highland Unity Center/
Palm Springs Unified School District /Palm Springs
Adult School will offer courses in the following areas:
Certified Nursing Medical Assistant
Medical Assistant/Back Office
Medical Assistant/Front Office
Computer Technology classes.

* FREE to Qualified Applicants. *

Contact : Naomi Kiernan
(619) 778-0497



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ADULT BASIC EDUCATION CLASSES

High School Diploma provides English, Math, Science, Social Studies, Fine Arts, Languages, GED Test Preparation.

Elementary Basic Skills provides adult learners with sufficient instruction in mathematics, grammar, usage, punctuation, spelling, vocabulary, paragraph and business letter forms. Includes reading improvement practice with speaking and listening skills.

ELEMENTARY BASIC SKILLS - GRADES 1-8

<u>Jones</u>	Mon - Thurs	9:00 am - 12:00 noon	Room 3
Jones	Mon - Thurs	12:30 pm - 3:00 pm	Room 3
<u>Kuhlman</u>	Mon - Thurs	4:30 pm - 7:30 pm	Room 3

GED PREPARATION/HIGH SCHOOL BASIC SKILLS

Jones	Mon - Thurs	9:00 am - 12:00 noon	Room 3
Jones	Mon - Thurs	12:30 pm - 3:00 pm	Room 3
Kuhlman	Mon - Thurs	4:30 pm - 7:30 pm	Room 3

GAIN STUDENTS WILL BE ASSIGNED TO CLASSROOMS UPON REGISTRATION - ELEMENTARY BASIC SKILLS PRE GED/GED/HIGH SCHOOL DIPLOMA AND ENGLISH-AS-A-SECOND LANGUAGE

CONCURRENT HIGH SCHOOL STUDENTS MAY ENROLL AFTER 2:30 P.M. PROPER FORMS MUST BE PRESENTED WHEN REGISTERING. PRIOR PARENT AND COUNSELOR APPROVAL REQUIRED.

For five (5) units of credit students must complete the Student Learning Log for each subject.



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ENGLISH AS A SECOND LANGUAGE CITIZENSHIP / PREPARATION FOR NATURALIZATION

THE COURSE OF STUDY CONSISTS OF TEACHING U.S.HISTORY, STATE AND CO
CIVICS AND THE CONSTITUTION OF THE UNITED STATES WITH SPECIAL REFE
DIRECTLY RELATED TO THE DUTIES, PRIVILEGES AND RIGHTS OF THE INDIV

PRIMER CURSO PREPARACION - LOS ESTUDIANTES VAN A EMPEZAR A SPRENDE
HISTORIA DE LA ONSITUTION DE LOS ESTADOS UNIDOS.

LEVELS INCLUDE BEGINNING LITERACY, BEGINNING LOW, BEGINNING HIGH,
INTERMEDIATE LOW, INTERMEDIATE HIGH, INTERMEDIATE, ADVANCED LOW, A
HIGH, ADVANCED, MULTI-LEVEL LOW, MULTI-LEVEL HIGH for foreign born
with little or no practical knowledge of English and for foreign b
wishing to improve their knowledge of the English language.

TRES NIVELES: PRIMARIO; INTERMEDIO; AVANZADO. LOS ESTUDIANTES MEJ
HABILIDAD DE PRONUNCIAR, LEER Y ESCRIBIR EN INGLES. TAMBIEN VAN A
CONVERSACION PARA COMUNICARSE MEJOR CON LA COMUNIDAD DE HABLA INGL

BEGINNING ESL/CITIZENSHIP

<u>Schwartz</u>	Mon - Thurs	9:00 am - 12:00 noon	Room 4
<u>Newton</u>	Mon - Thurs	4:30 pm - 7:30 pm	Room 4

INTERMEDIATE/ADVANCED ESL/CITIZENSHIP

<u>Porter</u>	Mon - Thurs	9:00 am - 12:00 noon	Room 302
<u>Porter</u>	Mon - Thurs	4:30 pm - 7:30 pm	Room 302
<u>Porter</u>	Mon & Wed	12:30 pm - 3:00 pm	Room 302

MULTI LEVEL ESL/OFF CAMPUS

<u>T. Jackmond</u>	Mon & Wed	6:00 pm - 9:00 pm	Palm Springs 500 W. San R
T. Jackmond	Tues & Thurs	6:00 pm - 9:00 pm	Nellie Coffma



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PROGRAMS FOR OLDER ADULTS

OPEN TO THE GENERAL PUBLIC AT EACH SITE/YOU MAY REGISTER AT THE AD
FOR THE FACILITY OF YOUR CHOICE

HISTORICAL AND CURRENT PERSPECTIVES

<u>Porter</u>	Tues & Thurs	1:00 pm - 2:30 pm	Sunrise Roya
Hook	Tues	1:00 pm - 3:00 pm	Hallmark Res
Hook	Mon	1:00 pm - 3:00 pm	Palm Springs

FINE ARTS

<u>Hook</u>	Mon	10:30 pm - Noon	California N Rehabilitat
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COMPUTER LABS

Computer Labs offer the following six classes:

Computer Literacy; Keyboarding; WordPerfect5.1; Lotus 123;

(Each class takes 8 wks. to complete [16 hrs]. Each cla

<u>Jackmond</u>	Mon	10:00 am - 12:00 noon
Jackmond	Mon	2:00 pm - 4:00 pm
Jackmond	Mon	5:30 pm - 7:30 pm
Jackmond	Tues	10:00 am - 12:00 noon
Jackmond	Tues	2:00 pm - 4:00 pm
Jackmond	Tues	5:30 pm - 7:30 pm
Jackmond	Wed	10:00 am - 12:00 noon
Jackmond	Wed	2:00 pm - 4:00 pm
Jackmond	Wed	5:30 pm - 7:30 pm
Jackmond	Thur	10:00 am - 12:00 noon
Jackmond	Thur	2:00 pm - 4:00 pm
Jackmond	Thur	5:30 pm - 7:30 pm



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TRAFFIC VIOLATORS PROGRAM

Kirby Sat 8:00 am - 4:00 pm
Kirby Tues/Wed 5:00 pm - 8:30 pm
Includes Certificate - CALL 778-0497 FOR CLASS SCHEDULE.



(Press on PSAS Key to return to INDEX.)

FINE ARTS

CALLIGRAPHY

Hook Thurs 3:30 pm - 5:30 pm \$75.00 9/12 - 10/2
11/6 - 1/15



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FOREIGN LANGUAGES

FRENCH - BEGINNING				
TBA	Wed	5:30 pm - 7:30 pm	\$75.00	9/4 - 10/23 11/6 - 1/15
SPANISH - BEGINNING				
TBA	Mon	5:30 pm - 7:30 pm	\$75.00	9/9 - 10/28 11/4 - 1/13
SPANISH - 2ND LEVEL				
TBA	Tues	5:30 pm - 7:30 pm	\$75.00	9/3 - 10/22 11/5 - 1/14
SPANISH - INTERMEDIATE				
TBA	Thur	5:30 pm - 7:30 pm	\$75.00	9/5 - 10/24 11/7 - 1/16
SPANISH - ADVANCED				
TBA	Thur	3:00 pm - 5:00 pm	\$75.00	9/5 - 10/24 11/7 - 1/16



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VOCATIONAL

BASIC AVIATION GROUND SCHOOL

Fischer Tues 5:30 pm - 7:30 pm \$75 9/3 - 10/22
11/5 - 1/14

CERTIFIED NURSING ASSISTANT

Sutter Mon-Fri 8:30 am - 4:00 pm \$375 184 hrs.
7:00 am - 3:30 pm 9/3 - 11/1

CPR

Weisfeldt Fri (TBA) 9:00 am - 3:30 pm \$ -0- 6 hrs./TBA

COMPUTER TECHNOLOGY

Jackmond Mon-Thur 9:00 am - Noon \$275 100 hrs./TBA
12:30 pm - 1:30 pm (to receive Certificat

FLORAL DESIGN

Brady Wed 5:00 pm - 7:30 pm \$ -0- 9/4 - 10/23
(materials fee) 11/6 - 1/15

PHOTOGRAPHY

McKee Tue&Thur 5:00 pm - 7:30 pm \$ -0- 9/3 - 10/24
(materials fee) 11/5 - 1/16

MEDICAL ASSISTANT / BACK OFFICE

Weisfeldt Mon-Thur 4:30 pm - 7:30 pm \$425 9/3 - 1/24

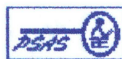
MEDICAL ASSISTANT / FRONT OFFICE / INSURANCE TECHNICIAN

Vausbinder Mo/Tu/We 4:30 pm - 7:30 pm \$350 108 hrs.
(to receive Certificat
9/3 - 10/30 &

MEDICAL TERMINOLOGY

Weisfeldt Thur 4:30 pm - 7:30 pm \$75 9/23 - 1/24

CALL REGARDING THE CARL PERKINS AND THE CITY OF PALM SPRINGS GRANT
(Naomi Kiernan: (619) 778-0497)



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palm Springs Adult School



Staff Biographies

(Press on PICTURE for staff bio.)

PSAS STAFF BIOS

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URL: <http://www.otan.dni.us/webfarm/psas/staff.htm>
Last Modified: 11 Nov 1996



Wanda Brady

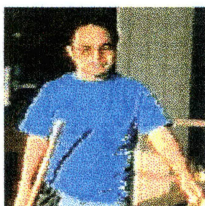
- Instructor : Floral Design

Wanda is owner of Cathedral City Florist. She is a Floral Design Instructor for the Garden Grove District and the Palm Springs Adult School and spends her weekends teaching other florists throughout the Continental United States, Hawaii and Alaska. Her floral background has included traveling to Russia, Europe and Japan. Wanda presently serves on the National Board of the FTD Association, representing professional florists for the entire west coast area. In addition, she is a member of the American Academy of Floriculture. The American Institute of Floral Design and also Professional Commentators International. After designing for President Clinton's Inauguration, she was nicknamed the "Presidential Florist" by the Cathedral City Chamber of Commerce. In her "spare" time, Wanda attends Southwest Community Church in Palm Desert and enjoys spending time with her two daughters, Tiffany and Jessica, who are attending San Diego State University and Long Beach State University.



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David Castillo

- Custodian

David P. Castillo has been our "maintenance and facilities technician" (custodian) since July of '92. He helps to keep everything at PSAS clean and in running order. David was born in Manila, Philippine. He has four brothers and five sisters. He has worked in the air conditioning business and as a house painter, but prefers his job at PSAS because as David says, "It's too hot to work out side here in the Summer."



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Virginia R. Donnellan, Ph.D.

- Principal

Virginia Donnellan has been working in education for twenty-four years with the last nineteen in adult education. She became Principal of Palm Springs Adult Education on August 1, 1996. She moved to the Palm Springs area from Ojai and formerly worked as an Administrative Coordinator with Ventura Adult Education. She has a BS in Physical Education and Dance, a Gerontology Certificate, an MA in Educational Administration and a Ph.D. from USC in Adult Education.

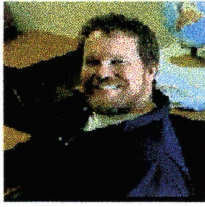
"Now that I have my own school, I might actually settle down. I have been searching for the right place for a long time and this is it. I will try very hard not to get acquainted with too many rattlesnakes, I'll tolerate the lizards and I am already getting very adept at catching crickets. A basic life skills for the desert."

 psasvirginia@earthlink.net



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Steve Fabian

- Instructor : Welding

Stephen Paul Fabian has been the welding instructor at Palm Springs High School for the past 12 years. His innovative "hands on" teaching techniques, enable 100% of his students to become welding proficient. "Modern principles for modern times" is Mr. Fabians favorite quote. Students who complete his basic welding class, Leave with excellent skills and aggressive work habits. Steve has been working his magic with adults at PSAS for only one year, but already his adult student are as excited to have him as are those at PSHS.



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Ted Fischer

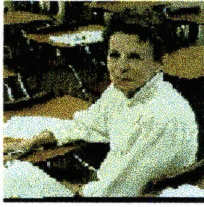
- Instructor : Aviation

Ted Fischer started his teaching as an aviation instructor in a college program in San Antonio, TX. He later accepted a position teaching Army cadets to fly in Stearman Aircraft and then at Basic Training, Brady, TX. Ted's military experience included Ferry Command, and ted received a Commission in the Army Air Corps. He remained in Ferry Command until the end of WWII. After his military discharge ted continued his education. Ted has worked as the manager of Andrau Airpack in Houston, TX, Chief pilot of air charter services, and with General Aviation Supply out of Houston. He later moved to Denver, CO to work for Martin-Denver (developers of Titan ICBM). Among Ted's other jobs he has worked for AMPEX, WILTRON as a cost accounting manager, and as a full and part time flight instructor. Ted moved to Palm Springs several years ago, and now teaches "Aviation Ground School" at PSAS. He is also a written test examiner for the FAA as well as an FAA Aviation Safety Counselor.



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Eileen Hook

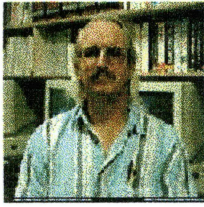
- Instructor : Fine Arts

Eileen is a retired Legal Secretary, and resides in Palm Springs, CA. She holds a Bachelor of Arts degree in English Literature from CSU Long Beach, and a certificate in calligraphy. She studied under the tutelage of Liz Lucas, noted calligrapher and artist. Since 1988 Eileen has taught calligraphy at the Adult School teaching Italic, Black Letter/Old English, Uncial and Copperplate hands, and does extensive freelance calligraphy in the Coachella Valley. She has been an Adult School volunteer since 1988. She is now offering Adult School classes in historical and current perspectives, as well as arts and crafts at several valley facilities, including California Rehabilitation and Nursing Center, Premier Nursing and Hallmark Senior Residence, all located in Palm Springs.



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Greg Jackmond

- Computer Lab Manager/Instructor

Greg started working for PSAS part time in 1988, and came on full time in 1990. His official title is "Computer Resource and Projects Specialist and Computer Center Resource Teacher", quite a mouth full. Greg teaches a myriad of computer classes from "Computer Lab" to "Computer Technology". He is in charge of anything that has to do with computers at PSAS, and that can be a considerable amount. Greg received his BA from UC Davis in 1972, and followed that up with a Secondary Teaching Credential in 1974. He is presently working on a masters degree in Instructional Technology through CSU San Bernardino, and should complete it by the Winter quarter of 1997. On the weekend Greg morphs from "Mr. Techhead" into "Mr. Greenjeans" to play farmer with his lovely wife, Teresa, and their 50+ animals on their 10 acre "play ranch" in beautiful Sky Valley 20 miles northeast of Palm Springs.

 gjackmond@earthlink.net



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Teresa McDonald-Jackmond

- Instructor: ESL

Teresa McDonald-Jackmond is "half city-half country", "half California girl and half Okie".

Growing up winters on the central coast in Santa Maria, CA and summers on the family cattle ranch in Tahlequah, Ok "Both were typical small farming/ranching towns where everyone married their high school sweethearts. I was the only one of my crowd to go away to college."

Both parents were teachers, but her first career was in journalism. She recieved a B.A. in Communications in 1975 from Chapman College and an M.A. in Education in 1978 with a secondary teaching credential from Pepperdine University. Four years later however, "I had the "Is That All There Is?" blues. My "dream job" as a reporter for the Santa Maria Times had turned into boring, daily recitations of the weather, obituaries, church and social news for the Religion/Society pages."

About to a choose between teaching 9th grade English at a high school in Santa Maria or going to Oklahoma where teachers willing to go to rural areas were needed and part Indian applicants had priority, "My college placement office had a flyer for jobs in Imperial County. Seeing the desert for the first time was breathtaking and the August heat was the perfect setting for an exotic romance."

She has been romancing in the desert ever since, teaching English, Journalism and Drama at Calipatria High School, then moving in 1986, with her husband, Greg, to a ranch in Sky Valley which they are "pioneering". At Palm Springs Adult School she teaches English As A Second Language, is trying to complete her three half finished novels and is a hobby breeder of tropical birds.



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Ben Jones

- Instructor : EBS, HSD, GED, Computers

Ben has been working with PSAS for nearly three years. His background includes a BS in Exploratory Geology from Mississippi State University, a nearly completed MS in Curriculum Design and Instructional Leadership from National University, and an Adult Education credential.

His duties as an instructor at PSAS include the GED and High School Diploma Programs, as well as, Computer Application courses. Additionally, Ben is the chief programmer for the PSAS computerized attendance and information system.

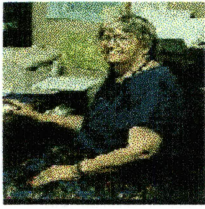
Outside of his duties to the PSAS, Ben is extremely active in the growing computer information industry. His consulting firm, [Fuzzy Headed Guru](#), provides custom World Wide Web Page design and construction.

 imperial@earthlink.net



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Naomi Kernan

- Principal's Secretary

Naomi is the principal's secretary at the Palm Springs Adult School. Naomi has worked for the Palm Springs Unified School District since November 1987. Naomi's past experience includes secretary to the Manager at the Desert Hot Springs Bank of America, Secretary to the City Clerk for the City of Santa Ana Planning Technician for the Planning Department for the City of Westminster. Naomi has also worked as an insurance secretary both in Northern and Southern California as well, serving as the office manager for an independent agency in Palo Alto. Naomi's experience covers a span of 35 years plus. Naomi has always worked as a "Jackie of All Trades". Naomi is married and has two children, and four living step children. She resides in Desert Hot Springs with her husband, Lee and her mother.



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Bill Kuhlman

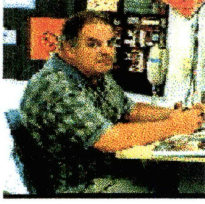
- Instructor : EBS, HSD, GED

William Kuhlman was born in 1928. He joined the Navy in 1946, and he retired as a LCDR in 1972. He enrolled in San Diego State College in March of 1972 and received a BA in English in 1974 and a teaching credential in English, Social Science, and Economics in August 1975. Bill began teaching in Palm Springs in September 1975 as an English/Reading teacher. He received a MA in Education, with an emphasis in Reading, in 1980. He worked in Adult Education at several different times while teaching full time at the high school level. Since he retired from full time teaching in 1974, he has taught Basic Education, GED, and High School Designated Subjects at the Palm Springs Adult High School.



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John McKee

- Instructor: Photography

John McKee teaches TV Production and Photography at Palm Springs High and Adult School. He is the Department Chair for Trade and Technology. He was selected to be a Mentor Teacher to provide Palm Springs Unified School District with Educational/Public Access TV to the community on channel 17 Time Warner Cable. John received his BA from the University of LaVerne, and a Masters degree from the University of Washington. He has attended Brooks Institute of Photography, the Sony Institute of Applied Video Technology and Video Toaster Seminars. John was a high school yearbook advisor for 25 years and is active with local and state VICA (Vocational Industrial Clubs of America) chapter. In his free time John enjoys travel, photography, amateur radio and surfing the net on his Mac.

WB6VKS@NR6P.#SOCIAL.CA.USA.NOAM

 jmckee01@aol.com



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Kuma Newton

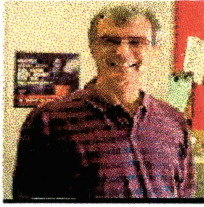
- Instructor : ESL

Kuma Newton hails from the beautiful island of Sri Lanka, he came to the USA to complete his masters degree in Mathematics. Kuma taught in New Jersey, New York and Georgia, before moving to sunny California six years ago. Now he teaches mathematics at Cathedral City High School and English as the Second Language at the Palm Springs Adult School. Kuma loves to garden and feels he is helping Mother Nature beautify her world. He has three dogs, who follow him and play with him, whenever he is around. Kuma reads alot and is very interested in the spiritual aspects of human existence. He is working on a journal that tells about his life as a boy in Sri-Lanka, a young man in India and reaching middle age in America.



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Lewis Porter

- Instructor : ESL

"I never had a teacher as WONDERFUL as you. You have a different way to learn people and it's very unique like you. I will never forgive you, you are someone very SPECIAL." So wrote a student as she left Lewis' class for her home country. It is typical of the response of students to a teacher who loves his work. Lewis began teaching ESL at the Adult School as a part time teacher in 1986 and began full time in 1989. Yet, for Lewis each day is a fresh challenge and a new chance for laughter and success.



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Carol Samson

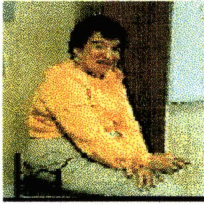
- Instructor

Carol Samson, instructor in typing/keyboarding and hospitality, has lived in Palm Springs for eight years. A Los Angeles native, Carol is a graduate of the University of Southern California, and naturally, a football fan. Her professional life in LA included being editor of TRW's weekly employee newspaper, and meeting and travel planner for Honeywell Corporation. Her busy life in Palm Springs includes world travel with an Adult School colleague and travels to cooking schools around the US. Carol is also responsible for the Media Center at Palm Springs Unified School District.



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Phyllis Schwartz

- Instructor : ESL

Phyllis Ruth Schwartz teaches English as a Second Language (ESL) to adults at Palm Springs High Adult School. She attended high school at Groton, Connecticut and San Diego, California. She has a B.A. in Education with minors in Art and Social Science from San Diego State College. Phyllis earned a master degree in Art Education at Wayne State University, Detroit, Michigan. Her extensive teaching experience includes elementary, secondary and post-secondary education. In addition Phyllis has been a consultant and has developed curricula that are used in several school districts. She is also a recognized and accomplished artist whose works have been displayed and sold in art shows and museums throughout the country and worldwide.



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Diane Sutter

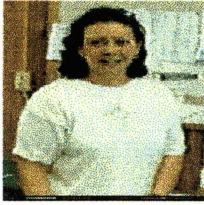
- Instructor : Nursing

Diane Erskine Sutter teaches the "Certified Nursing Assistant" class at PSAS. She has been in nursing for over 20 years. Diane moved to Palm Springs two years ago. She has three grown daughters (all of whom she swears are older than she is). Her hobbies are skiing, hiking, fishing, reading, and the Theater. She likes classical as well as country music. She enjoys traveling the US and other areas and loves the outdoors.



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Mary Watt

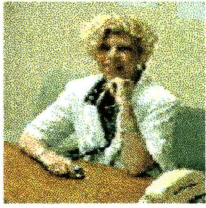
- Senior Clerk

Mary is a new staff member at the Palm Springs Adult School, and works as a Bilingual Senior Clerk. She is in the front office, to help make the registration process runs smoothly and efficiently. Mary is the first staff member most prospective students see, and she tries to make sure they feel welcome. Mary worked previously in the medical and entertainment fields. She entered the education field in 1993. She enjoys the interaction with all nationalities and assisting them with their educational needs.



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Susan Weisfeldt

- Instructor : Nursing

Susan Weisfeldt is currently teaching the "Medical Assisting Back Office" course, which she helped write and introduce to PSAS one year ago. She also teaches a combined "Medical Assisting Front Office / Insurance Technician / Medical Terminology Course." Susan has been working as a medical assisting instructor in the post secondary educational for approximately ten years. She also teaches CPR for certification by the American Heart Association. Susan sees her future goals as teaching CPR throughout our community and enlarging our allied health programs.



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Appendix G

Scarfone's Ten Criteria For Evaluating Elementary School Home Pages (1995).

Effective School Web Pages Should:

- (1) Present a welcoming and inviting sense of feeling.
- (2) Introduce the visitor to the school.
- (3) Adopt appropriate navigation tools for ease of use.
- (4) Balance visual sensation and graphic and text information.
- (5) Utilize internal, indexed curriculum-related pages, ie: local school/community based information.
- (6) Include pointers to useful, outside, indexed information links.
- (7) Include student or classroom pages.
- (8) Display the date of the last revision which should not be longer than six weeks.
- (9) Conform to the expectations of child protection practices.
- (10) Load efficiently without undue delay.

Appendix H

P.S.A.S. Criteria for a Good Home Page.

A home page should:

1. Be easily seen.
2. Be widely read.
3. Be often referred to.
4. Be thoroughly enjoyed.

Web Site Evaluation

Your comments will be greatly appreciated and considered for future refinements to the PSAS Home Page.

URL: <http://www.otan.dni.us/webfarm/psas/>

Please rate each of the following on a 1 to 4 scale (where 4 is the highest). Rating

Graphics Style (e.g.: icon design, text legibility, color scheme) _____

Comment: _____

Page Layout (e.g.: page appearance, organization, complexity) _____

Comment: _____

Information Content (e.g.: relevancy, timeliness, information category) _____

Comment: _____

Interface useability (e.g.: ease of use, locating information, sending messages) _____

Comment: _____

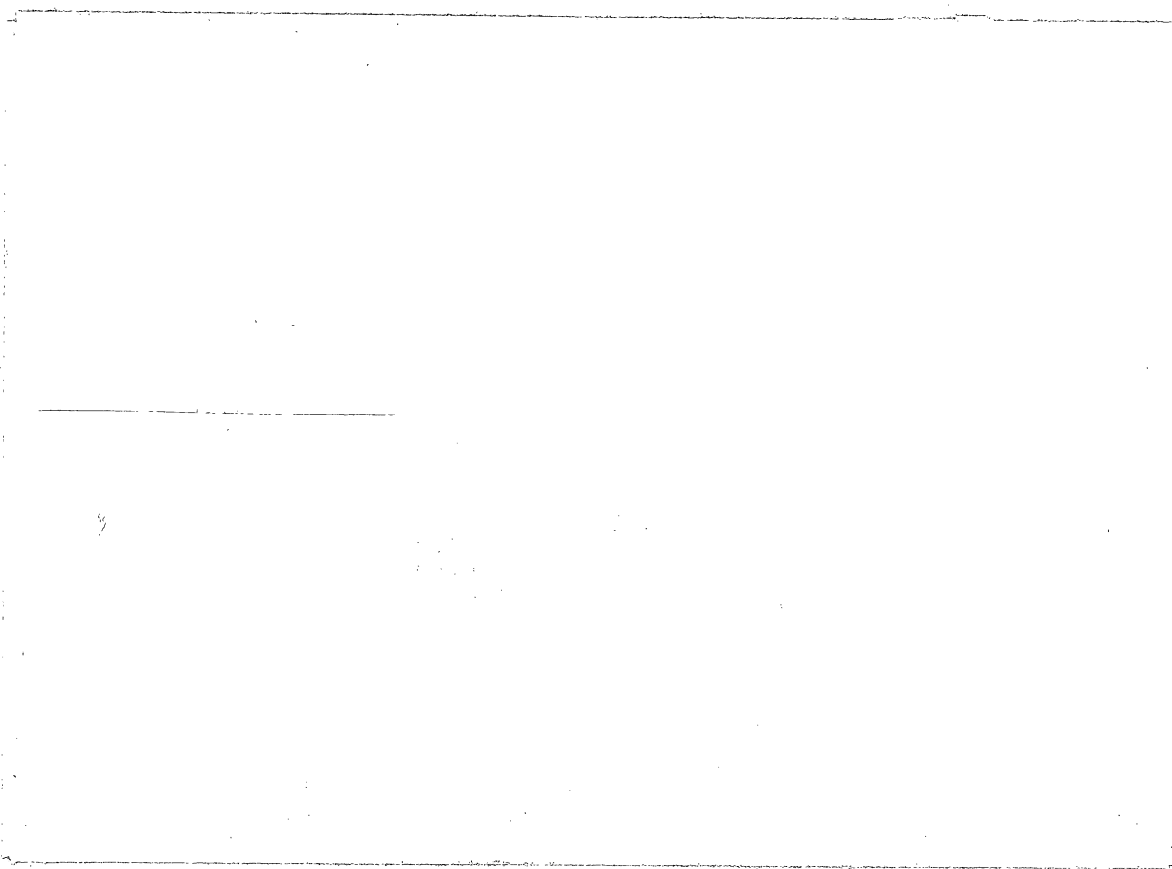
Overall Usefulness (e.g.: Utility for educators, other comments) _____

Comment: _____

Appendix J

P.S.A.S. Home Page:

Disk Copy

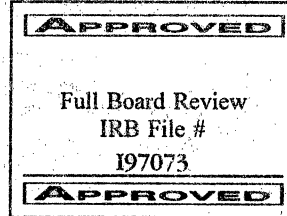


Appendix K

IRB Approval Form



**CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO**



*The California
State University*

May 20, 1997

Gregory Jackmond
c/o Dr. Rowena Santiago
California State University
5500 University Parkway
San Bernardino, California 92407

Dear Mr. Jackmond:

Your application to use human subjects in research has been reviewed by the Institutional Review Board (IRB). Your application has been approved. Please notify the IRB if any substantive changes are made in your research prospectus and/or any unanticipated risks to subjects arise.

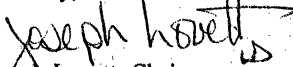
Your informed consent statement should contain a statement that reads, "This research has been reviewed and approved by the Institutional Review Board of California State University, San Bernardino."

If your project lasts longer than one year, you must reapply for approval at the end of each year. You are required to keep copies of the informed consent forms and data for at least three years.

If you have any questions regarding the IRB decision, please contact Lynn Douglass, IRB Secretary. Ms. Douglass can be reached by phone at (909) 880-5027, by fax at (909) 880-7028, or by email at ldouglas@wiley.csusb.edu. Please include your application identification number (above) in all correspondence.

Best of luck with your research.

Sincerely,


Joseph Lovett, Chair
Institutional Review Board

JL/lid

cc: Rowena Santiago, Science, Mathematics and Technology Education

Appendix L

Photography Release Form

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
ACADEMIC COMPUTING AND MEDIA

PHOTOGRAPHY RELEASE

For and in consideration of my engagement as a model by _____, hereafter referred to as the photographer, on terms or fee hereinafter stated, I hereby give the photographer, his/her legal representatives and assigns, those for whom the photographer is acting, and those acting with his/her permission, or his/her employees or employers, the right and permission to copyright and/or use, reuse and/or publish, and republish photographic pictures or portraits of me, or in which I may be distorted in character, or form, in conjunction with my own or a fictitious name, on reproductions thereof in color, or black and white made through any media by the photographer at his/her studio or elsewhere, for any purpose whatsoever, including the use of any printed matter or video in conjunction therewith.

I hereby waive any right to inspect or approve the finished photograph or advertising copy or printed material that may be used in conjunction therewith or to the eventual use that it might be applied.

I hereby release, discharge and agree to save harmless the photographer, his/her representatives, assigns, employees, employers or any persons, corporation, acting under his/her permission or authority, or any person, persons, corporation or corporations for whom he/she might be acting, including any firm publishing and/or distributing the finished product, in whole or in part, from and against any liability as a result of any distortion, blurring, or alteration, optical illusion, or use in composite form, either intentionally or otherwise, that may occur or be produced in the taking, processing or reproduction of the finished product, its publication or distribution of the same, even should the same subject me to ridicule, scandal, reproach, scorn or indignity.

I hereby warrant that I am under/over eighteen years of age, and competent to contract in my own name insofar as the above is concerned.

I have read the foregoing release, authorization and agreement, before affixing my signature below, and warrant that I fully understand the contents thereof.

DATED _____

NAME _____

ADDRESS _____

I hereby certify that I am the parent and/or guardian of _____, a child or infant under the age of eighteen years, I hereby consent that any photographs which have been or are about to be taken by the photographer may be used by him/her for the purposes set forth in the original release hereinabove.

PARENT OR GUARDIAN

ADDRESS

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