
**SUBSTANTIVE CHANGE PROPOSAL:
TO OFFER MORE THAN 50% OF COURSE
UNITS FOR PROGRAMS THROUGH
DISTANCE EDUCATION**

**FOR
ACCREDITING COMMISSION
FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

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I. A concise description of the proposed change and the reasons for it

A brief description of the change and the programs affected

This Substantive Change Proposal addresses Santa Monica College's ongoing expansion of the electronic delivery of courses to meet the educational needs of students. Specifically, the College's online offerings have now reached the point that students may complete 50 percent or more of the courses online in the following programs:

Associate in Arts Degrees:

Accounting, Business Administration, Business Entrepreneurship, Business Management & Leadership, Business Marketing, Business Merchandising, Computer Programming, Computer Science, Database Applications Developer, Web Programmer, Early Childhood Education, Early Childhood Intervention Assistant, Early Childhood Intervention Teacher, General Office, Legal Administrative Assistant, Computer Business Applications, Liberal Arts, Website Software Specialist, Nursing

(See Appendix A for Associate in Arts Degree program requirements.)

Certificates of Achievement and/or Department Certificates:

Accounting, Business Administration, Early Childhood Education, Early Childhood Intervention Assistant, Early Childhood Intervention Teacher, Entrepreneurship, Business Management & Leadership, Marketing, Merchandising, Insurance Specialist, Computer Business Applications, Website Software Specialist, Desktop Publishing, Website Creator, Website Development Management, Word Processing—Office Technology, Computer Programming, Database Applications Developer, Web Programmer, Information Systems Management, General Office, Legal Administrative Assistant, Clerical/Data Entry, Medical Billing/Coding, Medical Records Clerk/Receptionist, Medical Transcription, Word Processing—Computer Information Systems

(See Appendix C for Program Requirements for Certificates of Achievement and Department Certificates.)

IGETC and CSU General Education Transfer Requirements

(See Appendix E for online IGETC and CSU General Education transfer courses.)

SMC began offering online courses in 1999. The Business and Computer Science and Information Systems departments were early leaders in the conversion of courses to online delivery, and have been building their online offerings steadily since the inception of the Distance Education Program. They were the first departments to offer more than 50 percent of the courses required for the Associate degree and for certification online.

Santa Monica College offers an Associate Degree Nursing Program that prepares students to meet the standards of the California Board of Registered Nursing. This program is approved by the California Board of Registered Nursing and accredited by the National League for Nursing Accrediting Commission. Upon completion of the nursing program, graduates receive their Associate in Arts Degree – Nursing Major and are eligible to take the National Council Licensure Examination (NCLEX) to become a Registered Nurse. In 2006 SMC received a Department of Labor grant to develop an online delivery system for the LVN to ADN career ladder program. The non-lab courses and the non-lab portion of laboratory-based courses were converted to online delivery as were general education requirements in social/behavioral/biological sciences, and humanities, which form the broad educational base for the nursing degree.

The actual courses for the degrees and certificates listed above are not new to the college and thus are not new enterprises nor do they represent new directions for the college beyond their mode of delivery. Although an online delivery system has been provided, goals, objectives, skills and competencies are the same for online courses as they are for courses delivered by traditional means. Responsibility for and oversight of online courses is the same as for courses taught by traditional methods. Admissions, degree completion, curriculum, and instructional design policies, evaluations, and procedures for courses offered through distance education are the same as those for traditional or on-ground programs. The institution ensures the integrity of student work, degree credibility, and credits awarded. Faculty who teach online courses are required to have the same qualifications as instructors who teach on-ground courses, and are, for the most part, teaching on-ground courses as well.

The asynchronous nature of online teaching and learning is the most obvious component of the change and the reason for this document. Because of the rapid growth of online course offerings and the significant number of the college's general education courses currently being offered online or awaiting approval, SMC requests that general approval be given for all programs rather than limiting approval to the programs specified above.

Discussion of the rationale for the change

Santa Monica College students have joined an extraordinarily fast-growing number of students nationwide and worldwide who are turning to online degree programs to complete or advance their educations while they work. The decision to do so is driven by economics as well as by the increasingly mobile society of the 21st century. Santa Monica College has seen this trend as an opportunity to provide students with an alternate vehicle to pursue their educational goals while not changing the expectations that the college has established in regard to the importance of students' meeting course objectives.

The faculty and administration of the College have long been aware of the increasing importance of computer technology and the advantages of online teaching and learning. It is acknowledged by many in higher education to be a valid method of delivery for instruction, particularly for those who may not be able to travel to a college campus, or

for those whose schedules are problematic for regular attendance in a face-to-face environment. Distance education offers an alternative educational pathway that many traditional students find attractive due to the independence from commute and parking problems offered by distance education courses.

Santa Monica College has been offering online courses since 1999. In the 2007-08 academic year the college offered approximately 900 online sections, with total duplicated enrollments of 12,300 and produced a total FTES count of 2744.58. Clearly, with increased course offerings, online learning has become an educational opportunity that students have seized.

Current efforts to increase distance education offerings are being coordinated through the office of the Associate Dean of Online Services and Support which operates under the aegis of the Dean of Academic Affairs, and through the Joint Distance Education Committee, a sub-committee of the Academic Senate. Through careful and continuous communication, the goal of all parties is to strive continuously to accommodate the diverse needs of students, thus increasing access to the college's offerings. To date the college has supported faculty in converting a total of 202 courses for online delivery.

While Santa Monica College's educational programs enjoy an excellent reputation, the college continues to seek ways to better serve students' educational needs. This new mode of delivery for degree, transfer, and certificate requirements represents a clear substantive change as defined by the current Commission policy and is the main impetus for this proposal.

Planning Process and Evidence of a clear relationship to the institution's stated mission

Planning

Careful, concrete planning for a robust and successful Distance Education Program has been a part of the college's Master Plan for Education since 2001 when the college included objectives to "develop a multi-disciplinary faculty distance education community to provide leadership in dealing with pedagogical issues associated with alternative delivery systems and to recommend methods of evaluating the delivery of distance education;" and to "enhance the role of the Office of Distance Education to provide resources, training, and general support for the delivery of online and "hybrid" courses."

Since that time, the development of the Distance Education Program has been the focus of several Master Plan objectives beginning with a plan in 2002 to develop a pilot program for online counseling services for the general student population that would involve orientation, counseling sessions, and appropriate follow-up activities. The online counseling system for Distance Education students has been in service since 2003 and is now available to on-ground students as well.

In 2004 the college recognized the need to develop a profile of distance education students that would explore the demographic and academic characteristics of distance education students and discern how these students compare academically and demographically with students enrolled in traditional on-ground classes. The demographic and statistical information gathered has enabled the college to plan the growth and development of online course offerings and services thoughtfully and deliberately.

The college has continued to set objectives for the Distance Education program each year which have led to

- expanded online counseling and financial aid services for students and parents
- ongoing evaluation of the online counseling and financial aid services
- further exploration of enrollment development opportunities through expanded use of distance education
- increased services for distance education and online counseling
- expanded staff development and training opportunities for Distance Education faculty
- development of an online faculty training course

Santa Monica College is currently in the ninth year of its Distance Education program. Originally designed to alleviate the problem of low retention and persistence among students who would otherwise be forced to opt out of their education due to time and place conflicts, the Distance Education program now offers quality online instructional and student support services to all types of students. The Distance Education Program has been developed to promote the welfare of all SMC students beyond the walls of the institution. Online classes have proven to be a viable way to help meet the needs of students seeking to reach their educational goals as they simultaneously try to manage their busy lives or for those who are unable to attend traditional classes due to other reasons.

Administrators, faculty, staff and students participated in the original planning and early implementation of the Distance Education program. These areas include but are not limited to Admissions & Enrollment Services, Disabled Students, Library, Counseling, MIS, Technology Committee, EOPS, Financial Aid, and the Bookstore.

Currently, to address the need for special training in course design, best practices, and platform technologies, the Distance Education program provides and oversees a number of support services that assist faculty as they develop their materials and course structure:

- Workshops and training sessions are offered by a senior technology specialist and staff to introduce the eCollege platform to faculty wanting to explore moving to a web-enhanced classroom or who are ready to move their courses online. Once a year the current course management system, eCollege, sends an instructional design specialist to instruct, awe, and inspire faculty with demonstrations of platform capabilities, a discussion of best practices in online teaching, and

practical suggestions to build online classes that address students' varying learning modalities.

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- The option to teach a course as a hybrid class is offered to allow faculty time to adjust to the different demands of the online environment.
- The Associate Dean of Online Services and Support is available for consultation on distance education modes of delivery and other related issues.
- The course management system, eCollege, provides instructional design support to faculty through their iSupport Services.
- eCollege also offers faculty and students an online tutorial for its platform.
- SMC maintains a multi-media specialist who can assist in instructional design and discuss captioning options.
- The eCollege helpdesk is available 24/7/365 to assist faculty who are having technical difficulties.
- Computers and support staff are available district wide to assist faculty with logistical problems and software functionality questions.
- A Joint Distance Education Committee engages in ongoing discussions regarding DE policies, standards, and practices.
- The college has supported a mentor program in which seasoned DE instructors guide and instruct new DE teachers in online pedagogy, best practices, and online course management

Mission

The mission of the college is to provide “a learning environment that both challenges and supports students in achieving their educational goals.” The college also seeks to “prepare our students to contribute to the global community.” To fulfill this mission, Santa Monica College provides open and affordable access to high quality associate degrees, certificates of achievement, and department certificates as well as transfer programs. These programs prepare students for successful careers, help them to develop college-level skills, and pursue transfer to universities. The college’s programs also strive to foster a personal commitment to lifelong learning.

To help achieve its mission, Santa Monica College has developed four institutional goals which are supported by specific, usually measurable, component-level goals. The following two Institutional Learning Outcomes and three supporting goals are specifically enabled by the increase in the college’s online offerings.

Institutional Learning Outcomes

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

Supporting Goals

Provide an Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Provide a Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid

Provide a Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

Self Confidence and Self Discipline: It is the inherent nature of online learning to build self-discipline in a student with its requirement that students take responsibility for seeking information and participating in the online classroom community. With more and more students working part- or full-time, raising families, and commuting great distances, the online classroom affords an opportunity for students to develop their self-confidence by remaining engaged in intellectual pursuits, and by developing their skills not only in the discipline, but also in time management and self-reliance.

Academic Integrity: The desired outcome of instilling in students a sense of integrity in their academic pursuits has been fundamental to the design of the online course program. In furtherance of the college mission to encourage students to develop integrity in their academic pursuits, SMC, in 2008 established an Honor Code and Honor Council to help students develop the values of honesty, trust, fairness, respect, responsibility, civility, and community. In furtherance of the efforts of the Council, online course offerings actively promote academic integrity through education, course design, and the use of technology

to encourage students to see the value of honesty in their academic work. eCollege, the current course management system, has offered support in the form of a webinar on combating cheating and plagiarism in an effort to help faculty in this important endeavor.

Communication: The asynchronous online delivery system also develops communication skills as students rise to the challenge of participating in classroom discussion relying on words alone without the comforting and familiar non-verbal signals of in-person communication.

Innovative and Responsive Academic Environment: As the college has responded to the growth in the student population and the deterioration of the college's older facilities, SMC has engaged in ongoing building renovations and construction projects for the past several years which have temporarily exacerbated the problems of limited classroom space. Facing a shortage of facilities for face-to-face instruction, online delivery of some courses provided innovative access to programs and degrees that otherwise might not be available. SMC's development of the new resource of online teaching has proven effective in allowing the District to meet the projected growth needs given classroom expansion limitations and to allow continuous development of curricular programs, learning strategies, and services to meet the evolving needs of students and the community.

The annually updated *Master Plan for Education* provides further evidence that the college has identified alternative delivery instruction as a desired outcome. The Institutional Master plan notes that distance education is an important component of the college's future educational activities and has made providing the administrative and technological infrastructure as well as support for distance education an integral component of the college's planning process.

Supportive Learning Environment: In keeping abreast of evolving technologies and emerging delivery systems, Santa Monica College is both anticipating and responding to the evolving needs of the students and the community.

The library is committed to supporting the online community as thoroughly as it supports the traditional campus community. The SMC library provides access to hundreds of subscription databases for online and on-ground students alike. And the library offers an online consultant for assistance with research projects. As yet there is no online tutoring available for students, but the new Writing Center pilot project is exploring options for online delivery of tutoring services.

Student Services (Admissions, Financial Aid, Bookstore, Ombuds Office, EOPS, and Counseling) are all currently available online for online students, and are now or soon will be available online for all students.

Computer and tutoring labs exist in numerous locations throughout the campus to assist students with content and technology-related questions. Additionally, the current course

management system provides a helpline that is available to students and faculty 24 hours a day to provide technological and logistical support with the online platform.

Retention rates in online courses, while just 1% below the national average, are a concern for us. According to CCCCCO Data Mart, the most recent available figures are:

Fall 2008	Statewide Retention Rates for DE Classes:	77.33%
	SMC Retention Rate for DE Classes:	74.01%
Fall 2008	Statewide Retention Rates for Non-DE Classes	83.32%
	SMC Retention Rates for Non-DE Classes	81.24%

(For data on student success, see Appendix H.)

The College offers Distance Education faculty focused workshops on retention strategies, community building in cyberspace, and course enhancement options for the online classroom. These are just a few of the interventions provided by the college in an effort to support faculty in boosting retention. The college also recognizes that online classes can sometimes cause students to have an unrealistic belief in what can reasonably be accomplished in a semester. Students may want to sign up for extra classes or full course loads in addition to work and other life commitments. The college has addressed this by providing online counseling and other support services for online students. Recently the Early Alert system was moved online which helps Distance Education faculty to intervene as soon as students begin to show signs of flagging in their online courses. The Distance Education Best Practices Sub-Committee has considered creating a Best Practices document for students as well as an assessment instrument, in addition to the one provided by eCollege, which will allow students, prior to enrollment, to explore their readiness and aptitude for online learning and to discover their personal learning style.

Stable Fiscal Environment: One component of the 2008 Update to the Master Plan for Education recognizes the need to maintain the technological infrastructure of SMC. In an institution the size of Santa Monica College with a reputation for academic excellence, the demand for continuous improvement and innovation often exceeds the capacity of financial resources. Thus, participatory governance and ensuring that the college connects its financial planning to institutional planning is critical.

A number of college-wide committees and other bodies contribute to the fiscal planning process, some with a more specialized focus than others. All college-wide committees include representatives from faculty, staff, and management, and most include student representatives. The District Planning and Advisory Council (DPAC), the Academic

Senate Joint Information Services Committee (responsible for recommending instructional technology expenditures to the District Technology Committee) and the District Technology Committee (responsible for all technology expenditure recommendations including student services, administrative services, and infrastructure) all participate in the college's fiscal planning process. These committees rely on the *Master Plan for Education* and other planning documents to inform their recommendations and decisions and to ensure that allocations meet funding guidelines and college goals and objectives.

II. Evidence that the institution has provided adequate human, administrative, financial, and physical resources and processes to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality

The District has initiated the following processes and provides the following resources to support the online program:

Administration The Vice-President of Academic Affairs and the Dean of Academic Affairs provide leadership and oversight of online offerings as they do for all academic programs. The Distance Education program is headed by the Associate Dean of Online Services and Support who oversees a full-time support staff of three: one full-time classified administrative assistant, one full-time classified multimedia specialist to support faculty and one full-time classified student services specialist to support students. The Associate Dean oversees the daily running of the online program including the licensing of the contract with a vendor (eCollege) to provide a course management system.

SMC's MIS department designates several staff to provide support specific to the Distance Education program. Duties specific to this area include designing and maintaining the seamless integration of the enrollment system with the online platform. MIS provides daily updates between the enrollment system and the online platform to ensure that all enrollments are current and active in order to ensure reliable course access to students and faculty.

Santa Monica College's online courses are developed and taught by full time and adjunct faculty. Each faculty member is hired under the same quality criteria as faculty who teach any course offered by the college. The ability to teach in a variety of modalities, including distance education, is now being considered as part of the hiring criteria for full-time faculty. Previous Distance Education teaching experience is also considered on a case-by-case basis for adjunct hiring depending on the expected assignment. The college provides all faculty with access to further professional development opportunities in online teaching.

Additional ongoing District financial support has been allocated to fund stipends or 20% reassigned time for faculty who convert or develop courses for online delivery. This support and a one-on-one mentoring system were instituted to aid incoming DE faculty in the process of converting high-quality online course content. The college continues to offer stipends, group and individual training sessions in technology and multimedia, and one-on-one mentoring opportunities to ensure that faculty have support and inspiration as they structure courses for online delivery. Faculty, under the aegis of the Joint Distance Education Committee have collaborated on creating a “Best Practices” guide, a “Methods and Resources Tool, and a “Faculty Readiness Tool” to guide department chairs and new online faculty to help ensure that courses are converted and taught with the highest possible quality.

Curriculum Committee- Each course offered by the College, regardless of the method by which it is delivered, is approved for inclusion in the academic curriculum by the Curriculum Committee using the policies and procedures outlined in the *Program and Course Approval Handbook* as mandated by The California Community College Chancellor’s Office California Code of Regulations, Title 5.

This procedure generally involves a course proposal by a faculty member, approval by that faculty member’s department and Department Chair, and review and approval by the Academic Senate Joint Curriculum Committee. In compliance with Title 5 (55213) which requires that all courses proposed for distance education undergo a separate review process to ensure that the course meets all the standards for courses in general and for distance education listed in Title 5, the Curriculum Committee reviews all courses proposed for online delivery separately. All new courses proposed for online delivery and all existing courses being converted for online delivery begin by seeking departmental approval. The proposal is then forwarded to the Curriculum Committee along with a Distance Education Review and Approval Checklist and a Questions for Faculty form (see Appendix D for Curriculum Committee Documents).

The Distance Education Review and Approval Checklist provides evidence that the new course or the conversion of an existing course meets on-ground standards for courses and that the faculty member proposing the course has considered challenges associated with online delivery such as accessibility guidelines and effective contact with students. The checklist further requires faculty to ensure that library resources for the course are available to the online students and that the current platform offers the necessary technology for effective delivery of the material. The Distance Education Review and Approval Checklist requires evidence of a departmental vote, and sign-off by the Department Chair, the librarian, the web accessibility specialist, the president of the Academic Senate, the chair of the Curriculum Committee, and the Chief Instructional Officer.

The Questions for Faculty form poses eight questions for the faculty to answer in a narrative format. In requesting this form, the Curriculum Committee encourages the faculty member to consider deeply the profound differences between traditional and online delivery. The form asks, for example, how material previously delivered in a

lecture format will be conveyed online. It asks what online experience the faculty member has had, why this course is appropriate for online delivery, and how contact with students will be maintained.

The Joint Distance Education Committee was begun as an advisory committee 1999 and was made a joint committee of the Academic Senate in 2002. It is comprised of administrators, full-time and adjunct faculty, classified staff, and students. It meets twice a month to address issues related to Internet-based teaching and learning. The committee helps to shape policy regarding SMC's Distance Education program, promotes the pedagogy and technology of online instruction, guides experienced faculty in exploring more advanced technical tools and more sophisticated teaching methods, and recommends standards, guidelines, and best practices for students and faculty in online classes. In 2007 the Distance Education committee produced a Best Practices guide for faculty, and a Faculty Readiness Tool to assist faculty and chairs in determining if a faculty member is ready to teach online and able to meet the standards set for online course offerings. Best Practices II was released in 2008. It offers information on how to use the technologies of the current course management system to implement the best practices established in the 2007 guide. Additionally, it offers information on what external tools and multi-media products can integrate with the platform to provide the most effective student contact. (See Appendix E for Distance Education Committee documents.)

The committee has also produced the Semester Starter Kit - a checklist for every online faculty member to use at the beginning of each semester to help ensure that all online courses are student-ready. (See Appendix E)

Additionally, the committee has established an online venue (FAC 101) where sample syllabi, lesson plans, general information regarding online teaching strategies, and innovative online teaching techniques are posted by faculty for others to see. The site serves as a sample of best practices in course design, and as a useful center for new faculty to find tips from seasoned Distance Education ("DE") faculty about what will help to make a course run as smoothly as possible. Other campus constituent groups, such as the library, the Associate Dean of Online Services, and the Disabled Students Services Center maintain pages within this site which thus serves as a central repository of necessary and useful information for the new as well as seasoned DE instructor.

The Distance Education Committee also worked closely with the Curriculum Committee to create the Distance Education Approval and Checklist form as well as the Questions for Faculty form. It continues to collaborate with the Curriculum Committee on matters related to online pedagogy and the college's online course offerings.

The Distance Education Committee also has noted that the flexibility of online learning can also create in students an unrealistic expectation on what can reasonably be accomplished in a semester. The flexibility of online classes encourages some students to sign up for extra classes or full course loads in addition to work and other life commitments in the mistaken belief that online class requirements can be fulfilled in the

spare moments of an already full life. The Distance Education Joint Committee has addressed this in a number of ways such as advocating for cyber counseling and other support services to be available online for Distance Education students. The Distance Education Committee's Best Practice subcommittee has discussed the need for a Best Practices document for students as well as an assessment instrument, in addition to the one provided by eCollege, that will allow students, prior to enrollment, to explore their readiness and aptitude for online learning and to discover their personal learning style.

Multimedia Center The Multimedia Center provides a cluster of instructional support services and facilities, focusing on the use of technology in the instructional programs at Santa Monica College. Within this general charge, the Multimedia Center directly supports faculty by providing technology training for online and hybrid courses.

Contracted Services In order to support a quality, robust, and growing Distance Education program, the District has contracted a full-service course management system (eCollege). This course management system offers reliable course management support, dynamic options for structuring and delivering course materials, and many options for regular and robust interaction between faculty and students. In conjunction with SMC's MIS department, it provides a seamless interface with the campus technological infrastructure including enrollment, library services, counseling, and financial aid. Such interface contributes positively to student success.

Important features of the course management system include the assurance that developed course content resides on the eCollege servers and that eCollege is responsible for uploading and archiving all course content as well as student work. Further, eCollege assumes responsibility for the maintenance of equipment and navigation systems, and secure password protection for all online courses and materials. The District's comprehensive eCollege contract also provides 24/7 technical support to both students and faculty.

Faculty also have full access to an iSupport team provided by eCollege. iSupport offers unlimited phone or email support for course development, multimedia and instructional design expertise, and informational support about the design, development, and teaching methodologies of online courses within the eCollege course management system. This service is available seven days a week during business hours. As the current course management system, eCollege

- Acts as the central portal for online and hybrid courses
- Maintains the necessary infrastructure, including hardware and software to support the college's online courses.
- Yearly provides on-site training and direct support to faculty and staff in use of its online instructional software system
- Investigates and integrates emerging technologies relevant to maintaining a robust online teaching environment

Online Faculty The same standards for minimum qualifications, salary, and teaching load apply to on-ground and online instructors alike. Departments are responsible for all courses in their disciplines, regardless of location or delivery system. Course evaluation for online classes is performed through the same process as on-ground evaluations and includes class visits and a review of curricular materials. Survey instruments are generally based on the same guidelines for on-campus instructors and classes though they also include attention to such online concerns as a course's visual design, ease of interface, and accessibility.

Mentoring To ensure the quality of the conversion of their existing courses to online delivery, the Nursing Program dedicated funds from the Department of Labor grant to establish a mentoring program in which seasoned DE instructors worked individually with nursing instructors to convert the courses. Each mentor/mentee pair spent thirty hours together over a six week period at the end of which the nursing instructor had a functional course shell and sufficient familiarity with the online technologies to manage the course online. This model proved so successful that the college has supported mentoring relationships outside the Nursing Program as well.

Academic Integrity SMC promotes academic integrity throughout the curriculum. Through the work of the new Honor Council, students are now required to sign an Honor Code upon enrollment. Online instructors are encouraged to consider issues of academic integrity as they design their courses, and their online exams. The course management system has an exam guard feature that helps ensure the integrity of the exams offered online. There is also an online vehicle for reporting instances of academic dishonesty. The Honor Council maintains a web page on the SMC site that provides resources for students to understand and uphold the values of honesty, trust, fairness, respect, responsibility, civility, and community in the online and on-ground communities alike.

Additional Support & Service Areas

An online student orientation is available for viewing on the public website of eCollege. Online courses are developed with full accessibility for students with disabilities, furthering the College's mission to "provide open and affordable access to excellent associate degree and occupational certificate programs."

The Santa Monica College Distance Education program endeavors to mirror all support services available to students taking on-ground classes. Admissions, Financial Aid, Academic Counseling, the Disabled Students Center, and Library all provide services to online students remotely.

- Admissions and Enrollment: Students can complete and submit their application fully online (with the exception of printing out and mailing their signature page to campus). Payment for tuition can also be done fully online via credit card. Once registered for online courses, students are sent an automated welcome letter via email with information on their classes and login credentials. At the time of enrollment the student's eCollege homepage is created and students have

immediate access to the online tutorial and can begin to orient themselves to the online learning environment.

- Academic Counseling: In addition to the counseling information available on the entry page of the eCollege platform, there are also links routing students to the SMC Counseling Department. This online site serves the entire campus (online and on-ground). Issues such as eligibility and placement waivers for courses with pre-requisites and advisories can be handled remotely for online students. Response time has recently been reduced from three business days to an average of one business day. Online students have full access to cyber-counselors, and this service has been extended to students in on-ground classes as well.
- Financial Aid: The SMC financial aid advisors continue to provide online students with full support. Online students receive the same level of support as on-ground students and, using the direct links provided on the financial aid pages at www.smconline.org, can even file for federal aid online.
- Textbooks and Course Materials: The SMC bookstore provides the option for all students to order all textbooks and course materials online. Students can access the bookstore directly through the SMC Online portal where they may purchase books and materials and have them shipped worldwide.
- General Inquiry Support: Assistance to students as well as the general-public is available at a designated email alias (inquiry@smconline.org). This site, located on the homepage of the virtual campus at www.smconline.org is managed and maintained by the SMC Distance Education department. DE staff members answer all questions from the public on general issues pertaining to the online program.
- Library Resources and Course Materials: The design of the course management system allows faculty to provide students with a password protected, content-rich learning environment including myriad multi-media options for presenting material. Online students have full electronic access to the college's library resources via the Internet. The eCollege platform has a direct link to SMC's library. This link is a portal to all catalogues, databases, support, services, staff, and resources available to on-ground students.
The Santa Monica College Library contains more than 10,000 e-Books in its collection and provides access to over 18,000 full-text periodical titles online. The electronic databases include full-text magazine and newspaper articles, an online encyclopedia, full-text literature resources and more. An online library research guide has also been developed specifically to support online students with information on the seven steps to effective library research. The library also provides online access to a reference librarian.
- Faculty/Student Interaction: The design of the online course management system provides for both asynchronous and synchronous interaction between faculty and students as well as between students. Private communication tools include email, grade-book comment areas, and journals. Public communication tools include an area for document-sharing, functions to support small and large group collaborations, threaded discussions, synchronous and asynchronous chats and CLASS LIVE - a synchronous communication tool using a whiteboard. eCollege also offers CLASS LIVE PRO which has a Voiceover Internet Protocol (VOiP)

that allows faculty to talk to the students via a microphone inside the course shell. Currently SMC classes do not have this feature available in course shells, but a pilot group of Basic Skills faculty from different local colleges is using CLASS LIVE PRO to collaborate on Basic Skills curriculum. Recent upgrades of technology allow faculty and students to integrate real-time and archived voice assisted communication tools such as WIMBA to enhance course material. This asset is being used successfully in the modern languages hybrid classes. Other communication technologies such as web casting and mp3 files (podcasting) have also recently been integrated into online classes.

- **Tutoring:** Online tutorial services are not currently available to online students. With many online students attending traditional classes as well, the traditional in-person tutoring locations are available to them. The Writing Center Pilot Project is currently investigating establishing an online tutorial support for students.

Evidence of appropriate equipment and facilities

The nature of online instruction minimizes the need for traditional physical facilities. However, online instruction requires considerable investments in technology infrastructure. One component of the 2008 Update to the Master Plan for education recognizes the need to maintain the technological infrastructure of SMC. In an institution the size of Santa Monica College with a reputation for academic excellence, the demand for continuous improvement and innovation often exceeds the capacity of financial resources. Thus, participatory governance and ensuring that the college's financial planning is connected to institutional planning is critical.

A number of college-wide committees and other bodies contribute to the fiscal planning process, some with a more specialized focus than others. All college-wide committees include representatives from faculty, staff, and management, and most include student representatives. The District Planning and Advisory Council (DPAC), the Academic Senate Joint Information Services Committee (responsible for recommending instructional technology expenditures to the District Technology Committee) and the District Technology Committee (responsible for all technology expenditure recommendations including student services, administrative services, and infrastructure) all participate in the college's fiscal planning process. These committees rely on the *Master Plan for Education* and other planning documents to inform their recommendations and decisions and to ensure that allocations meet funding guidelines and college goals and objectives. Additionally,

- Academic and Computing Services facilitate access for students, staff, and faculty to the resources needed to succeed in their instructional computing objectives. The program assists with computer technologies planning, evaluation, acquisition, and implementation. Coordination with other college resources provides training, support, network, and telecommunication capabilities.
- Santa Monica College provides a range of library, learning resources and computer labs to support students and faculty in online classes. Additionally, on-ground tutorial centers and writing labs are available. The library, learning labs,

math/science labs and general computer labs provide Internet access for students and faculty.

Santa Monica College has a variety of systems in place to aid in the selection, maintenance, inventory and replacement of equipment that supports the educational programs and services of the institution. The instructional technology infrastructure of the institution is well maintained.

Evidence of fiscal resources including the initial and long term amount and sources of funding for the proposed change

The District Planning and Advisory Council (DPAC) provides a forum for the integration of educational, financial, physical, and student services planning by reviewing activities, coordinating planning efforts, and advising the President and the Board. DPAC helps coordinate planning information among the core planning committees and serves as the main forum within the college community for systematic review of all policy and planning matters relating to the college's budget and finances.

Fiscal stability reports and capital outlay plans are evaluated regularly. In addition, the college maintains a Master Plan for Technology that guides the institution in meeting its technology needs. Objective 8 of the updated 2008-09 Technology Objectives is the implementation of the first phase of a campus-wide infrastructure equipment renewal project.

Since 1998, the District has used eCollege as the course management system for Distance Education. From 1998-2009, the annual contract was based upon a per-seat fee. For 2009-2010, the District has negotiated a contract for the flat amount of \$850,000 (based upon the 2008-2009 contract amount) with no additional charge for any increase in the number of student enrollments. There is an option for an extension of this agreement for 2010-2011. In addition to the District's financial commitment for technical support, the current Faculty/District collective bargaining agreement includes faculty compensation for new course development and stipends as part of the mentor training program. Although, on the surface, this may seem to be a large investment, online education accounted for 12.5% (2856.66) of credit resident FTES for 2008-2009. Therefore, the revenue far exceeds these expenditures, and the college's limitation in the number of available classrooms would prevent replacement of this FTES through "on-ground" offerings.

A plan for monitoring achievement of the desired outcomes of the proposed change

Planning and evaluation of online courses take place regularly

- Each academic department considers FTES trends, average class size, program efficiency, retention rates, full-time/part-time instructor ratios, grade

- distribution/success rates, budgets, prior planning documents, and advisory board recommendations in developing and scheduling online courses.
- Evaluation of course content and the effectiveness of individual courses and sections is handled at the departmental level using the same standards that apply to on-ground courses, though with added attention to course design, visual appeal, use of appropriate and effective technologies, and adherence to accessibility guidelines.
 - The current course management system has the capacity to create and deploy student evaluations. The results go to a designated administrator as well as to the instructor of record. Use of this tool was de-activated at the request of faculty several years ago because of concerns over when and how it was being activated. An online student evaluation instrument developed in fall 2007 is currently being beta tested
 - At the program level, the Distance Education committee has been active in developing a Best Practices document that provides new and continuing online faculty with a clear set of standards for course appearance, maintaining effective contact with students, and for ensuring that instructors clearly delineate the course requirements, methods of contacting the instructor, and available resources for technical- and content-related questions. The Best Practices document also encourages the use of available course technologies to address the students' various learning modalities.
 - A desire to maintain the highest quality of instruction prompted the recently drafted Faculty Readiness Tool. This document can serve as a guide for department chairs when deciding if a faculty member is prepared to build and teach a quality online class.
 - Outcomes are monitored based on transfer rates, degree completion, course completion and basic skills improvement.

III. Evidence that the institution has received all necessary internal or external approvals, including: A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed

The increase in online course offerings, such that more than 50% of the requirements for some associate degrees, Certificates of Achievement, and Department Certificates may be completed online has received all necessary internal approvals. Following departmental and Curriculum Committee approval, the Academic Senate and the Board of Trustees of the Santa Monica College District have approved all courses that are required for the degrees or certificates. All relevant courses have had prior approval by the California Community College Chancellor's Office. Through the collective bargaining process, faculty and administration continue to address issues of intellectual property, course evaluation, and class sizes. It has been the position of both faculty and administration that policies related to online course development and delivery should parallel those for "face-to-face" delivery, whenever possible.

Evidence that any legal requirements have been met

This approval and notification meet all legal and procedural requirements.

Evidence of governing board action to approve the change and any budget supporting the change

As this proposal addresses only an increase in the college's course offerings so that 50 percent of the courses for certain degrees and certificates may be taken online, there has been no need for a specific Board action on this matter. The Board has followed the growth of the online program and most recently has approved the extension of the annual site license based on the anticipated number of enrollments in online classes. Included in the extension was an addendum for a two year extension of the contract with eCollege. This approval occurred at the regular Board meeting on January 14, 2008.

IV. Evidence that each Eligibility Requirement will still be fulfilled after the change. Any requirements that are particularly impacted by the change should be addressed in detail

- **Authority:** Santa Monica College is now and will continue to be an authorized California College with a California Community College Chancellor's Office approved inventory of degree and certificate programs. Thus, the increase in online offerings does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Mission:** The expansion of online course offerings will allow the college greater capacity to provide a learning environment that challenges students and supports them in achieving their educational goals. The increase in online courses will improve SMC's ability to continue to meet this eligibility requirement.
- **Governing Board:** SMC will continue to operate under the direction of the Santa Monica College Board of Trustees which will continue to function as an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions, and will continue to be sufficient enough in size to continue to fulfill its responsibilities consistent with California Education Code. The increase in online course offerings will not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Chief Executive Officer:** As it always has, SMC continues to have a full-time Superintendent/President. This circumstance will not be changed by the increase in course offerings and therefore will not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Administrative Capacity:** The administrative capacity of the college is adequate as it is and capable of meeting the challenges posed by the increase in online course offerings. The creation of the position of Associate Dean of Online Support and Services, along with robust faculty involvement, has helped to ensure the program's thoughtful and careful growth. The Distance Education Program is growing rapidly, however, and dedicated administrative support has not kept pace

with it. While the increase in online course offerings does not alter the college's continued ability to meet the eligibility requirement, an expanded administrative structure dedicated to the myriad facets of the Distance Education Program needs to be pursued.

- **Operational Status:** The described increase in online course offerings does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Degrees:** Currently the overwhelming majority of SMC's educational offerings are of a California Community Colleges Chancellor's Office approved degree or certificate program. Courses that are not part of an approved degree or certificate program have been approved as Stand-Alone Courses pursuant to California Community Colleges Chancellor's procedures. These circumstances will not be altered by the increase in online course offerings. The increase described in this proposal will offer students even greater ability to achieve their academic goals in a timely manner and will not otherwise change, alter, or affect SMC's continued ability to meet the eligibility requirement.
- **Educational Programs:** SMC's principal degree and certificate programs are currently congruent with its mission and are approved by the State Chancellor's Office. This circumstance will not change with the increase in online course offerings. The increase in online course offerings does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Academic Credit:** SMC awards academic credits based on accepted practices found in degree-granting institutions of higher education. The means by which academic credit is earned is clearly described in the current catalogue and on the college website. The definition of credit is in accordance with the regulations of the California Community Colleges. The expansion of services to offer courses online does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Educational Objectives:** The SMC catalogue clearly publishes the requirements for all of its degree and certificate programs. The increase in online course offerings does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **General Education:** The general education requirements remain the same for the credit programs. Current policy and criteria used to evaluate courses proposed for placement in a general education category will not be altered. The increase in online course offerings does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Faculty:** The increase in online course offerings will not affect the present number of faculty employed at the College, nor will it alter agreements between the Faculty Association and the District. The increase in online course offerings does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Student Services:** As reflected in the Accreditation Self Study, SMC offers appropriate student services to support its educational mission and programs. The college has already expanded most of the student services to include online access for online students, and many of the college's student services are now or soon

will be available online to all students. Thus the increase in online course offerings enhances SMC's continued ability to meet the eligibility requirement.

- **Admissions:** Admission policies and procedures are consistent with the college's mission and adhere to information published in the current SMC catalogue. The increase in online course offerings does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Information and Learning Resources:** SMC, as described in the last Accreditation Self Study, provides sufficient access to information and learning resources and supports the college mission and its educational programs. The increase in online course offerings does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Financial Resources:** The increase in online course offerings has helped the college to achieve its enrollment targets and thus has ensured funding during the recent period of massive facilities modifications and construction. The increase will have a positive impact on the financial resources of the College and does not represent a substantial change or redirection of the institution's resources.
- **Financial Accountability:** Financial accountability will continue to be demonstrated through the findings of an independent auditor secured by the Board of Trustees. Board approved policies and procedures regarding all fiscal matters will continue. The increase in online course offerings does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Institutional Planning and Evaluation:** SMC will continue to have effective institutional planning processes and program evaluation. The increase in online course offerings does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.
- **Public Information:** SMC's ability to meet the expectations of this area in respect to the catalogue and other college publications, and all information pertinent to its programs and services will be enhanced. Items such as mission, objectives, admissions information, courses, degrees offered and other items related to attendance will continue to be described clearly in public documents which can now be made more broadly available online.
- **Relations with Accrediting Commission:** The district will continue to provide assurance that the college will continue to adhere to the eligibility requirements and accreditation standards and policies of the Commission. SMC will continue to describe itself in identical terms to all its accrediting agencies, will continue to communicate any changes in its accredited status, and will continue to agree to disclose information required by the Commission to carry out its accrediting responsibilities. The increase in online course offerings does not change, alter, or affect in any way SMC's continued ability to meet the eligibility requirement.

V. Evidence that each accreditation standard will still be fulfilled after the change and that all relevant Commission and Distance Learning policies are addressed. Any standards that are particularly impacted by the change should be addressed in detail. Description of the process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change

Standard One

Institutional Mission and Effectiveness

- As affirmed in the 2004 Accreditation Evaluation Report, the college is in compliance with Standard One. The evaluation noted that Santa Monica College has established realistic goals to improve its effectiveness. These goals were recognized as consistent with the college’s mission statement and are published in the *Master Plan for Education*. Most of these goals are measurable. The college now uses the District Planning and Advisory Council (DPAC) as the central planning committee. DPAC is made up of the leadership of all college constituencies to ensure the planning process is broad based and offers appropriate opportunities for input. The college annually develops the *Master Plan for Education* that includes specific action plans that are designed to improve institutional effectiveness and to guide the allocation of resources.
- The college also has at least three other pivotal plans that are produced through broad based participation and focus on institutional improvement. The *Comprehensive Facility Master Plan* was developed in 1998, and the final project in this ten-year plan—the Student Services and Administration Building—is currently under construction. An updated facility master plan is currently in progress. The *Master Plan for Technology* is developed annually by the Academic Senate Joint Information Services Committee (whose function is to assess academic computing needs) and the District Technology Committee (whose function is to integrate the academic computing priorities with the technology needs of Student Services, administrative services, and the college’s overall infrastructure). Finally, the annual budget plan is the expression of these planning activities in terms of resource allocation.
- Additionally, the evaluation team recommended that the college initiate an institution-wide dialogue about student learning outcomes and processes to facilitate learning, which has been done.

The expansion of the online offerings enhances and will not alter the ability of the institution to meet this standard.

Standard II

Student Learning Programs and Services

- The evaluation committee also noted a “very strong instructional program with a wide range of programs designed to meet the varied educational needs of its students.” The courses offered by the college are diverse and carefully sequenced where appropriate and are offered in sufficient numbers that students can complete their programs in a timely manner. The expansion of online courses will

- help the college to continue to meet student demand for classes. The evaluation committee specifically commended the college “for its distance education program and the growth this program has experienced, its range of offerings, and the support for faculty in developing and delivering online courses.”
- In the 2004 Accreditation Report, the evaluation team was able to validate that the 2004 self study document accurately identified the accomplishments, issues, concerns and practices of the student services area of the college and that the college meets the intent and purpose of Standard Two. In the evaluation, Santa Monica College was commended for the “comprehensive and vibrant number of student services programs and the staffs of these programs who show an exceptionally strong commitment to the success of the students.” In addition, the committee noted a strong connection between instruction and student services as evidenced by the large number of collaborative special support programs and interventions focused on student success.
 - The 2004 evaluation also noted that there are sufficient library and learning support services to support the institution’s instructional programs. The evaluation commends the college’s multiple library services, particularly the addition a newly remodeled and expanded library building that facilitates the college’s educational offerings. Specifically, the evaluation notes that the new facility provides access to computers and that the library has made significant effort to make resources available to both on-campus and online students. It also notes that the library has well-documented instructions on how to establish online access accounts and that it provides a variety of electronic services such as the email based reference resource “Ask a Librarian.” It also notes that resources are accessible for users with disabilities. Currently, online access is available to the library’s vast collection of resources in a variety of online databases. Students may link directly to those resources from within any online course.

The SMC library has developed multiple strategies to provide library instruction and resources to the campus community. The 2004 evaluation noted in particular courses offered by the library to enhance information competency. It specifically noted two credit classes: Library 1, Library Research Methods and Library 3, Advanced Library Research Methods. Those two classes, along with Counseling 20, the Student Success Seminar, have since been converted for online delivery.

Media Services also supports the needs of Distance Education. It offers training and media production services for online and on-ground courses. Media Services maintains a web page outlining its services. A faculty technology lab is located in the Media Center and offers training for faculty in a variety of technologies, including the use of eCompanion and eCollege tools. For the 2008-2009 academic year, 350 faculty members utilized eCompanion. The Distance Education multimedia specialist also offers support in close-captioning audio-video material for online delivery.

Tutoring is not currently offered online. The 2004 evaluation noted the need for the college to address its decentralized tutoring system and encouraged

consideration of the tutoring needs of online students as well. The college is engaged in an ongoing discussion of the best way to offer tutoring support for online students.

The expansion of SMC's online offerings enhances and will not alter the ability of the institution to meet this standard.

Standard Three **Resources**

Santa Monica College effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes—including meeting the stated student learning outcomes – and to improve institutional effectiveness.

- Despite budgetary constraints over the past few years that have forced the college to defer the filling of some vacant positions, the college is committed to employing and maintaining a diverse and qualified workforce. The college's hiring practices create an environment in which equity and diversity are valued and embraced. The accreditation team validated this commitment during its visit. The college goes to great lengths to ensure the employment of highly qualified personnel whose training and experience enable them to make significant contributions to the success of the college and its students. A combination of state standards and locally developed regulations set the criteria, qualifications, and procedures for selection of personnel. The college adheres to these standards and regulations in its hiring practices. Given the college's commitment to innovative teaching, special attention is given to online teaching experience in the hiring of new faculty. The college provides myriad opportunities to faculty and staff for professional growth and development including flex activities, sabbatical leaves, department-sponsored workshops and training, on-line professional development resources, technology training, and mentoring relationships for training in online pedagogy.
- The college's physical resources, which include facilities, equipment, land, and other assets support student learning programs and services and improve institutional effectiveness. The college provides unique and diverse physical resources to address the multiple communities it serves. The 2004 Accreditation report concluded that despite some problems with facilities maintenance and custodial care due to budget constraints, the college provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. Further, the team commended the college for its development of unique and diverse facilities that are tailored to specific communities within the district. The online delivery system extends the college's commitment to provide modes of instruction that meet the needs of SMC's diverse student population.
- The 2004 Accreditation report found that the college's "technology resources are shown to be well planned to support student learning and to support other college needs for communication and teaching." Through Santa Monica College's contract with eCollege, much of the technological infrastructure for online course offerings is handled off site. SMC's MIS department maintains a seamless

integration of eCollege with on-campus systems such as enrollment, counseling, and the library. The use of technology in teaching and learning has increased on the SMC campus each semester. In addition to fully online courses, many instructors have incorporated technology into their classroom pedagogy. eCompanion, eCollege's platform providing online enhancement for ground classes, allows instructors to enrich the learning experience with class sites for information and discussion forums, whether they teach in the hybrid, or face-to-face mode. SMC is currently well served by available technology resources. A sufficient number of computers support instructional programs and student services needs.

- Financial resources for Santa Monica College are primarily based on state apportionment. Financial planning at the college is in part addressed by the District Planning and Advisory Council (DPAC) which involves all constituencies and is based on the college mission and strategic planning goals. External audits are conducted yearly for all funds and audits are reported to the Board of Trustees and posted on the college web site.

The expansion of online offerings enhances and will not alter the ability of the institution to meet this standard.

Standard IV **Leadership and Governance**

The 2004 Accreditation Committee found that the college is in compliance with Standard IV; however, they felt that there was "a critical need for the college to review its established governance structures, decision-making processes, and practices to ensure the governing board, administrators, faculty, staff, and students work together for the good of the institution."

- On January 10, 2005 the Board of Trustees adopted a policy that established a college-wide planning committee called the District Planning and Advisory Council (DPAC). DPAC is comprised of representatives from the faculty (Academic Senate and Faculty Association), classified staff (Classified Senate and CSEA), students (Associated Students) and management (Administration/Management Association), who mutually agree upon the numbers, privileges, and obligations of Council members. Five subcommittees (or Planning Resource Work-Groups) were formed: Budget Planning, Facilities Planning, Human Resources Planning, College Operational Services Planning, and Technology Planning. In its May 2, 2005 Report on the Progress visit, the evaluation team noted that the college had made significant progress in establishing a new collegial governance structure with the inception of DPAC. They also noted the optimism among the campus population that DPAC can be successful following many years of distrust on campus.
- In response to another recommendation of the 2004 evaluation team that SMC develop a plan for monitoring and evaluating service providers of Distance Education delivery systems, DPAC has recently encouraged the CMS platform

research sub-committee of the Joint Distance Education Committee to move forward with that process. A “faculty needs assessment” survey was created and deployed to all Distance Education faculty during the fall of 2007. This year, the survey has been expanded and has recently been sent to all Distance Education faculty. The survey seeks to ascertain the specific tools that SMC Distance Education faculty require from a course management system. SMC is committed to performing a thorough assessment of the college’s Distance Education needs and the available course management systems. The collegial and representative nature of DPAC’s leadership has been instrumental in keeping this assessment as a campus-wide priority.

The expansion of online offerings enhances and will not alter the ability of the institution to meet this standard.

VI. Compliance with Accrediting Commission Policy on Distance Learning

As illustrated throughout this proposal, Santa Monica College offers its Distance Education program in compliance with the Accrediting Commission Policy on Distance Learning.

Curriculum and Instruction

Each course offered by the College is approved for inclusion in the academic curriculum by the Curriculum Committee using the policies and procedures outlined in the *Program and Course Approval Handbook*. An additional review process is conducted on all courses proposed for online delivery. In that second scrutiny, the committee addresses issues of effective student contact, availability of resources, and appropriate use of technology and currency of materials. Additionally, the college supports peer-review of online courses as part of the faculty evaluation process and the Distance Education Committee has been instrumental in developing and distributing a series of Best Practices documents to offer a model of effective and robust online pedagogy. The college also supports training of faculty in online technologies and pedagogy.

Institutional Context and Commitment

Role and Mission

The mission of the college is to provide “a learning environment that both challenges and supports students in achieving their educational goals.” The college also seeks to “prepare our students to contribute to the global community.” The Distance Education Program helps the college to fulfill this mission by extending the college’s ability to offer open and affordable access to high quality associate degrees, career certificates, and certificates of completion as well as transfer programs to a wide range of students. All courses for online delivery go through an additional review by the Curriculum Committee to ensure

that they meet the program objectives and that the online delivery is appropriate to the course materials. The additional review also ensures that effective student contact has been structured into the course.

Learning Resources

The college has adequate learning resources to meet the needs of the online students and faculty. The library provides online access to a vast number of subscription databases as well as a reference librarian who is accessible through email. Faculty has access to training in online technology through the campus Media Services and to online pedagogy through eCollege's iSupport, webinars, mentoring and on-site visits.

Students and Student Services

Information on the courses, requirements, and contact with faculty is provided to students on the SMC webpage via portal to eCollege – the college's current course management system. At that site students are also encouraged to take an eCollege tutorial course to become familiar with the specific technology that they will encounter in the online classroom. The SMC webpage also contains a "Welcome to Distance Education" page that offers information on the technical and temperamental requirements for online learning and a link to a robust "Frequently Asked Questions" page. The Distance Education Committee's Best Practices document also recommends that initial contact with students begin up to two weeks before the class begins, to apprise students of the specific requirements for the course and for online learning in general. Effective contact with online students is a major focus of the college's planning, evaluation of, and training for online courses. The Best Practices document details the amount and kind of contact that courses should offer, and urges departments to assess the effectiveness of student contact in the normal evaluation process for online courses. All students are provided with a SMC email account and have online access to Admissions, Counseling, the library, the bookstore, and Financial Aid Services.

Commitment to Support

The Distance Education Program grew rapidly and has, in some ways, outgrown the original expectations. Nevertheless, ensuring an effective, reliable learning experience for students has always been the primary goal, and that has not changed. The college has supported faculty with mentoring and stipends to ensure the best conversion of curricular materials onto the online format. The continued, planned growth of the college's technological infrastructure is a major focus of the *Master Plan for Technology*, and continued, seamless integration of student support services with the online program remains a constant focus of attention. Ongoing training is available to faculty through the college's Media Services area as well as through the course management system, eCollege. Recently the District Planning and Advisory Council initiated a survey of the

online faculty's platform needs in advance of a study to determine the best course management system for the college. The college's understanding of Distance Education has grown exponentially since the original platform decision was made in 1999. This growth and evolving understanding of online teaching and learning has inspired a commitment to a long-term study to find the best course management system possible to meet the needs of the college and its students.

Evaluation and Assessment

The same standards for minimum qualifications, salary, and teaching load apply to on-ground and online instructors alike. Departments are responsible for all courses in their disciplines, regardless of location or delivery system. Course evaluation for online classes is performed through the same process as on-ground evaluations and includes class visits and a review of curricular materials. Survey instruments are generally based on the same guidelines for on-campus instructors and classes though they also include attention to such online concerns as a course's visual design, ease of interface, and accessibility. Online classes are evaluated following the faculty's regular evaluation schedule, and an evaluation instrument specifically focused on evaluating the appropriate and innovative use of technology in the online classroom is being considered. An online student evaluation instrument developed in fall 2007 is currently being beta tested. Outcomes are monitored based on transfer rates, degree completion, course completion and basic skills improvement.

Authentication

Santa Monica College establishes that a student who registers in an online course is the same student who participates in the course, completes it, and receives academic credit for it through a secure login procedure. The SMCOOnline platform (eCollege) is a password-protected, secured learning environment which is fully integrated with the College's Management Information Systems student self-service enrollment system. Online students are provided access to the platform and their online classes only if they can provide a set of two unique user credentials (login and password) required to prove their identity. This login procedure must be followed each and every time a student enters any online class for the duration of a term.

APPENDICES

Appendix A – Associate in Arts Degrees

Associate in Arts Degree in Accounting 60 units total

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Core Courses: (12 Units)		
BUS 1, Introduction to Business	3	X
BUS 31, Business English, <i>or</i>	3	
BUS 32, Business Communication	3	
CIS 1, Introduction to Computers <i>or</i>	3	X
CIS 4, Intro. To Computers with Business Applications	3	X
Required Concentration Courses: (16 Units)		
ACCTG 1, Principles of Accounting <i>and</i>	5	X
ACCTG 2, Principles of Accounting	5	X
ACCTG 31A, Excel for Accounting <i>or</i>	3	X
CIS 31, Accounting Spread Sheets	3	
ACCTG 35, QuickBooks <i>or</i>	3	
CIS 35, QuickBooks	3	
Total major units	28	22
Total general education units	18	15
Total elective units	14	14
Total AA Degree units	60	51
Percentage of units for AA Degree available online		85%

**Associate in Arts Degree in Business Administration
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
ACCTG 1, Principles of Accounting <i>and</i>	5	X
ACCTG 2, Principles of Accounting	5	X
BUS 1, Introduction to Business	3	X
BUS 5, Business Law	3	X
ECON 1, Principles of Microeconomics	3	
ECON 2, Principles of Macroeconomics	3	X
MATH 2, Precalculus <i>or</i>	5	
MATH 28, Math for Business & Social Sciences, <i>or</i>	5	
MATH 7, Analytic Geometry & Calculus <i>or</i>	5	
Math 52, Elementary Statistics	3	
Total major units	25	19
Total general education units	18	15
Total elective units	17	17
Total AA Degree units	60	51
Percentage of units for AA Degree available online		85%

**Associate in Arts Degree in Business Entrepreneurship
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (12 UNITS)		
BUS 1, Introduction to Business	3	X
BUS 31, Business English <i>or</i>	3	
ENGL 1, Reading and Composition	3	X
BUS 32, Business Communication	3	
CIS 1, Introduction to Computers <i>or</i>	3	X
CIS 4, Intro. To Computers with Business Applications	3	X
CONCENTRATION COURSES		
ACCTG 1, Principles of Accounting <i>or</i>	5	X
ACCTG 21, Business Bookkeeping	3	X
BUS 5, Business Law	3	X
BUS 63, Principles of Entrepreneurship	3	
CHOOSE ONE FROM THE FOLLOWING		
BUS 20, Principles of Marketing	3	X
BUS 23, Principles of Selling	3	X
BUS 27, Introduction to eCommerce	3	X
BUS 45, Individual Financial Planning	3	
BUS 50, Introduction to International Business	3	

BUS 53, Importing and Exporting	3	
BUS 55, S.CA International Connections	3	
BUS 62, Human Relations & Ethical Issues in Business	3	
BUS 65, Management Principles	3	X
Total major units	24	24
Total general education units	18	15
Total elective units	18	18
Total AA Degree units	60	57
Percentage of units for AA Degree available online		95%

**Associate in Arts Degree in Business Management & Leadership
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Core Courses (12 UNITS)		
BUS 1, Introduction to Business	3	X
BUS 31, Business English <i><u>or</u></i>	3	
ENGL 1, Reading and Composition	3	X
BUS 32, Business Communication	3	
CIS 1, Introduction to Computers <i><u>or</u></i>	3	X
CIS 4, Intro to Computers with Business Applications	3	X
Concentration Courses (9 Units)		
BUS 51, Intercultural Communications <i><u>or</u></i>	3	
SPEECH 5, Interpersonal Communication <i><u>or</u></i>	3	X
SPEECH 7, Intercultural Communication	3	X
BUS 62, Human Relations & Ethical Issues in Business	3	
BUS 65, Management Principles	3	X
Total major units	21	15
Total general education units	18	15
Total elective units	21	21
Total AA Degree units	60	51
Percentage of units for AA Degree available online		85%

Associate in Arts Degree in Business Marketing
60 units total

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (12 UNITS)		
BUS 1, Introduction to Business	3	X
BUS 31, Business English <i>or</i>	3	
ENGL 1, Reading and Composition	3	X
BUS 32, Business Communication	3	
CIS 1, Introduction to Computers <i>or</i>	3	X
CIS 4, Intro to Computers with Business Applications	3	X
CONCENTRATION COURSES		
BUS 20, Principles of Marketing	3	X
BUS 26, Marketing Research and Consumer Behavior	3	X
BUS 28, Integrated Marketing Communications	3	X
CHOOSE ONE FROM THE FOLLOWING		
BUS 22, Introduction to Advertising	3	X
BUS 23, Principles of Selling	3	X
BUS 52, International Marketing	3	
BUS 62, Human Relations & Ethical Issues in Business	3	
Total major units	24	21
Total general education units	18	15
Total elective units	18	18
Total AA Degree units	60	54
Percentage of units for AA Degree available online		90%

**Associate in Arts Degree in Business Merchandising
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (12 UNITS)		
BUS 1, Introduction to Business	3	X
BUS 31, Business English <i>or</i>	3	
ENGL 1, Reading and Composition	3	X
BUS 32, Business Communication	3	
CIS 1, Introduction to Computers <i>or</i>	3	X
CIS 4, Intro to Computers with Business Applications	3	X
CONCENTRATION COURSES		
BUS 20, Principles of Marketing	3	X
BUS 21, Merchandising Principles	3	
BUS 25, Principles of Merchandising Display	3	
CHOOSE ONE FROM THE FOLLOWING (3 UNITS):		
BUS 22, Introduction to Advertising	3	X
BUS 23, Principles of Selling	3	X
BUS 28, Integrated Marketing Communications	3	X
BUS 62, Human Relations & Ethical Issues in Business	3	
Total major units	24	15
Total general education units	18	15
Total elective units	18	18
Total AA Degree units	60	48
Percentage of units for AA Degree available online		80%

Associate in Arts Degree in Computer Programming
60 units total

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (17 UNITS)		
CS 3, Introduction to Computer systems (3)	3	
CS 40, Operating Systems or	3	
CS 80, Introduction to Internet Programming (CS 80 is required for students completing GROUP 2 below.)	3	
CS 50, C Programming	3	X
CS 60, Database Concepts and Applications	3	
Math 20 or higher, Intermediate Algebra or one higher level math course	5	
REQUIRED CONCENTRATION COURSES (Select two of the following groups)		
<u>Group 1:</u>		
CS 15, Visual Basic Programming and	3	X
CS 19, Advanced Visual Basic Programming	3	X
<u>Group 2:</u>		
CS 81, JavaScript and Dynamic HTML and	3	X
CS 82, ASP.NET Programming in C# or	3	
CS 83, Server-Side Java Web Programming or	3	
CS 84, Programming with XML or	3	X
CS 85, PHP Programming	3	X
<u>Group 3:</u>		
CS 65, Oracle Programming	3	
CS 66, Advanced Oracle	3	
<u>Group 4:</u>		
CS 52, C++ Programming and	3	
CS 51, Visual C++ Programming or	3	
CS 20A, Data Structures with C++	3	
<u>Group 5:</u>		
CS 55, Java Programming and	3	X
CS 56, Advanced Java Programming or	3	
CS 20B, Data Structures with Java	3	
Total major units	29	15
Total general education units	18	15
Total elective units	13	13
Total AA Degree units	60	43
Percentage of units for AA Degree available online		72%

**Associate in Arts Degree in Computer Science
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (28 UNITS)		
CS 3, Introduction to Computer systems (3)	3	
CS 17, Assembly Language Programming	3	X
CS 40, Operating Systems	3	
CS 42, Computer Architecture	3	
CS 50, C Programming	3	X
CS 60, Database Concepts and Applications	3	
Math 7, Calculus 1	5	
Math 8, Calculus 2	5	
REQUIRED CONCENTRATION COURSES (Select one of the following groups)		
Group 1:		
CS 52, C++ Programming and	3	
CS 20A, Data Structures with C++	3	
Group 2:		
CS 55, Java Programming and	3	X
CS 20B, Data Structures with Java	3	
Total major units	34	9
Total general education units	18	15
Total elective units	8	8
Total AA Degree units	60	32
Percentage of units for AA Degree available online		53%

**Associate in Arts Degree in Database Applications Developer
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (27 UNITS)		
CS 3, Introduction to Computer systems	3	
CS 15, Visual Basic Programming	3	X
CS 19, Visual basic Advanced Programming	3	X
CS 32, Database Programming in VB.NET	3	X
CS 37, Web Programming in VB.NET	3	X
CS 60, Database Concepts and Applications	3	
CS 61, Microsoft SQL Server Database	3	
CS 65, Oracle Programming	3	
CS 74A, Security in VB.NET Applications	3	X
Select two of the following courses:		
CS 66, Advanced Oracle	3	
CS 68, Oracle Database Administrator	3	
CS 84, Programming with XML	3	X
CS 85, PHP Programming	3	X
Total major units	33	21
Total general education units	18	15
Total elective units	9	9
Total AA Degree units	60	45
Percentage of units for AA Degree available online		75%

Associate in Arts Degree as a Web Programmer
60 units total

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (18 UNITS)		
CS 3, Introduction to Computer systems	3	
CS 60, Database Concepts and Applications	3	
CS 70, Networking Theory and Essentials	3	
CS 80, Internet Programming	3	
CS 81, JavaScript and Dynamic HTML	3	X
CS 84, Programming with XML	3	X
Select one of the following two groups:		
CS 15, Visual Basic Programming <u>and</u>	3	X
CS 19, Advanced Visual Basic Programming <u>or</u>	3	X
CS 55, Java Programming <u>and</u>	3	X
CS 56, Advanced Java Programming	3	
Select one of the following Courses: (3 units)		
CS 32, Database Programming in VB>NET	3	X
CS 61, Microsoft SQL Server Database	3	
CS 65, Oracle Programming	3	
Select one of the following Courses: (3 units)		
CS 37, Web Programming in VB.Net, <u>or</u>	3	X
CS 82, ASP.NET Programming in C# <u>or</u>	3	
CS 83, Server Side Java Web Programming <u>or</u>	3	
CS 85, PHP Programming	3	X
Total major units	30	18
Total general education units	18	15
Total elective units	12	12
Total AA Degree units	60	45
Percentage of units for AA Degree available online		75%

**Associate in Arts Degree in Early Childhood Education
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (21 Units)		
ECE 2, Early Childhood Education Program	3	X
ECE 11, Home, School and Community	3	X
ECE 21, Early Childhood Practices	4	
ECE 22, Early Childhood Lab	5	
ECE 64, Child Health, Safety and Nutrition	3	X
Psych 11, Child Growth & Development	3	X
Required Curriculum Courses; select two courses: (6 Units)		
ECE 4, Language and Literature for the Young Child	3	X
ECE 5, Math and Science for the Young Child	3	
ECE 8, Creative Experiences: Art, Music, and Movement	3	
ECE 61, Teacher-Child Interactions	3	X
Total major units	27	18
Total general education units	18	15
Total elective units	15	15
Total AA Degree units	60	48
Percentage of units for AA Degree available online		80%

**Associate in Arts Degree in Early Childhood Intervention Assistant
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (27 Units)		
ECE 2, Early Childhood Education Program	3	X
ECE 11, Home, School and Community	3	X
ECE 21, Early Childhood Practices	4	
ECE 23, Practicum in Early Intervention	5	
ECE 45, Education of Exceptional Children	3	X
ECE 46, Infant Through Toddler Studies	3	X
ECE 49, Exceptional Children in the Classroom	3	
Psych 11, Child Growth & Development	3	X
First Aid/CPR Training		
Total major units	27	15
Total general education units	18	15
Total elective units	15	15
Total AA Degree units	60	45
Percentage of units for AA Degree available online		75%

**Associate in Arts Degree in Early Childhood Intervention Teacher
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (21 Units)		
ECE 2, Early Childhood Education Program	3	X
ECE 11, Home, School and Community	3	X
ECE 45, Education of Exceptional Children	3	X
ECE 46, Infant Through Toddler Studies	3	X
ECE 49, Exceptional Children in the Classroom	3	
ECE 64, Child, Health, Safety and Nutrition	3	X
Psych 11, Child Growth & Development	3	X
Required Curriculum Courses; select two courses: (6 Units)		
ECE 4, Language and Literature for the Young Child	3	X
ECE 5, Math and Science for the Young Child	3	
ECE 8, Creative Experiences: Art, Music, and Movement	3	
ECE 61, Teacher-Child Interactions	3	X
Required Practicum Courses (14 units)		
ECE 21, Early Childhood Practices	4	
ECE 22, Early Childhood Laboratory	5	
ECE 23, Practicum in Early Intervention	5	
Total major units	41	24
Total general education units	18	15
Total elective units	1	1
Total AA Degree units	60	40
Percentage of units for AA Degree available online		67%

**Associate in Arts Degree in General Office
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (27-29 Units)		
ACCTG 1, Accounting 1 <u>or</u>	5	X
ACCTG 21, Business Bookkeeping	3	X
Bus 32, Business Communications	3	
CIS 1, Computer Concepts with Applications	3	X
CIS 4, Introduction to Computers with Business Applications	3	X
OFTECH 5, English Skills for the Office, <u>or</u>	3	X
OFTECH 5A, Grammar and Punctuation, <u>and</u>	1	
OFTECH 5B, Spelling and Vocabulary, <u>and</u>	1	
OFTECH 5C, Proofreading	1	
CIS 30, Microsoft Excel	3	X
CIS 37A, Microsoft Word I	3	X
CIS 37B, Microsoft Word II	3	X
CIS 39, MS outlook-Comprehensive Course	3	X
Select 3 Units from the following keyboarding courses:		
OFTECH 1, Keyboarding 1	3	X
OFTECH 1A, Keyboarding 1A	1	
OFTECH 1B, Keyboarding 1B	1	
OFTECH 1C, Keyboarding 1C	1	
OFTECH 9, Keyboarding Improvement	1	
OFTECH 10, Skill Building on the Keyboard	3	X
Total major units	30	27
Total general education units	18	15
Total elective units	12	12
Total AA Degree units	60	54
Percentage of units for AA Degree available online		90%

**Associate in Arts Degree as a Legal Administrative Assistant
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (27-29 Units)		
BUS 5, Business Law	3	X
CIS 4, Introduction to Computers, Business Applications	3	X
CIS 30, Microsoft Excel	3	X
CIS 37A, Microsoft Word I	3	X
CIS 37B, Microsoft Word II	3	X
CIS 39, MS outlook-Comprehensive Course	3	X
OFTECH 5, English Skills for the Office, or	3	X
OFTECH 5A, Grammar and Punctuation, and	1	
OFTECH 5B, Spelling and Vocabulary, and	1	
OFTECH 30, Legal Office Procedures	3	X
OFTECH 31, Legal Terms & Transcription	3	X
Select 3 Units from the following keyboarding courses:		
OFTECH 1, Keyboarding 1	3	X
OFTECH 1A, Keyboarding 1A	1	
OFTECH 1B, Keyboarding 1B	1	
OFTECH 1C, Keyboarding 1C	1	
OFTECH 9, Keyboarding Improvement	1	
OFTECH 10, Skill Building on the Keyboard	3	X
Total major units	30	30
Total general education units	18	15
Total elective units	12	12
Total AA Degree units	60	57
Percentage of units for AA Degree available online		95%

Associate in Arts Degree in Computer Business Applications
60 units total

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (21-23 Units)		
ACCTG 1, Accounting 1 or	5	X
ACCTG 21, Business Bookkeeping	3	X
BUS 1, Introduction to Business	3	X
CIS 1, Computer Concepts with Applications	3	X
CIS 4, Introduction to Computers with Business Applications	3	X
CIS 30, Microsoft Excel	3	X
CIS 32, Microsoft Access	3	X
CIS 35, QuickBooks	3	
Select 6 Units from the following keyboarding courses:		
CIS 9A, Technology Project Management I	3	X
CIS 34, Advanced Excel with Visual Basic for Applications	3	
CIS 37A, Microsoft Word I	3	X
CIS 39, Microsoft Outlook-Comprehensive Course	3	X
CIS 50, Internet, HTML, and Web Design	3	X
OFTECH 1, Keyboarding 1 or	3	X
OFTECH 10, Skill Building on the Keyboard	3	X
OFTECH 5, English Skills for the Office	3	X
Total major units	27	24
Total general education units	18	15
Total elective units	15	15
Total AA Degree units	60	54
Percentage of units for AA Degree available online		90%

Associate in Arts Degree in Liberal Arts
60 units total

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (20 Units selected from the following three groups)		
Group A, <i>Mathematics-Science</i> (at least two courses required)		
Anatomy 1, General Human Anatomy	4	X
Anatomy 2, Advanced Human Anatomy	4	
Anthropology 1, Physical Anthropology	3	
Anthropology 5, Physical Anthropology with Lab	4	
Anthropology 9, Paleoanthropology	3	
Astronomy 1, Stellar Astronomy	3	
Astronomy 3, Stellar Astronomy with Lab	4	
Astronomy 4, Solar System with Lab	4	
Astronomy 5, Life in the Universe	3	

Biology 2, Human Biology	3	X
Biology 3, Fundamentals of Biology	4	X
Biology 4, Modern Applications of Biology	4	
Biology 9, Environmental Biology	3	X
Biology 15, Marine Biology with Lab	4	
Biology15N, Marine Biology (Non-Lab)	3	X
Biology 21, Cell Biology and Evolution	4	X
Biology 22, Genetics and Molecular Biology	4	
Biology 23, Organismal and Environmental Biology	5	
Botany 1, General Botany	4	X
Botany 3, Field Botany	4	
Chemistry 9, Everyday Chemistry	5	
Chemistry 10, Introductory General Chemistry	5	
Chemistry 11, General Chemistry I	5	X
Chemistry 12, General Chemistry II	5	X
Chemistry 21, Organic Chemistry I	5	
Chemistry 22, Organic Chemistry II	4	
Chemistry 24, Organic Chemistry II Lab	2	
Chemistry 31, Biochemistry I	5	
Geography 1, Introduction to Natural Environment	3	
Geography 3, Weather and Climate	3	X
Geography 5, Physical Geography with Lab	4	
Geology 1, Introduction to Physical Geology (Non-Lab)	3	
Geology 4, Physical Geology with Lab	4	
Geology 5, Earth History	4	
Geology 31, Introduction to Physical Oceanography	3	
Math 2, Precalculus	5	
Math 7, Calculus 1	5	
Math 8, Calculus 2	5	
Math 10, Discrete Structures	3	
Math 11, Multivariable Calculus	5	
Math 13, Linear Algebra	3	
Math 15, Differential Equations	3	
Math 20, Intermediate Algebra	5	
Math 21, Finite Mathematics	3	
Math 26, Functions and Modeling for Business and Social Science	3	
Math 28, Calculus 1 for Business and Social Sciences	5	
Math 29, Calculus 2 for Business and Social Sciences	3	
Math 32, Plane Geometry	3	
Math 41, Mathematics for Elementary School Teachers	3	
Math 52, Elementary Statistics	3	
Microbiology 1, Fundamentals of Microbiology	5	X
Nutrition 1, Introduction to Nutrition Science	3	X

Nutrition 4, Healthy Lifestyle: Food and Fitness	3	
Physics 6, General Physics	4	
Physics 7, General Physics	4	
Physics 8, General Physics with Calculus	4	
Physics 9, General Physics with Calculus	4	
Physics 12, Introductory Physics (Non-Lab)	3	
Physics 14, Introductory Physics with Laboratory	4	
Physics 21, Mechanics with Lab	5	
Physics 22, Electricity and Magnetism	5	
Physics 23, Waves, Optics, Thermodynamics	5	
Physics 24 Modern Physics with Lab	3	
Physiology 3, Human Physiology	4	X
Psychology 2, Physiological Psychology	3	
Zoology 5, Introductory Zoology	4	
Zoology 17, Field Zoology	4	
Zoology 20, Vertebrate Field Studies	3	
Group B, <i>Humanities</i> (at least two courses, minimum 6 units required)		
American Sign Language 1	5	
Art 1, Western Art History I	3	X
Art 2, Western Art History II	3	X
Art 3, Western Art History III	3	X
Art 5, Arts of Asia - Prehistory to 1900	3	X
Art 6, Architectural History: Ancient to 1850	3	
Art 7, Architectural History and Theory - 1850 to Present	3	
Art 8, Western Art History IV	3	X
Art 9, Mexican Art History	3	
Art 10A, Design I (3,3)	3	
Art 10B, Design II (3,3)	3	
Art 13, 3-D Design (3,3)	3	
Art 20A, Drawing I (3,3)	3	
Art 20B, Drawing II (3,3)	3	
Art 40A, Sculpture I (3,3)	3	
Art 40B, Sculpture II (3,3)	3	
Art 43A, Glass Sculpture II (3,3,3)	3	
Art 43B, Glass Sculpture II (3,3,3)	3	
Art 71, African American Art History	3	
Art 72, American Art History	3	X
Art 73, History of Photography	3	
Art 79, Art Appreciation: Introduction to Visual Culture	3	X
Chinese 1, Elementary Chinese 1	5	
Chinese 2, Elementary Chinese 2	4	
Chinese 3, Intermediate Chinese 1	5	
Chinese 8 Intermediate Chinese 2	5	

Dance 2, Dance in American Culture	3	
Dance 5, Dance History	3	
English 2, Critical Analysis and Intermediate Composition	3	X
English 3, World Literature 1	3	
English 4, World Literature 2	3	
English 5, English Literature 1	3	X
English 6, English Literature 2	3	
English 7, American Literature 1	3	
English 8, American Literature 2	3	
English 10, Ethnic Literature of the U.S.	3	X
English 11, Literature into Film	3	
English 14, Contemporary American Literature	3	
English 15, Shakespeare	3	X
English 17, Contemporary British Literature	3	
English 18, Children's Literature	3	
English 26 Introduction to the Humanities	3	
English 30A, Beginning Creative Writing (3,3)	3	
English 30B, Advanced Creative Writing (3,3)	3	
English 31, Advanced Composition	3	X
English 32, History and Literature of Contemporary Africa	3	
English 34, Afro-American Literature	3	
English 38, Literature of the Absurd	3	
English 39, Images of Women in Literature	3	X
English 40, Asian Literature	3	X
English 41, Introduction to Asian American Literature	3	
English 45, Asian Film, Literature, and Society	3	
English 50, Mythology	3	
English 51, Literature of the Bible: Old Testament	3	X
English 52, Literature of the Bible: New Testament	3	X
English 53, Latino Literature in the United States	3	
English 54, Native American Literature	3	
English 55, Modern Drama	3	
English 56, 20 th Century European Literature	3	
English 57, Latin-American Literature	3	
English 58, Literature of Mexico	3	
English 59, Lesbian and Gay Literature	3	
Entertainment Technology 61, History of Animation	3	X
Film Studies 1, Film Appreciation: Introduction to Cinema	3	
Film Studies 2, History of Motion Pictures	3	X
Film Studies 5, Film and Society (3,3)	3	
Film Studies 6, Women in Film	3	
Film Studies 7, American Cinema: Crossing Cultures	3	
Film Studies 8, The Popular Film Genres (3,3)	3	

Film Studies 9, The Great Film Makers (3,3)	3	
French 1, Elementary French I	5	
French 2, Elementary French II	5	
French 3, Intermediate French I	5	
French 4, Intermediate French II	5	
French 8, Conversational French (2,2)	2	
German 1, Elementary German I	5	
German 2, Elementary German II	5	
German 3, Intermediate German I	5	
German 4, Intermediate German I	5	
German 8, Conversational German (2,2)	2	
Hebrew 1, Elementary Hebrew I	5	
Hebrew 2, Elementary Hebrew II	5	
Hebrew 8, Conversational Hebrew (2.2)	2	
History 30, History and Literature of Contemporary Africa	3	
History48, Nonviolent Resistance	3	
History 53, History of Religion	3	X
History 55, History of Science	3	
Humanities 26, Introduction to the Humanities	3	
Interior Architectural Design 30, Fundamentals of Interior Architectural Design	3	X
Interior Architectural Design 34, Applied Color and Design Theory	3	X
Interior Architectural Design 41, History of Interior Architecture and Furnishings I	3	
Interior Architectural Design 42, History of Interior Architecture and Furnishings II	3	X
Interior Architectural Design 60, Contemporary Furniture	3	
Interior Architectural Design 66, Visual History of American Housing	3	
Italian 1, Elementary Italian I	5	
Italian 2, Elementary Italian II	5	
Italian 3, Intermediate Italian	5	
Italian 8, Conversational Italian	2	
Japanese 1, Elementary Japanese I	5	
Japanese 2, Elementary Japanese II	5	
Japanese 3, Intermediate Japanese I	5	
Japanese 4, Intermediate Japanese II	5	
Japanese 8, Conversational Japanese (2,2)	2	
Korean 1, Elementary Korean I	5	
Korean 2, Elementary Korean II	5	
Korean 3, Intermediate Korean I	5	
Music 1, Fundamentals of Music	3	
Music 30, Music History I	3	
Music 31, Music History II	3	

Music 32,Appreciation of Music	3	X
Music 33, Jazz in American Culture	3	
Music 34,Survey of Piano Music	3	
Music 35, Women in Music	3	
Music 36, History of Rock Music	3	
Music 37, Music in American Culture	3	
Music 39, History of Opera	3	
Music 60A,Elementary Piano	2	
Music 60B, Elementary Piano, Second Level	2	
Music 66, Fundamentals of Music and Elementary Piano	5	
Persian 1, Elementary Persian I	5	
Persian 2, Elementary Persian II	5	
Philosophy 1, Knowledge and Reality	3	X
Philosophy 2, Ethics	3	
Philosophy 3,Early Philosophers	3	
Philosophy 4, Modern Philosophers	3	
Philosophy 5, Contemporary Moral Conflicts	3	
Philosophy 6, Philosophy of Science	3	
Philosophy 10, Bio-ethics	3	
Philosophy 11, Philosophy of Art and Aesthetics	3	
Philosophy 22 Asian Philosophy	3	
Philosophy 23 Philosophy	3	
Philosophy 24, Philosophy in Literature	3	
Philosophy 41, Philosophical Problems Seminar	3	
Philosophy 48 (same as History 48), Non Violent Resistance	3	
Philosophy 51 (same as Political Science 51), Political Philosophy	3	
Philosophy 52 (same as Political Science 52), Contemporary Political Thought	3	
Photography 52 (same as Art 73), History of Photography	3	X
Political Science 51, (same as Philosophy 51), Political Philosophy	3	
Political Science 52, (same as Philosophy 52), Contemporary Political Thought	3	
Religious Studies 51 (same as English 51), Literature of Bible: Old Testament	3	
Religious Studies 52 (same as English 52), Literature of Bible: New Testament	3	
Russian 1, Elementary Russian I	5	
Russian 2, Elementary Russian II	5	
Spanish 1, Elementary Spanish I	5	X
Spanish 2, Elementary Spanish II	5	
Spanish 3, Intermediate Spanish I	5	
Spanish 4, Intermediate Spanish II	5	

Spanish 8, Conversational Spanish	2	
Spanish 9, The Civilization of Spain	3	
Spanish 11, Spanish for Native Speakers I	5	
Spanish 20, Latin American Civilization	3	
Speech 2, Persuasion	3	
Speech 4, Oral Interpretation: Performing Literature Across Cultures	3	
Theatre Arts 2, Introduction to the Theatre	3	
Theatre Arts 5, History of World Theatre	3	
Theatre Arts 7, Modern Drama	3	
Theatre Arts 41, Acting I (3,3,3,3)	3	
Group C, <i>Social Science</i> (at least two courses required)		
Anthropology 2, Cultural Anthropology	3	
Anthropology 3, World Archaeology	3	
Anthropology 4, Methods of Archaeology	3	
Anthropology 7, Introduction to Linguistic Anthropology	3	
Anthropology 22, Magic, Religion, and Witchcraft	3	
Bilingual Studies 1, Introduction to Bilingual Studies	3	
Business 1, Introduction to Business	3	X
Communication 1, Survey of Mass Media Communications	3	X
Early Childhood Education 18 (same as Psychology 18) , Childhood: Culture and Personality	3	
Economics 1, Principles of Microeconomics	3	
Economics 2, Principles of Macroeconomics	3	X
Economics 5 (same as Political Science 5), Political Economy	3	
Economics 6, Contemporary Economic Problems	3	
Economics 15 (same as History 15), Economic History of the U.S.	3	
Geography 2, Introduction to Human Geography	3	
Geography 7 (same as Environmental Studies 7), Introduction to Environmental Studies	3	
Geography 8 (same as Urban Studies 8), Introduction to Urban Studies	3	
Geography 11, World Geography	3	
History 1, History of Western Civilization I	3	X
History 2, History of Western Civilization II	3	X
History 3, History of British Civilization I	3	
History 4, History of British Civilization II	3	
History 5, History of Latin America 1	3	
History 6, History of Latin America	3	
History 10, Ethnicity and American Culture	3	X
History 11, History of the United States through Reconstruction	3	X

History 12 History of the United States Since Reconstruction	3	X
History 13 History of the U.S. after 1945	3	X
History 15 (same as Economics 15), Economic History of the U.S.	3	
History 16, African American History	3	X
History 19, History of Mexico	3	
History 20, History of California	3	X
History 21, History of Russia	3	
History 22, History of the Middle East	3	
History 24, History of East Asia to 1600	3	
History 25, History of East Asia since 1600	3	
History 26, South Asian Civilization I	3	
History 29, Jewish History	3	
History 30, History and Literature of Contemporary Africa	3	
History 33, World Civilizations I	3	
History 34, World Civilizations II	3	X
History 38, African History I	3	
History 39, African History II	3	
History 41, Native American History	3	
History 42, The Latina(o) Experience in the United States	3	
History 43, Mexican-American History	3	
History 45, U.S. Cultural History Honors Colloquium	3	
History 46, U.S. Cultural History Seminar	3	
History 47, The Practice of History	3	
History 48 (same as Philosophy 48), Nonviolent Resistance	3	
History 52, Women in American Culture	3	
History 55, History of Science	3	
History 62, Asian American History	3	
Nutrition 7, Food and Culture in America	3	X
Philosophy 48 (same as History 48), Non Violent Resistance	3	
Philosophy 51 (same as Political Science 51), Political Philosophy	3	
Philosophy 52 (same as Political Science 52), Contemporary Political Thought	3	
Political Science 1, National and California Government	3	X
Political Science 2, Comparative Government and Politics	3	X
Political Science 5, (same as Economics 5), Political Economy	3	
Political Science 7, International Politics	3	X
Political Science 8, The Modern Far East	3	
Political Science 11, World Affairs and the United Nations	3	

Political Science 14, Middle East Government and Politics	3	
Political Science 21, Race, Ethnicity and the Politics of Difference	3	
Political Science 22, Environmental Politics and Policies	3	
Political Science 23The Politics of Gender	3	
Political Science 47, International Politics Seminar	3	
Political Science 51 (same as Philosophy 51), Political Philosophy	3	
Political Science 52 (same as Philosophy 52), Contemporary Political Thought	3	
Psychology 1, General Psychology	3	X
Psychology 3, Personality: Dynamics and Development	3	X
Psychology 5, The Psychology of Communication	3	
Psychology 6, Marriage, Family and Human Intimacy	3	
Psychology 11 (same as Early Childhood Education 1), Child Growth and Development	3	X
Psychology 12, Adolescence and Early Maturity	3	
Psychology 13, Social Psychology	3	
Psychology 14 , Abnormal Psychology	3	
Psychology 18 (same as Early Childhood Education 18), Childhood: Culture and Personality	3	
Psychology 19, Lifespan Human Development	3	
Psychology 25, Human Sexuality	3	
Sociology 1, Introduction to Sociology	3	X
Sociology 2, Social Problems	3	
Sociology 4, Sociological Analysis	3	X
Sociology12 , Sociology of the Family	3	
Sociology 30, African Americans in Contemporary Society	3	
Sociology 31, Latinas/os in Contemporary Society	3	
Sociology 32, Asian Americans in Contemporary Society	3	
Sociology 33, Sociology of Sex and Gender	3	
Sociology 34, Racial and Ethnic Relations in American Society	3	
Speech 7, Intercultural Communication	3	X
Women's Studies 10, Introduction to Women's Studies	3	
Women's Studies 20, Women, Feminisms, and Social Movements: A Global Approach	3	
Global Citizenship, (required minimum 3 units)		
Art 72, American Art History	3	X
Biology 9, Environmental Biology	3	X
Business 51, Intercultural Business Communication	3	
Communication 10, Journalism, Gender, and Race	3	X

Dance 2, Dance in American Culture	3	
Early Childhood Education 18, Childhood: Culture and Personality	3	
Early Childhood Education 60, Child Observation and Assessment	3	
English 9, Literature of California	3	X
English 10, Ethnic Literature of the U.S.	3	X
Film 7, American Cinema: Crossing Cultures	3	
Geography 14, Geography of California	3	
History 10, Ethnicity and American Culture	3	X
Music 33, Jazz in American Culture	3	
Music 37, Music in American Culture	3	
Nutrition 7, Food and Culture in America	3	X
Political Science 21, Race, Ethnicity, and the Politics and Difference	3	
Psychology 18 (same as Early Childhood Education 18), Childhood: Culture and Personality	3	
Sociology 34, Racial and Ethnic Relations in American Society	3	
Speech 4, Oral Interpretation: Performing Literature Across Cultures	3	
Speech 7, Intercultural Communication	3	X
Total major units	20	20
Total general education units	18	15
Total elective units	22	22
Total AA Degree units	60	57
Percentage of units for AA Degree available online		95%

**Associate in Arts Degree in Website Software Specialists
60 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (34 UNITS)		
CIS 1, Computer Concepts with Applications	3	X
CIS 50, Internet, HTML, and Web Design	3	X
CIS 51, Web Page Design Using XHTML and CSS	3	X
CIS 53, Microsoft Expression Web	3	X
CIS 54, Web Page Development and Scripting	3	X
CIS 55, Advanced Web Page Development and Scripting	3	
CIS 56, Multimedia for the Web	3	
CIS 57, Web Site Management	3	X
CIS 59A, Dreamweaver I	3	X
CIS 60A, Photoshop I	3	X
CIS 62A, Flash I	3	
CIS 88A, Independent Study	1	
Total major units	34	24
Total general education units	18	15
Total elective units	8	8
Total AA Degree units	60	47
Percentage of units for AA Degree available online		78%

**Associate in Arts Degree in Nursing
71 Units Total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Prerequisite Courses (16 Units)		
ENGL 1, Reading and Composition 1	3	X
ANATMY 1, General Human Anatomy	4	X
PHYS 3, Human Physiology	4	X
MCRBIO 1, Fundamentals of Microbiology	5	X
Level 1/First Semester: (8 units)		
NURSNG 10, Nursing Skills	2	
NURSNG 10L, Nursing Skills Laboratory	2	
NURSNG 15, Nursing Fundamentals	2	
NURSNG 15L, Nursing Fundamentals Lab	2	
Level 2/Second Semester: (8 Units)		
NURSNG 16, Physical Assessment	1	X
NURSNG 20, Introduction to Medical Surgical Nursing	2	
NURSNG20L, Introduction to Medical /Surgical Nursing Lab	2	
NURSNG 25, Psychiatric Mental Health Nursing	1.5	X
NURSNG 25L, Psychiatric Mental Health Nursing Lab	1.5	
NURSNG28, Community-Based Nursing Practice	1	X
Level 3/Third Semester: (10 units)		
NURSNG 30, Intermediate Medical/Surgical Nursing	2.5	X
NURSNG 30L, Intermediate Medical/Surgical Nursing Lab	2.5	
NURSNG 35, Advanced Medical-Surgical Nursing	2.5	
NURSNG 35L, Advanced Medical-Surgical Nursing Laboratory	2.5	
Level 4/Fourth Semester: (9 Units)		
NURSNG 40, Nursing of Children	1.5	X
NURSNG 40L, Nursing of Children Laboratory	1.5	
NURSNG 45, Women's Health Care	1.5	X
NURSNG 45L, Women's Health Care Laboratory	1.5	
NURSNG 50, Professional Role	1	X
NURSNG 50L, Professional Role Laboratory	2	
Additional ADN Graduation Requirements (19 Units)		
SPEECH 5, Interpersonal Communication	3	X
PSYCH 19, Lifespan Human Development	3	
SOCIOL 1, Introduction to Sociology	3	X
Global Citizenship/Humanities Requirement (Choose one course from: Art 72, Dance 2, English 9, 10, Film Studies 7, Music 37	3	X
NURSNG 17, Pharmacological Aspects of Nursing	3	X
NURSING 36, Calculations in Drugs and Solutions	1	
Social Science – Group A Requirement: History 11, 12, 15, 45, 46,	3	X

Political Science 1		
Math Requirement	3	
Total major units	71	38.5
Percentage of units for AA Degree available online		54%

Appendix B – General Education Requirements for Associate in Arts Degrees

18 units total

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
I. NATURAL SCIENCE – At least 3 units		
Anatomy 1, General Human Anatomy	4	X
Anatomy 2, Advanced Human Anatomy	4	
Anthropology 1, Physical Anthropology	3	
Anthropology 5, Physical Anthropology with Lab	4	
Anthropology 9, Paleoanthropology	3	
Astronomy 1, Stellar Astronomy	3	
Astronomy 2, Planetary Astronomy	3	
Astronomy 3, Stellar Astronomy with Lab	4	
Astronomy 4, Solar System with Laboratory	4	
Astronomy 5, Life in the Universe	3	
Biology 2, Human Biology	3	X
Biology 3, Fundamentals of Biology (on campus lab meetings)	4	X
Biology 4, Modern Applications of Biology	4	
Biology 9, Environmental Biology	3	X
Biology 15, Marine Biology with Lab	4	
Biology 15N, Marine Biology (Non-Lab)	3	X
Biology 21, Cell Biology and Evolution	4	X
Biology 22, Genetics and Molecular Biology	4	
Biology 23, Organismal and Environmental Biology	5	
Botany 1, General Botany	4	X
Botany 3, Field Botany	4	
Chemistry 9, Everyday Chemistry	5	
Chemistry 10, Introductory General Chemistry	5	
Chemistry 11, General Chemistry I	5	X
Chemistry 12, General Chemistry II	5	X
Chemistry 21, Organic Chemistry I	5	
Chemistry 22, Organic Chemistry II	4	
Chemistry 24, Organic Chemistry II Laboratory	2	
Chemistry 31, Biochemistry I	5	
Geography 1, Introduction to Natural Environment	3	
Geography 3, Weather and Climate	3	X
Geography 5, Physical Geography with Lab	4	
Geology 1, Introduction to Physical Geology – Non Lab	3	
Geology 4, Physical Geology with Lab	4	
Geology 5, Earth History	4	
Geology 31, Introduction to Physical Oceanography	3	

Microbiology 1, Fundamentals of Microbiology	5	X
Nutrition 1, Introduction to Nutrition Science	3	X
Nutrition 4, Healthy Lifestyle: Food and Fitness	3	
Physics 6, General Physics	4	
Physics 7, General Physics	4	
Physics 8, General Physics with Calculus	4	
Physics 9, General Physics with Calculus	4	
Physics 12, Introductory Physics Non-Lab	3	
Physics 14, Introductory Physics with Lab	4	
Physics 21, Mechanics with Lab	5	
Physics 22, Electricity and Magnetism	5	
Physics 23, Waves, Optics, Thermodynamics	5	
Physics 24, Modern Physics with Lab	3	
Physiology 3, Human Physiology	4	
Psychology 2, Physiological Psychology	3	
Zoology 5, Introductory Zoology	4	
Zoology 17, Field Zoology	4	
Zoology 20, Vertebrate Field Studies	3	
II. SOCIAL SCIENCE – At least 6 units, with at least 3 units selected from each group.		
<u>Group A: at least 3 semester units</u>		
History 10, Ethnicity and American Culture	3	X
History 11, History of the United States through Reconstruction	3	X
History 12, United States History Since Reconstruction	3	X
History 15 (same as Economics 15), Economic History of the U.S.	3	
History 45, U.S. Cultural History Honors Colloquium	3	
History 46, U.S. Cultural History Seminar	3	
Political Science 1, National and California Government	3	
<u>Group B: at least 3 semester units</u>		
Anthropology 2, Cultural Anthropology	3	
Anthropology 3, World Archaeology	3	
Anthropology 4, Methods of Archaeology	3	
Anthropology 7, Introduction to Linguistic Anthropology	3	
Anthropology 14, Sex, Gender and Culture	3	
Anthropology 20, Traditional Peoples and Cultures of Africa	3	
Anthropology 22, Magic, Religion, and Witchcraft	3	
Bilingual Studies 1, Introduction to Bilingual Studies	3	X
Business 1, Introduction to Business	3	X
Communication 1, Survey of Mass Media Communications	3	X
Communication 10, Journalism, Gender, and Race	3	X
Early Childhood Education 18 (same as Psychology 18) , Childhood: Culture and Personality	3	
Economics 1, Principles of Microeconomics	3	

Economics 2, Principles of Macroeconomics	3	
Economics 5 (same as Political Science 5), Political Economy	3	
Economics 6, Contemporary Economic Problems	3	
Economics 15 (same as History 15), Economic History of the U.S.	3	
Geography 2, Introduction to Human Geography	3	
Geography 7 (same as Environmental Studies 7), Introduction to Environmental Studies	3	
Geography 8 (same as Urban Studies 8), Introduction to Urban Studies	3	
Geography 11, World Geography	3	
Geography 14, Geography of California	3	
History 1, History of Western Civilization I	3	X
History 2, History of Western Civilization II	3	X
History 3, History of British Civilization I	3	
History 4, History of British Civilization II	3	
History 5, History of Latin America 1	3	
History 6, History of Latin America	3	
History 10, Ethnicity and American Culture	3	X
History 11, History of the United States through Reconstruction	3	X
History 12 History of the United States Since Reconstruction	3	X
History 13 History of the U.S. after 1945	3	X
History 15 (same as Economics 15), Economic History of the U.S.	3	
History 16, African American History	3	X
History 19, History of Mexico	3	
History 20, History of California	3	X
History 21, History of Russia	3	
History 22, History of the Middle East	3	
History 24, History of East Asia to 1600	3	
History 25, History of East Asia since 1600	3	
History 26, South Asian Civilization 1	3	
History 29, Jewish History	3	
History 30, History and Literature of Contemporary Africa	3	
History 33, World Civilizations I	3	
History 34, World Civilizations II	3	X
History 38, African History I	3	
History 39, African History II	3	
History 41, Native American History	3	
History 42, The Latina(o) Experience in the United States	3	
History 43, Mexican-American History	3	
History 45, U.S. Cultural History Honors Colloquium	3	
History 46, U.S. Cultural History Seminar	3	
History 47, The Practice of History	3	
History 48 (same as Philosophy 48), Nonviolent Resistance	3	
History 52, Women in American Culture	3	

History 55, History of Science	3	
History 62, Asian American History	3	
Nutrition 7, Food and Culture in America	3	X
Philosophy 48 (same as History 48), Non Violent Resistance	3	
Philosophy 51 (same as Political Science 51), Political Philosophy	3	
Philosophy 52 (same as Political Science 52), Contemporary Political Thought	3	
Political Science 1, National and California Government	3	
Political Science 2, Comparative Government and Politics	3	X
Political Science 5, (same as Economics 5), Political Economy	3	
Political Science 7, International Politics	3	
Political Science 8, The Modern Far East	3	
Political Science 11, World Affairs and the United Nations	3	
Political Science 14, Middle East Government and Politics	3	
Political Science 21, Race, Ethnicity and the Politics of Difference	3	
Political Science 22, Environmental Politics and Policies	3	
Political Science 23The Politics of Gender	3	
Political Science 47, International Politics Seminar	3	
Political Science 51 (same as Philosophy 51), Political Philosophy	3	
Political Science 52 (same as Philosophy 52), Contemporary Political Thought	3	
Psychology 1, General Psychology	3	X
Psychology 3, Personality: Dynamics and Development	3	X
Psychology 5, The Psychology of Communication	3	
Psychology 6, Marriage, Family and Human Intimacy	3	
Psychology 11 (same as Early Childhood Education 1), Child Growth and Development	3	X
Psychology 12, Adolescence and Early Maturity	3	
Psychology 13, Social Psychology	3	
Psychology 14 , Abnormal Psychology	3	
Psychology 18 (same as Early Childhood Education 18), Childhood: Culture and Personality	3	
Psychology 19, Lifespan Human Development	3	
Psychology 25, Human Sexuality	3	
Sociology 1, Introduction to Sociology	3	X
Sociology 2, Social Problems	3	
Sociology 4, Sociological Analysis	3	X
Sociology 12 , Sociology of the Family	3	
Sociology 30, African Americans in Contemporary Society	3	
Sociology 31, Latinas/os in Contemporary Society	3	
Sociology 32, Asian Americans in Contemporary Society	3	
Sociology 33, Sociology of Sex and Gender	3	
Sociology 34, Racial and Ethnic Relations in American Society	3	
Speech 7, Intercultural Communication	10	

Women's Studies 10, Introduction to Women's Studies	3	
Women's Studies 20, Women, Feminisms, and Social Movements: A Global Approach	3	
III. HUMANITIES – At least 3 units		
ASL 1, American Sign Language 1	5	
ASL 2, American Sign Language 2	5	
Art 1, Western Art History I	3	X
Art 2, Western Art History II	3	X
Art 3, Western Art History III	3	X
Art 5, Arts of Asia - Prehistory to 1900	3	X
Art 6, (same as Architecture 50), Architectural History	3	
Art 7, (same as Architecture 51), Architectural History and Theory – 1850 to Present	3	
Art 8, Western Art History IV	3	X
Art 9, Mexican Art History	3	
Art 10A, Design I (3,3)	3	
Art 10B, Design II (3,3)	3	
Art 13, 3-D Design (3,3)	3	
Art 20A, Drawing I (3,3)	3	
Art 20B, Drawing II (3,3)	3	
Art 40A, Sculpture I (3,3)	3	
Art 40B, Sculpture II (3,3)	3	
Art 43A, Glass Sculpture I (3,3)	3	
Art 43B, Glass Sculpture II (3,3)	3	
Art 71, African American Art History	3	
Art 72, American Art History	3	X
Art 73, (same as Photography 52)	3	
Art 79, Art Appreciation: Introduction to Visual Culture	3	X
Chinese 1, Elementary Chinese 1	5	
Chinese 2, Elementary Chinese 2	5	
Chinese 3, Intermediate Chinese 1	5	
Chinese 4, Intermediate Chinese 2	5	
Chinese 8, Conversational Chinese	2	
Dance 2, Dance in American Culture	3	
Dance 5, Dance History	3	
English 2, Critical Analysis and Intermediate Composition	3	X
English 3, World Literature 1	3	
English 4, World Literature 2	3	
English 5, English Literature 1	3	X
English 6, English Literature 2	3	
English 7, American Literature 1	3	
English 8, American Literature 2	3	
English 9, Literature of California	3	X

English 10, Ethnic Literature of the U.S.	3	X
English 11, (same as Film Studies 11), Literature into Film	3	
English 14, Contemporary American Literature	3	
English 15, Shakespeare	3	X
English 17, Contemporary British Literature	3	
English 18, Children's Literature	3	
English 26, (same as Humanities 26) , Introduction to the Humanities	3	
English 30A, Beginning Creative Writing (3,3)	3	
English 30B, Advanced Creative Writing (3,3)	3	
English 31, Advanced Composition	3	X
English 32 (same as History 30),, History and Literature of Contemporary Africa	3	
English 34, Afro-American Literature	3	
English 38, Literature of the Absurd	3	
English 39, Images of Women in Literature	3	X
English 40, Asian Literature	3	X
English 41, Introduction to Asian American Literature	3	
English 45, Asian Film, Literature, and Society	3	
English 50, Mythology	3	
English 51 (same as Religious Studies 51), Literature of the Bible: Old Testament	3	X
English 52 (same as Religious Studies 52), (same as Religious Studies 51), Literature of the Bible: New Testament	3	X
English 53, Latino Literature in the United States	3	
English 54, Native American Literature	3	
English 55, Modern Drama	3	
English 56, 20 th Century European Literature	3	
English 57, Latin-American Literature	3	
English 58, Literature of Mexico	3	
English 59, Lesbian and Gay Literature	3	
Entertainment Technology 61 (same as Graphic Design 74), History of Animation	3	X
Film Studies 1, Film Appreciation: Introduction to Cinema	3	
Film Studies 2, History of Motion Pictures	3	X
Film Studies 5, Film and Society (3,3)	3	
Film Studies 6, Women in Film	3	
Film Studies 7, American Cinema: Crossing Cultures	3	
Film Studies 8, The Popular Film Genres (3,3)	3	
Film Studies 9, The Great Film Makers (3,3)	3	
Film Studies 10, Film Criticism and Interpretation	3	
Film Studies 11, Literature into Film	3	
French 1, Elementary French I	5	
French 2, Elementary French II	5	

French 3, Intermediate French I	5	
French 4, Intermediate French II	5	
French 8, Conversational French (2,2)	2	
German 1, Elementary German I	5	
German 2, Elementary German II	5	
German 3, Intermediate German I	5	
German 4, Intermediate German I	5	
German 8, Conversational German (2,2)	2	
Hebrew 1, Elementary Hebrew I	5	
Hebrew 2, Elementary Hebrew II	5	
Hebrew 8, Conversational Hebrew (2.2)	2	
History 30 (same as English 32), History and Literature of Contemporary Africa	3	
History 48 (same as Philosophy 48), Nonviolent Resistance	3	
History 53, History of Religion	3	X
History 55, History of Science	3	
Humanities 26 (same as English 26), Introduction to Humanities	3	
Interior Architectural Design 30, Fundamentals of Interior Architectural Design	3	X
Interior Architectural Design 34, Applied Color and Design Theory	3	X
Interior Architectural Design 41, History of Interior Architecture and Furnishings I	3	
Interior Architectural Design 42, History of Interior Architecture and Furnishings I	3	X
Interior Architectural Design 60, Contemporary Furniture	3	
Interior Architectural Design 66, Visual History of American Housing	3	
Italian 1, Elementary Italian I	5	
Italian 2, Elementary Italian II	5	
Italian 3, Intermediate Italian I	5	
Italian 8, Conversational Italian	2	
Japanese 1, Elementary Japanese I	5	
Japanese 2, Elementary Japanese II	5	
Japanese 3, Intermediate Japanese I	5	
Japanese 4, Intermediate Japanese II	5	
Japanese 8, Conversational Japanese (2,2)	2	
Korean 1, Elementary Korean I	5	
Korean 2, Elementary Korean II	5	
Korean 3, Intermediate Korean I	5	
Music 1, Fundamentals of Music	3	
Music 30, Music History I	3	
Music 31, Music History II	3	
Music 32, Appreciation of Music	3	X
Music 33, Jazz in American Culture	3	

Music 34, Survey of Piano Music	3	
Music 35, Women in Music	3	
Music 36, History of Rock Music	3	
Music 37, Music in American Culture	3	
Music 39, History of Opera	3	
Music 60A, Elementary Piano	2	
Music 60B, Elementary Piano, Second Level	2	
Music 66, Fundamentals of Music and Elementary Piano	5	
Persian 1, Elementary Persian I	5	
Persian 2, Elementary Persian II	5	
Philosophy 1, Knowledge and Reality	3	
Philosophy 2, Ethics	3	
Philosophy 3, Early Philosophers	3	
Philosophy 4, Modern Philosophers	3	
Philosophy 5, Contemporary Moral Conflicts	3	
Philosophy 6, Philosophy of Science	3	
Philosophy 10, Bio-ethics	3	
Philosophy 11, Philosophy of Art and Aesthetics	3	
Philosophy 22, Asian Philosophy	3	
Philosophy 23, Philosophy of Religion	3	
Philosophy 24, Philosophy in Literature	3	
Philosophy 41, Philosophical Problems Seminar	3	
Philosophy 48 (same as History 48), Non Violent Resistance	3	
Philosophy 51 (same as Political Science 51), Political Philosophy	3	
Philosophy 52 (same as Political Science 52), Contemporary Political Thought	3	
Political Science 51, Political Philosophy	3	
Pol Sc 52, Contemporary Political Thought	3	
Photography 52 (same as Art 73), History of Photography	3	X
Religious Studies 51 (same as English 51), Literature of Bible: Old Testament	3	
Religious Studies 52 (same as English 52), Literature of Bible: New Testament	3	
Russian 1, Elementary Russian I	5	
Russian 2, Elementary Russian II	5	
Russian 8, Conversational Russian (2,2)	2	
Spanish 1, Elementary Spanish I	5	X
Spanish 2, Elementary Spanish II	5	
Spanish 3, Intermediate Spanish I	5	
Spanish 4, Intermediate Spanish II	5	
Spanish 8, Conversational Spanish	2	
Spanish 9, The Civilization of Spain	3	
Spanish 11, Spanish for Native Speakers I	5	

Spanish 20, Latin American Civilization	3	
Speech 2, Persuasion	3	
Speech 4, Oral Interpretation: Performing Literature Across Cultures	3	
Theatre Arts 2, Introduction to the Theatre	3	
Theatre Arts 5, History of World Theatre	3	
Theatre Arts 7, Modern Drama	3	
Theatre Arts 41, Acting I (3,3,3,3)	3	
IV. LANGUAGE AND RATIONALITY – At least 6 units, with at least 3 units selected from each group. (Among other restrictions)		
<u>Group A: (at least 3 units)</u>		
<u>Option 1A:</u>		
English 1, Reading and Composition 1 <i>or</i>	3	X
Business 31, Business English Fundamentals	3	
<u>Option 2A:</u>		
English 21B, English Fundamentals 2 <i>or</i>	3	X
English 22, Writing Laboratory (3,3) <i>or</i>	3	
ESL 21B, English Fundamentals 2	3	
<u>Group B: (at least 3 units)</u>		
<u>Option 1B:</u>		
Math 2, Precalculus	5	
Math 7, Calculus 1	5	
Math 8, Calculus 2	5	
Math 10, Discrete Structures	3	
Math 11, Multivariable Calculus	5	
Math 13, Linear Algebra	3	
Math 15, Differential Equations	3	
Math 20, Intermediate Algebra	5	
Math 21, Finite Mathematics	3	
Math 26, Functions and Modeling for Business and Social Science	3	
Math 28, Calculus 1 for Business and Social Science	5	
Math 29, calculus 2 for Business and Social Science	3	
Math 32, Plane Geometry	3	
Math 41, Mathematics for Elementary School Teachers	3	
Math 52, Elementary Statistics	3	
CS10 (same as Math 10), Discrete Structures	3	
<u>Option 2B: (among other requirements):</u>		
Acctg 1, Accounting 1	5	
Acctg 2, Accounting 2	5	
Philosophy 7, Logic and Critical Thinking	3	X
Philosophy 9, Symbolic Logic	3	
Sociology 4, Sociological Analysis	3	X
Speech 11, Argumentation	3	

Option 3B: (among other requirements):		
Acctg 1, Accounting 1	5	
Acctg 2, Accounting 2	5	
Accounting 21, Business Bookkeeping	3	X
Business 32, Business Communications	3	
English 2, Critical Analysis and Intermediate Composition	3	X
English 23, Intermediate Reading and Vocabulary	3	
English 48, Speed Reading and College Vocabulary	3	X
ESL 23, Academic Reading and Study Skills	3	X
Journalism 1, The News	3	X
Philosophy 7, Logic and Critical Thinking	3	X
Philosophy 9, Symbolic Logic	3	
Psychology 5, The Psychology of Communication	3	
Sociology 4, Sociological Analysis	3	X
Speech 1, Elements of Public Speaking	3	X
Speech 2, Persuasion	3	
Speech 5, Interpersonal Communication	3	X
Speech 11, Argumentation	3	
Option 4B: Not Applicable		
V. GLOBAL CITIZENSHIP At least 3 units (embedded in other requirements)		
Art 72, American Art History	3	X
Biology 9, Environmental Biology	3	X
Business 51, Intercultural Business Communication	3	
Communication 10, Journalism, Gender, and Race	3	X
Dance 2, Dance in American Culture	3	
Early Childhood Education 18, Childhood: Culture and Personality	3	
Early Childhood Education 60, Child Observation and Assessment	3	
English 9, Literature of California	3	X
English 10, Ethnic Literature of the U.S.	3	X
Film 7, American Cinema: Crossing Cultures	3	
Geography 14, Geography of California	3	
History 10, Ethnicity and American Culture	3	X
Music 33, Jazz in American Culture	3	
Music 37, Music in American Culture	3	
Nutrition 7, Food and Culture in America	3	X

Political Science 21, Race, Ethnicity, and the Politics and Difference	3	
Psychology 18 (same as Early Childhood Education 18), Childhood: Culture and Personality	3	
Sociology 34, Racial and Ethnic Relations in American Society	3	
Speech 4, Oral Interpretation: Performing Literature Across Cultures	3	
Speech 7, Intercultural Communication	3	X
Total General Education Units	18	15
Total Percentage Units of General Education Units Available Online		83%

Appendix C – Certificates of Achievement and Department Certificates

Certificate of Achievement Degree in Accounting 22-28 units total

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Option 1 (28 Units)		
Required Core Courses: (12 Units)		
BUS 1, Introduction to Business	3	X
BUS 31, Business English, <u>or</u>	3	
BUS 32, Business Communication	3	
CIS 1, Introduction to Computers <u>or</u>	3	X
CIS 4, Intro. To Computers with Business Applications	3	X
Required Concentration Courses: (16 Units)		
ACCTG 1, Principles of Accounting <u>and</u>	5	X
ACCTG 2, Principles of Accounting	5	X
ACCTG 31A, Excel for Accounting <u>or</u>	3	X
CIS 31, Accounting Spread Sheets	3	
ACCTG 35, QuickBooks <u>or</u>	3	
CIS 35, QuickBooks	3	
Option 2 (23-24 Units)		
Required Courses (10 Units)		
ACCTG 1, Principles of Accounting <u>and</u>	5	X
ACCTG 2, Principles of Accounting	5	X
ACCTG 10A, Intermediate Accounting A <u>and</u>	3	
ACCTG 10B, Intermediate Accounting B <u>and</u>	3	
ACCTG 10C, Intermediate Accounting C	4	
Choose one from:		
ACCTG 31A, Excel for Accounting <u>or</u>	3	X
CIS 30, Microsoft EXEL	3	X
ACCTG 31B, Advanced Excel for Accounting	3	X
ACCTG 35, QuickBooks	3	
CIS 35, QuickBooks	3	
Option 3: (22-26 units)		
Required Courses (13 Units)		
ACCTG 1, Principles of Accounting <u>and</u>	5	X
ACCTG 2, Principles of Accounting <u>and</u>	5	X
ACCTG 15, Personal Income Tax	3	X
Choose one from:		
ACCTG 31A, Excel for Accounting <u>or</u>	3	X
ACCTG 35, QuickBooks	3	

Choose two from the following:		
BUS 1, Introduction to Business	3	X
BUS 5, Business Law	3	X
BUS 32, Business Communication	3	
BUS 45, Personal Finance	3	
ACCTG 10A, Intermediate Accounting A	3	
ACCTG 10B, Intermediate Accounting B	3	
ACCTG 10C, Intermediate Accounting C	4	
ACCTG 11, Cost Accounting	3	X
ACCTG 12, Auditing	3	X
ACCTG 16, Corporate Income Tax	3	
Total major units	26	26
Percentage of units for AA Degree available online		100%

**Certificate of Achievement in Business Administration
25-27 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
ACCTG 1, Principles of Accounting <i>and</i>	5	X
ACCTG 2, Principles of Accounting	5	X
BUS 1, Introduction to Business	3	X
BUS 5, Business Law	3	X
ECON 1, Principles of Microeconomics	3	
ECON 2, Principles of Macroeconomics	3	X
MATH 2, Precalculus <i>or</i>	5	
MATH 28, Math for Business & Social Sciences, <i>or</i>	5	
MATH 7, Analytic Geometry & Calculus <i>or</i>	5	
Math 52, Elementary Statistics	3	
Total major units	25	19
Percentage of units for AA Degree available online		76%

**Certificate of Achievement in Early Childhood Education
27 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses: (21 Units)		
ECE 2, Early Childhood Education Program	3	X
ECE 11, Home, School and Community	3	X
ECE 21, Early Childhood Practices	4	
ECE 22, Early Childhood Lab	5	
ECE 64, Child Health, Safety and Nutrition	3	X
Psych 11, Child Growth & Development	3	X

Required Curriculum Courses: (6 Units)		
ECE 4, Language and Literature for the Young Child	3	X
ECE 5, Math and Science for the Young Child	3	
ECE 8, Creative Experiences: Art, Music, and Movement	3	
ECE 61, Teacher-Child Interactions	3	X
Total major units	27	18
Percentage of units for certificate of achievement available online		67%

**Certificate of Achievement in Early Childhood Intervention Assistant
27 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (27 Units)		
ECE 2, Early Childhood Education Program	3	X
ECE 11, Home, School and Community	3	X
ECE 21, Early Childhood Practices	4	
ECE 23, Practicum in Early Intervention	5	
ECE 45, Education of Exceptional Children	3	X
ECE 46, Infant Through Toddler Studies	3	X
ECE 49, Exceptional Children in the Classroom	3	
Psych 11, Child Growth & Development	3	X
First Aid/CPR Training		
Total major units	27	15
Percentage of units for certificate of achievement available online		55%

**Certificate of Achievement in Early Childhood Intervention Teacher
41 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (21 Units)		
ECE 2, Early Childhood Education Program	3	X
ECE 11, Home, School and Community	3	X
ECE 45, Education of Exceptional Children	3	X
ECE 46, Infant Through Toddler Studies	3	X
ECE 49, Exceptional Children in the Classroom	3	
ECE 64, Child, Health, Safety and Nutrition	3	X
Psych 11, Child Growth & Development	3	X
Required Curriculum Courses; select two courses: (6 Units)		
ECE 4, Language and Literature for the Young Child	3	X
ECE 5, Math and Science for the Young Child	3	
ECE 8, Creative Experiences: Art, Music, and Movement	3	
ECE 61, Teacher-Child Interactions	3	X

Required Practicum Courses (14 units)		
ECE 21, Early Childhood Practices	4	
ECE 22, Early Childhood Laboratory	5	
ECE 23, Practicum in Early Intervention	5	
Total major units	41	24
Percentage of units for certificate of achievement available online		59%

**Certificate of Achievement in Entrepreneurship
26 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (12 UNITS)		
BUS 1, Introduction to Business	3	X
BUS 31, Business English <u>or</u>	3	
ENGL 1, Reading and Composition	3	X
BUS 32, Business Communication	3	
CIS 1, Introduction to Computers <u>or</u>	3	X
CIS 4, Intro. To Computers with Business Applications	3	X
REQUIRED CONCENTRATION COURSES		
ACCTG 1, Principles of Accounting <u>or</u>	5	X
ACCTG 21, Business Bookkeeping	3	X
BUS 5, Business Law	3	X
BUS 63, Principles of Entrepreneurship	3	
CHOOSE ONE FROM THE FOLLOWING: (3 UNITS)		
BUS 20, Principles of Marketing	3	X
BUS 23, Principles of Selling	3	
BUS 27, Introduction to e-Commerce	3	X
BUS 45, Individual Financial Planning	3	X
BUS 50, Introduction to International Business	3	
BUS 53, Importing and Exporting	3	X
BUS 55, S. CA International Connections	3	
BUS 62, Human Relations & Ethical Issues in Business	3	X
BUS 65, Management Principles	3	X
BUS 80, Principles of Logistics	3	
Total major units	26	20
Percentage of units for certificate of achievement available online		77%

Certificate of Achievement in Business Management & Leadership
24 required units

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (12 UNITS)		
BUS 1, Introduction to Business	3	X
BUS 31, Business English <i>or</i>	3	
ENGL 1, Reading and Composition	3	X
BUS 32, Business Communication	3	
CIS 1, Introduction to Computers <i>or</i>	3	X
CIS 4, Intro to Computers with Business Applications	3	X
CONCENTRATION COURSES		
BUS 51, Intercultural Communications <i>or</i>	3	
SPEECH 5, Interpersonal Communication <i>or</i>	3	X
SPEECH 7, Intercultural Communication	3	X
BUS 62, Human Relations & Ethical Issues in Business	3	
BUS 65, Management Principles	3	X
Choose one from the following:		
Accounting 1, Principles of Accounting, <i>or</i>	5	X
Accounting 21, Business Bookkeeping	3	X
BUS 5, Business Law	3	X
BUS 76, Human Resource Management	3	
Total major units	24	18
Percentage of units for certificate of achievement available online		75%

Certificate of Achievement in Marketing
24 units total

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (12 UNITS)		
BUS 1, Introduction to Business	3	X
BUS 31, Business English <i>or</i>	3	
ENGL 1, Reading and Composition	3	X
BUS 32, Business Communication	3	
CIS 1, Introduction to Computers <i>or</i>	3	X
CIS 4, Intro. To Computers with Business Applications	3	X
REQUIRED CONCENTRATION COURSES		
BUS 20, Principles of Marketing	3	X
BUS 26, Marketing Research and Consumer Behavior	3	X
BUS 28, Marketing Promotion	3	X
CHOOSE ONE FROM THE FOLLOWING: (3 UNITS)		
BUS 22, Introduction to Advertising	3	X

BUS 23, Principles of Selling	3	X
BUS 52, International Marketing	3	
BUS 62, Human Relations & Ethical Issues in Business	3	
Total major units	24	21
Percentage of units for certificate of achievement available online		88%

**Certificate of Achievement in Merchandising
24 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Core Courses (12 Units)		
BUS 1, Introduction to Business	3	X
BUS 31, Business English <i>or</i>	3	
ENGL 1, Reading and Composition	3	X
BUS 32, Business Communication	3	
CIS 1, Introduction to Computers <i>or</i>	3	X
CIS 4, Intro to Computers with Business Applications	3	X
Concentration Courses:		
BUS 20, Principles of Marketing	3	X
BUS 21, Merchandising Principles	3	
BUS 25, Principles of Merchandising Display	3	
Select one course from the following:		
Bus 22, Introduction to Advertising	3	X
Bus 23, Principles of Selling	3	X
Bus 28, Marketing Promotion	3	X
Bus 62, Human Relations & Ethical Issues in Business	3	
Total major units	24	15
Percentage of units for certificate of achievement available online		63%

**Department Certificate Insurance Specialist
12 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Core Courses (12 Units)		
Bus 15, Introduction to Insurance & Code & Ethics	2	X
Bus 16, Personal Insurance	3	X
Bus 17, Property & Liability Insurance	3	X
Bus 18, Commercial Insurance	3	X
Bus 90A, Insurance Internship	1	
Total major units	12	11
Percentage of units of department certificate available online		92%

Certificate of Achievement in Computer Business Applications
27 units total

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (21-23 Units)		
ACCTG 1, Accounting 1 or	5	X
ACCTG 21, Business Bookkeeping	3	X
BUS 1, Introduction to Business	3	X
CIS 1, Computer Concepts with Applications	3	X
CIS 4, Introduction to Computers with Business Applications	3	X
CIS 30, Microsoft Excel	3	X
CIS 32, Microsoft Access	3	X
CIS 35, QuickBooks	3	
Select 6 Units from the following keyboarding courses:		
CIS 9A, Technology Project Management I	3	X
CIS 34, Advanced Excel with Visual Basic for Applications	3	
CIS 37A, Microsoft Word I	3	X
CIS 39, Microsoft Outlook-Comprehensive Course	3	X
CIS 50, Internet, HTML, and Web Design	3	X
OFTECH 1, Keyboarding 1 or	3	X
OFTECH 10, Skill Building on the Keyboard	3	X
OFTECH 5, English Skills for the Office	3	X
Total major units	27	24
Percentage of units for certificate of achievement available online		89%

**Certificate of Achievement in Website Software Specialist
34 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (34 UNITS)		
CIS 1, Computer Concepts with Applications	3	X
CIS 50, Internet, HTML, and Web Design	3	X
CIS 51, Web Page Design Using XHTML and CSS	3	X
CIS 53, Microsoft Expression Web	3	X
CIS 54, Web Page Development and Scripting	3	X
CIS 55, Advanced Web Page Development and Scripting	3	
CIS 56, Multimedia for the Web	3	
CIS 57, Web Site Management	3	X
CIS 59A, Dreamweaver I	3	X
CIS 60A, Photoshop I	3	X
CIS 62A, Flash I	3	
CIS 88A, Independent Study	1	
Total major units	34	24
Percentage of units for certificate of achievement available online		71%

**Department Certificate Desktop Publishing
17 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Core Courses (16 Units)		
CIS 36P, Microsoft PowerPoint	1	
CIS 37A, Microsoft Word	3	X
CIS 40 InDesign	3	X
CIS 60A, Photoshop I	3	X
CIS 64, Illustrator	3	X
OFTECH 5, English Skills for the Office, <i>or</i>	3	X
OFTECH 5A, Grammar and Punctuation, <i>and</i>	1	
OFTECH 5B, Spelling and Vocabulary, <i>and</i>	1	
OFTECH 5C, Proofreading	1	
Select one unit from the following keyboarding courses:		
OFTECH 1, Keyboarding 1	3	X
OFTECH 1A, Keyboarding 1A	1	
OFTECH 1B, Keyboarding 1B	1	
OFTECH 1C, Keyboarding 1C	1	
OFTECH 9, Keyboarding Improvement	1	
OFTECH 10, Skill Building on the Keyboard	3	X
Total major units	17	16
Percentage of units of department certificate available online		94%

**Department Certificate Website Creator
15 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Core Courses (16 Units)		
CIS 50, Internet, HTML, and Web Design	3	X
CIS 51, Web Page Design Using XHTML and CSS	3	X
CIS 53, Microsoft Expression Web, <i>or</i>	3	X
CIS 59A, Dreamweaver I	3	X
CIS 54, Web Page Development and Scripting	3	X
(Prerequisite to CIS 54, Graphic Design 66: Web Design 2)	3	X
CIS 60A, Photoshop 1	3	X
Total major units	15	15
Percentage of units of department certificate available online		100%

**Department Certificate Website Development Management
16 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Core Courses (16 Units)		
CIS 9A/CS9A, Technology Project Management I	3	X
CIS 9B/CS9B, Technology Project Management II	3	X
CIS 56, Multimedia for the Web	3	
CIS 57, Web Site Management	3	X
CIS 62A, Flash I	3	X
CIS 88A, Independent Study	1	
Total major units	16	12
Percentage of units of department certificate available online		75%

**Department Certificate in Word Processing
15 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
MUST COMPLETE 12 UNITS OF THE REQUIRED CORE COURSES		
CIS 4, Introduction to Computers with Business Applications	3	X
CIS 37A, Microsoft I	3	X
CIS 37B, Microsoft Word II	3	X
OFTECH 5, English Skills for the Office <i>or</i>	3	X
OFTECH 5A, Grammar and Punctuation <i>and</i>	1	
OFTECH 5B, Spelling and Vocabulary (1) <i>and</i>	1	
OFTECH 5C, Proofreading	1	
Select three units from the following keyboarding courses:		
OFTECH 1, Keyboarding 1	3	X

OFTECH 1A, Keyboarding 1A	1	
OFTECH 1B, Keyboarding 1B	1	
OFTECH 1C, Keyboarding 1C	1	
OFTECH 9, Keyboarding Improvement	1,1,1	
OFTECH 10, Skill Building on the Keyboard	3	X
Total major units	15	15
Percentage of units for AA Degree available online		100%

Certificate of Achievement in Computer Programming
27 required units

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (17 UNITS)		
CS 3, Introduction to Computer systems	3	
CS 40, Operating Systems or	3	
CS 80, Introduction to Internet Programming (CS 80 is required for students completing GROUP 2 below.)	3	
CS 50, C Programming	3	X
CS 60, Database Concepts and Applications	3	
Math 20 or higher, Intermediate Algebra or one higher level math course	5	
REQUIRED CONCENTRATION COURSES (Select two of the following groups)		
<u>Group 1:</u>		
CS 15, Visual Basic Programming and	3	X
CS 19, Advanced Visual Basic Programming	3	X
<u>Group 2:</u>		
CS 81, JavaScript and Dynamic HTML and	3	X
CS 82, ASP.NET Programming in C# or	3	
CS 83, Server-Side Java Web Programming or	3	
CS 84, Programming with XML or	3	X
CS 85, PHP Programming	3	X
<u>Group 3:</u>		
CS 65, Oracle Programming	3	
CS 66, Advanced Oracle	3	

<u>Group 4:</u>		
CS 52, C++ Programming and	3	
CS 51, Visual C++ Programming or	3	
CS 20A, Data Structures with C++	3	
<u>Group 5:</u>		
CS 55, Java Programming and	3	X
CS 56, Advanced Java Programming or	3	
CS 20B, Data Structures with Java	3	
Total major units	27	15
Percentage of units for certificate of achievement available online		56%

**Certificate of Achievement in Database Applications Developer
33 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses: (27 units)		
CS 3, Introduction to Computer Systems	3	
CS 15, Visual Basic Programming	3	X
CS 19, Visual Basic Advanced Programming	3	X
CS 32, Database Programming in VB.NET	3	X
CS 37, Web Programming in VB.NET	3	X
CS 60, Database Concepts and Applications	3	
CS61, Microsoft SQL Server Database	3	
CS 65, Oracle Programming	3	
CS 74A, Security in VB.NET Applications	3	X
Select two of the following courses:		
CS 66, Advanced Oracle	3	
CS 68, Oracle Database Administrator	3	
CS 84, Programming with XML	3	X
CS 85, PHP Programming	3	X
Total major units	33	21
Percentage of units for AA Degree available online		63%

Certificate of Achievement as a Web Programmer
30 units total

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
REQUIRED CORE COURSES (18 UNITS)		
CS 3, Introduction to Computer systems	3	
CS 60, Database Concepts and Applications	3	
CS 70, Networking Theory and Essentials	3	
CS 80, Internet Programming	3	
CS 81, JavaScript and Dynamic HTML	3	X
CS 84, Programming with XML	3	X
Select one of the following two groups:		
CS 15, Visual Basic Programming <i><u>and</u></i>	3	X
CS 19, Advanced Visual Basic Programming <i><u>or</u></i>	3	X
CS 55, Java Programming <i><u>and</u></i>	3	X
CS 56, Advanced Java Programming	3	
Select one of the following Courses: (3 units)		
CS 32, Database Programming in VB>NET	3	X
CS 61, Microsoft SQL Server Database	3	
CS 65, Oracle Programming	3	
Select one of the following Courses: (3 units)		
CS 37, Web Programming in VB.Net, <i><u>or</u></i>	3	X
CS 82, ASP.NET Programming in C# <i><u>or</u></i>	3	
CS 83, Server Side Java Web Programming <i><u>or</u></i>	3	
CS 85, PHP Programming	3	X
Total major units	30	18
Percentage of units for certificate of achievement available online		60%

Department Certificate in Computer Programming
12 required units

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses: (12 Units)		
CS 3, Introduction to Computer systems (3)	3	
CS 15, Visual Basic Programming	3	X
CS 17, Assembly Language Programming	3	X
CS 52, C++ Programming	3	
Total major units	12	6
Percentage of units for department certificate available online		50%

**Department Certificate in Information Systems Management
13 required units**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses: (10 Units)		
CS 9A/CIS 9A, Technology Project Management I	3	X
CS 9B/CIS 9B, Technology Project Management II	3	X
CS 15, Visual Basic Programming	3	X
CS 88A, Independent Study	1	
Select one of the following courses:		
CS 19, Advanced Visual Basic Programming <u>or</u>	3	X
CS 32, Database Programming in Visual Basic.NET <u>or</u>	3	X
CS 37, Web Programming in Visual Basic.Net	3	X
Total major units	13	12
Percentage of units for department certificate available online		92%

**Certificate of Achievement in General Office
30-32 required units**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (27-29 Units)		
ACCTG 1, Accounting 1 <u>or</u>	5	X
ACCTG 21, Business Bookkeeping	3	X
Bus 32, Business Communications	3	
CIS 1, Computer Concepts with Applications	3	X
CIS 4, Introduction to Computers with Business Applications	3	X
OFTECH 5, English Skills for the Office, <u>or</u>	3	X
OFTECH 5A, Grammar and Punctuation, <u>and</u>	1	
OFTECH 5B, Spelling and Vocabulary, <u>and</u>	1	
OFTECH 5C, Proofreading	1	
CIS 30, Microsoft Excel	3	X
CIS 37A, Microsoft Word I	3	X
CIS 37B, Microsoft Word II	3	X
CIS 39, MS outlook-Comprehensive Course	3	X

Select 3 Units from the following keyboarding courses:		
OFTECH 1, Keyboarding 1	3	X
OFTECH 1A, Keyboarding 1A	1	
OFTECH 1B, Keyboarding 1B	1	
OFTECH 1C, Keyboarding 1C	1	
OFTECH 9, Keyboarding Improvement	1	
OFTECH 10, Skill Building on the Keyboard	3	X
Total major units	30	27
Percentage of units for certificate of achievement available online		90%

**Certificates of Achievement as a Legal Administrative Assistant
30 units total**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (27-29 Units)		
BUS 5, Business Law	3	X
CIS 4, Introduction to Computers, Business Applications	3	X
CIS 30, Microsoft Excel	3	X
CIS 37A, Microsoft Word I	3	X
CIS 37B, Microsoft Word II	3	X
CIS 39, MS outlook-Comprehensive Course	3	X
OFTECH 5, English Skills for the Office, or	3	X
OFTECH 5A, Grammar and Punctuation, and	1	
OFTECH 5B, Spelling and Vocabulary, and	1	
OFTECH 30, Legal Office Procedures	3	X
OFTECH 31, Legal Terms & Transcription	3	X
Select 3 Units from the following keyboarding courses:		
OFTECH 1, Keyboarding 1	3	X
OFTECH 1A, Keyboarding 1A	1	
OFTECH 1B, Keyboarding 1B	1	
OFTECH 1C, Keyboarding 1C	1	
OFTECH 9, Keyboarding Improvement	1	
OFTECH 10, Skill Building on the Keyboard	3	X
Total major units	30	30
Percentage of units for certificate of achievement available online		100%

**Department Certificate in Clerical/Data Entry
12 required units**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses (9 Units)		
CIS 4, Introduction to Computers with Business Applications	3	X
CIS 37A, Microsoft I	3	X
OFTECH 5, English Skills for the Office <i>or</i>	3	X
OFTECH 5A, Grammar and Punctuation <i>and</i>	1	
OFTECH 5B, Spelling and Vocabulary (1) <i>and</i>	1	
OFTECH 5C, Proofreading	2	
Select three units from the following keyboarding courses:		
OFTECH 1, Keyboarding 1	3	X
OFTECH 1A, Keyboarding 1A	1	
OFTECH 1B, Keyboarding 1B	1	
OFTECH 1C, Keyboarding 1C	1	
OFTECH 9, Keyboarding Improvement	1,1,1	
OFTECH 10, Skill Building on the Keyboard	3	X
Total major units	12	12
Percentage of units for department certificate available online		100%

**Department Certificate in Medical Billing/Coding
15 required units**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses: (12 Units)		
CIS 30, Microsoft Excel	3	X
OFTECH 20, Medical Vocabulary	3	X
OFTECH 23, MediSoft	3	X
OFTECH 24, Medical Coding/Billing I	3	X
Select three units from the following keyboarding courses:		
OFTECH 1, Keyboarding 1	3	X
OFTECH 1A, Keyboarding 1A	1	
OFTECH 1B, Keyboarding 1B	1	
OFTECH 1C, Keyboarding 1C	1	
OFTECH 9, Keyboarding Improvement	1,1,1	
OFTECH 10, Skill Building on the Keyboard	3	X
Total major units	15	15
Percentage of units for department certificate available online		100%

**Department Certificate in Medical Records Clerk/Receptionist
15 required units**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses: (12 Units)		
CIS 4, Introduction to Computers with Business Applications	3	X
OFTECH 5, English Skills for the Office <i>or</i>	3	X
OFTECH 5A, Grammar and Punctuation <i>and</i>	1	
OFTECH 5B, Spelling and Vocabulary (1) <i>and</i>	1	
OFTECH 20, Medical Vocabulary	3	X
OFTECH 27, Medical Office Procedures	3	X
Select three units from the following keyboarding courses:		
OFTECH 1, Keyboarding 1	3	X
OFTECH 1A, Keyboarding 1A	1	
OFTECH 1B, Keyboarding 1B	1	
OFTECH 1C, Keyboarding 1C	1	
OFTECH 9, Keyboarding Improvement	1,1,1	
OFTECH 10, Skill Building on the Keyboard	3	X
Total major units	15	15
Percentage of units for department certificate available online		100%

**Department Certificate in Medical Transcription
15 required units**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses: (12 Units)		
OFTECH 5, English Skills for the Office or	3	X
OFTECH 5A, Grammar and Punctuation and	1	
OFTECH 5B, Spelling and Vocabulary (1) and	1	
OFTECH 5C, Proofreading	1	
OFTECH 20, Medical Vocabulary	3	X
OFTECH 21, Medical Terms & Transcription I	3	X
OFTECH 22, Medical Terms & Transcription II	3	X
Select three units from the following keyboarding courses:		
OFTECH 1, Keyboarding 1	3	X
OFTECH 1A, Keyboarding 1A	1	
OFTECH 1B, Keyboarding 1B	1	
OFTECH 1C, Keyboarding 1C	1	
OFTECH 9, Keyboarding Improvement	1,1,1	
OFTECH 10, Skill Building on the Keyboard	3	X
Total major units	15	15
Percentage of units for a department certificate available online		100%

**Department Certificate in Word Processing
15 required units**

<u>Course Number and Name</u>	<u>Units</u>	<u>Offered Online</u>
Required Courses: (12 Units)		
CIS 4, Introduction to Computers with Business Applications	3	X
OFTECH 5, English Skills for the Office or	3	X
OFTECH 5A, Grammar and Punctuation and	1	
OFTECH 5B, Spelling and Vocabulary (1) and	1	
OFTECH 5C, Proofreading	1	
CIS 37A, Microsoft Word I	3	X
CIS 37B, Microsoft Word II	3	X

Select three units from the following keyboarding courses:		
OFTECH 1, Keyboarding 1	3	X
OFTECH 1A, Keyboarding 1A	1	
OFTECH 1B, Keyboarding 1B	1	
OFTECH 1C, Keyboarding 1C	1	
OFTECH 9, Keyboarding Improvement	1,1,1	
OFTECH 10, Skill Building on the Keyboard	3	X
Total major units	15	15
Percentage of units for a department certificate available online		100%

Appendix D – Summary Table for Degrees and Certificates

Summary Table: Programs, Degrees & Certificates - Percentages Delivered Online			
	Column1	Column2	Column3
<u>Program/Degree/Certificate</u>	<u>Total Required Units</u>	<u>Units Offered Online</u>	<u>% Online</u>
Associate in Arts Degree - Accounting	60	51	85%
Associate in Arts Degree - Business Administration	60	51	85%
Associate in Arts Degree - Business Entrepreneurship	60	57	95%
Associate in Arts Degree - Business Management & Leadership	60	51	85%
Associate in Arts Degree - Business Marketing	60	54	90%
Associate in Arts Degree - Business Merchandising	60	48	80%
Associate in Arts Degree - Computer Programming	60	43	72%
Associate in Arts Degree - Computer Science	60	32	53%
Associate in Arts Degree - Database Applications	60	45	75%
Associate in Arts Degree - Web Programmer	60	45	75%
Associate in Arts Degree - Early Childhood Education	60	48	80%
Associate in Arts Degree - Early Childhood Intervention Assistant	60	45	75%
Associate in Arts Degree - Early Childhood Intervention Teacher	60	40	67%
Associate in Arts Degree - General Office	60	54	90%
Associate in Arts Degree - Legal Administrative Assistant	60	57	95%
Associate in Arts Degree - Computer Business Applications	60	54	90%
Associate in Arts Degree - Liberal Arts	60	57	95%
Associate in Arts Degree - Website Software Specialist	60	47	78%
Associate in Arts Degree - Nursing (ADN)	71	38.5	54%
Certificate of Achievement - Accounting	26	26	100%
Certificate of Achievement - Business Administration	25	19	76%
Certificate of Achievement - Early Childhood Education	27	18	67%
Certificate of Achievement - Early Childhood Intervention Assistant	27	15	55%
Certificate of Achievement - Early Childhood Intervention Teacher	41	24	59%
Certificate of Achievement - Entrepreneurship	26	20	77%

Certificate of Achievement - Business Management & Leadership	24	18	75%
Certificate of Achievement - Marketing	24	21	88%
Certificate of Achievement - Merchandising	24	15	63%
Department Certificate - Insurance Specialist	12	11	92%
Certificate of Achievement - Computer Business Applications	27	24	89%
Certificate of Achievement - Website Software Specialist	34	24	71%
Department Certificate - Desktop Publishing	17	16	94%
Department Certificate - Website Creator	15	15	100%
Department Certificate - Website Development Management	16	12	75%
Department Certificate - Word Processing Computer Info. Systems	15	15	100%
Certificate of Achievement - Computer Programming	27	15	56%
Certificate of Achievement - Database Applications Developer	33	21	63%
Certificate of Achievement - Web Programmer	30	18	60%
Department Certificate - Computer Programming	12	6	50%
Department Certificate - Information Systems Management	13	12	92%
Certificate of Achievement - General Office	30	27	90%
Certificate of Achievement - Legal Administrative Assistant	30	30	100%
Department Certificate - Clerical/Data Entry	12	12	100%
Department Certificate - Medical Billing/Coding	15	15	100%
Department Certificate - Medical Records Clerks/Receptionist	15	15	100%
Department Certificate - Medical Transcription	15	15	100%
Department Certificate - Word Processing Office Technology	15	15	100%

Appendix E IGETC and CSU Transfer Courses Offered Online

Revised October 15, 2007 COURSE	TRANSFER		IGETC AREA A	AMERICAN CULTURES	A.A. G.E SECTION	CSU G.E AREA
	UC	CSU				
<u>Accounting</u>						
Accounting 1, Accounting 1 (5)	X	X			IVB	
Accounting 2, Accounting 2 (5)	X	X			IVB	
Accounting 5, Advanced Accounting (5)		X				
Accounting 6, Advanced Accounting: Consolidations (3)		X				
Accounting 7, Advanced Accounting: Special Topics (3)		X				
Accounting 10A, Intermediate Accounting A (3)		X				
Accounting 10B, Intermediate Accounting B (3)		X				
Accounting 10C, Intermediate Accounting C (3)		X				
Accounting 11, Cost Accounting (3)		X				
Accounting 12, Auditing (3)		X				
Accounting 15, Personal Income Tax (3)		X				
Accounting 16, Special Problems – Corporate Taxation (3)		X				
Accounting 21, Business Bookkeeping (3)						
Accounting 26, Advanced Business Law (3)	X	X				
Accounting 31A, Excel for Accounting (3) (Same as CIS 31)		X				
Accounting 31B, Advanced Excel for Accounting (3)		X				
Accounting 33, Access for Accounting (3)		X				
Accounting 35, Computer Accounting (3)		X				
Accounting 45, Individual Financial Planning (3)		X				
<u>Anatomy</u>						
Anatomy 1, General Human Anatomy (4)	X	X	5B + lab		I	B2, B3, E
<u>Art History</u>						
Art 1, Western Art History I (3)	X	X	3A		III	C
Art 2, Western Art History II (3)	X	X	3A		III	C
Art 3, Western Art History III (3)	X	X	3A		III	C

Art 8, Western Art History IV (3)	X	X	3A		III	C
Art 72, American Art history (3)	X	X	3A	X	III	C
Art 73, History of Photography (3)	X	X	3A		III	C
Art 75, Contemporary Art (1945 – present) (3)	X	X	3A			C1
Art 79, Art Appreciation: Intro. To Visual Culture (3)	X	X	3A		III	
<u>Biology</u>						
Biology 2, Human Biology (3)	X	X	5B		I	B2, E
Biology 3, Fundamentals of Biology (4)	X	X	5B + lab		I	B2, B3
Biology 9, Human Ecology (3)	X	X	5B			
Biology 21, Cell Biology and Evolution (4)	X	X	5B + lab		I	B2, B3
<u>Botany</u>						
Botany 1, General Botany (4)	X	X	5B + lab		I	B2, B3
<u>Business</u>						
Business 1, Introduction to Business (3)	X	X			IIB	
Business 5, Business Law (3)	X	X				
Business 6, Advanced Business Law (3)	X	X				
Business 20, Principles of Marketing (3)		X				
Business 22, Introduction to Advertising (3)		X				
Business 24, Creative Selling (3)		X				
Business 26, Marketing Research & Consumer Behavior (3)		X				
Business 27, Intro to e-Commerce (3) (Same as CIS 27)		X				
Business 28, Integrated Marketing Communications (3)		X				
Business 31, Business English Fundamentals (3)		X				
Business 32, Business Communications (3)		X			IVA	A3
Business 45, Individual Financial Planning (3)		X				
Business 46, Introduction to Investments (3)		X				
Business 52, International Marketing (3)		X				
Business 62, Human Relations & Ethical Issues in Bus. (3)		X				
Business 65, Management Principles (3)		X				
Business 80, Principles of Logistics (3)		X				
<u>Chemistry</u>						
Chemistry 11, General Chemistry I (5)	X	X	5A +		I	B1, B3

			lab			
Chemistry 12, General Chemistry II (5)	X	X	5A + lab		I	B1, B3
<u>Communication</u>						
Comm 1, Survey of Mass Media Communications (3)	X	X				D7
<u>Computer Applications</u>						
CIS 1, Intro to Computers W/Applications (3)	X	X				
CIS 4, Intro to Computers (3)	X	X				
CIS 9A, Technology Project Management I (3)		X				
CIS 9B, Technology Project Management II (3)		X				
CIS 27, Introduction to e-Commerce (3) (Same as Bus 27)		X				
CIS 30, Microsoft Excel (3)		X				
CIS 32, Data Base Management (3)		X				
CIS 33, Adv Database Management (Access) (3)		X				
CIS 34, Advanced Excel w/Visual Basic (3)		X				
CIS 35, Computer Accounting (3)		X				
CIS 36G, Introduction to Internet – Short Course (1)		X				
CIS 37A, Microsoft Word I (3)		X				
CIS 37B, Microsoft Word II (3)		X				
CIS 38, Microsoft PowerPoint (3)		X				
CIS 39, MS Outlook – Comprehensive Course (3)		X				
CIS 40, InDesign (3)		X				
CIS 50, Introduction to Internet (3)		X				
CIS 51, Web Page Design Using XHTML and CSS (3)		X				
CIS 52, Web Page Design with FrontPage (3)		X				
CIS 53, Microsoft Expression Web (3)		X				
CIS 56, Multimedia for the Web (3)		X				
CIS 57, Web Site Management (3)		X				
CIS 58, Designing Accessible Websites (3)		X				
CIS 59A, Dreamweaver I (3)		X				
CIS 59B, Dreamweaver II (3)		X				
CIS 60A, Photoshop I (3)		X				
CIS 60B, Photoshop II (3)		X				
CIS 61, Fireworks (3)		X				

CIS 62B, Flash II (3)		X				
CIS 64, Illustrator (3)		X				
<u>Computer Science</u>						
CS 3, Intro to Computer Systems (3)	X	X				
CS 6, Virtual Worlds and Game Programming (3)		X				
CS 9A, Technology Project Management I (3)		X				
CS 9B, Technology Project Management II (3)		X				
CS 15, Visual Basic Programming (3)	X	X				
CS 17, Assembly Language Programming (3)	X	X				
CS 19, Advanced Visual Basic Programming (3)	X	X				
CS 23, Expert Systems and Chatbots (3)		X				
CS 33, C # Programming (3)		X				
CS 37, Web Programming in VB .Net (3)		X				
CS 50, C Programming (3)	X	X				
CS 52, C++ Programming (3)	X	X				
CS 55, Java Programming (3)	X	X				
CS 56 Advanced Java Programming (3)	X	X				
CS 74A, Security in VD.NET Applications (3)		X				
CS 78, Secure Server Installation & Administration (3)		X				
CS 80, Internet Programming (3)		X				
CS 81, JavaScript and Dynamic HTML (3)		X				
CS 84, Programming with XML (3)		X				
CS 85, PHP Programming (3)		X				
<u>Counseling</u>						
Counseling 20, Student Success Seminar (3)	X	X				E
<u>Early Childhood Education</u>						
ECE 2, Early Childhood Education Program (3)		X				
ECE 4, Language and literacy for Young Children (3)		X				
ECE 9, Introduction to School-Age Child Care (3)		X				
ECE 11, Home, School and Community (3)		X				
ECE 30, Children with Challenging Behaviors (3)						
ECE 40, Family Day Care II: Infants and Toddlers (1)						

ECE 41, Supervision & Admin of Early Childhood Prgrms (3)		X				
ECS 43, Supervision and Administration 2 (3)		X				
ECE 45, Education of Exceptional Children (3)		X				
ECE 64, Child Health, Safety and Nutrition (3)		X				
ECE 46, Infant through Toddler Studies (3)		X				
ECE 47, Developing Family Childcare (3)		X				
ECE 61, Teacher/Child Interactions (3)		X				E
<u>Economics</u>						
Economics 1, Principles of Microeconomics (3)	X	X	4B		IIB	D2
Economics 2, Principles of Macroeconomics (3)	X	X	4B		IIB	D2
<u>Education</u>						
Education 1, Career Choices in Education (1)		X				
<u>English</u>						
English 1, Reading & Composition 1 (3)	X	X	1A		IVA	A3, C
English 2, Critical Analysis & Intermediate Comp (3)	X	X	1B		III	A3, C
English 5, English Literature 1 (3)	X	X	3B		III	C
English 10, Ethnic Literature of the U.S. (3)	X	X	3B	X	III	C
English 15, Shakespeare (3)	X	X	3B		III	C
English 21B, English Fundamentals 2 (3)					IVA	A3, E
English 31, Advanced Composition (3)	X	X			III	
English 39, Images of Women in Literature (3)	X	X	3B		III	C
English 40, Asian Literature (3)	X	X	3B		III	
English 48, Speed Reading & College Vocabulary		X				
English 50, Mythology (3)	X	X	3B		III	C
English 51, Literature of the Bible: Old Testament (3)	X	X	3B		III	C
English 52, Literature of the Bible: New Testament (3)	X	X	3B		III	C
<u>ESL – Development of English Skills</u>						
ESL 11A, Basic English 1 (6,6)						
ESL 14A, Pronunciation and Spelling (2)						
ESL 16A, The Use of the Article (1)						
ESL 16B, Using Verb Tenses (1)						

ESL 16C, Sentence Structure and Punctuation(1)						
ESL 20A, Advanced Grammar Workshop 1 (3)						
ESL 20B, Advanced Grammar Workshop 2 (3)						
ESL 21A, English Fundamentals (3)						
ESL 23, Academic Reading and Study Skills (3)						
ESL 28, Academic Vocabulary Skills (3)						
<u>Entertainment Technology</u>						
ET 11, Computer Skills for Digital Media (3)		X				
ET 37, Digital Imaging for Design I, (3)		X				
ET 61, History of Animation (3)		X			III	C
ET 72, Career Exploration (2)		X				
<u>Geography</u>						
Geography 3, Weather and Climate (3)	X	X	5		I	
<u>Graphic Design</u>						
Gr Des 34, Publication and Page Design 1 (3)		X				
Gr Des 64, Digital Imaging for Design (3)		X				
Gr Des 66, Web Design 2, (3)		X				
<u>Health Education</u>						
Health 10, Fundamentals of Healthful Living (3)	X	X				
<u>History</u>						
History 1, History of Western Civilization I (3)	X	X	3B		IIB	C, D2, D6
History 2, History of Western Civilization II (3)	X	X	3B		IIB	C, D6
History 11, History of the U.S. to 1865 (3)	X	X	3B		IIA	C, D6
History 12, History of the U.S. after 1865 (3)	X	X	3B		IIA	C, D6
History 16, African American History (3)	X	X	3B		IIB	C, D6
History 34, World Civilizations II (3)	X	X	3B		IIB	C, D2 – D7
History 53, History of Religion (3)	X	X	3B		III	C
<u>Interior Design</u>						
Interior Design 35, Computer Aided Design and Drafting (3)		X				
Interior Design 37, Set Design & Art		X				

Direction/TV & Film (3)						
<u>Journalism</u>						
Journalism 1, The News (3)	X	X				
<u>Library Studies</u>						
Library 1, Library Research Methods (1)		X				
Library 3, Advanced Library Research Methods (3)	X	X				
<u>Microbiology</u>						
Microbiology 1, Fundamentals of Microbiology (5)	X	X	5B + lab		I	B2, B3
<u>Music History & Appreciation</u>						
Music 32, Appreciation of Music (3)	X	X	3A		III	C
<u>Nursing</u>						
Nursing 16, Physical Assessment (1)						
Nursing 17, Pharmacological Aspects of Nursing (3)		X				
Nursing 19, Orientation to Advanced Placement (2)						
Nursing 25, Psychiatric – Medical Health Nursing (1.5)		X				
Nursing 28, Community-Based Nursing Practice (1)						
Nursing 30, Intermediate Medical-Surgical Nursing (2.5)		X				
Nursing 35, Advanced Medical-Surgical Nursing (2.5)		X				
Nursing 40, Nursing of Children (1.5)		X				
Nursing 45, Women’s Health Care (1.5)		X				
Nursing 50, Professional Role Transition (1)		X				
<u>Nutrition</u>						
Nutrition 1, Introduction to Nutrition Science 3	X	X			I	E
Nutrition 7, Food and Culture in America (3)	X	X	4	X	IIB	D3, D7
<u>Office Technology</u> (Formerly Office Information Services)						
OFFTECH 1, Keyboarding (1)						
OFFTECH 5, English Skills for the Office (3)		X				
OFFTECH 9, Keyboarding Improvement (1,1,1)		X				

OFFTECH 10, Skill Building on the Keyboard (3)		X				
OFFTECH 20, Medical Vocabulary (3)		X				
OFFTECH 23, MediSoft (3)						
OFFTECH 24, Medical Coding/Billing (3)						
OFFTECH 25, Medical Coding/Billing 2 (3)						
OFFTECH 26, Medical Coding/Billing 2 (3)						
<u>Philosophy</u>						
Philosophy 1, Introduction: Knowledge and Reality (3)	X	X	3B		III	
<u>Physiology</u>						
Physiology 3, Human Physiology (4)	X	X				B2, B3, C
<u>Political Science</u>						
Political Science 1, National & California Government (3)	X	X	4		IIB	D8
Political Science 2, Comparative Government & Politics (3)	X	X	4		IIB	D8
Political Science 7, International Politics (3)	X	X	4		IIB	D8
<u>Psychology</u>						
Psych 16, Mind and Metabolism (3)	X	X				
Psych 19, Life Span and Human Development (3)	X	X	4			D9, E
<u>Religious Studies</u>						
Rel St 51, Literature of the Bible: Old Testament (3)	X	X	3B		III	C
Rel St 52, Literature of the Bible: New Testament (3)	X	X	3B		III	C
<u>Sociology</u>						
Sociol 1, Introduction to Sociology (3)	X	X	4		IIB	D0
<u>Spanish</u>						
Spanish 1, Elementary Spanish I (5)	X	X	For Lang		III	C
<u>Speech</u>						
Speech 1, Elements of Public Speaking (3)	X	X	IC			A1
Speech 5, Interpersonal Communication (3)	X	X				E
Speech 7, Intercultural Communication (3)	X	X	4		IIB	
TOTAL: 201 Classes	73	179	49	3	43	54

Appendix F – Curriculum Committee Documents

DISTANCE EDUCATION REVIEW AND APPROVAL CHECKLIST

Course Name:

Instructor Preparing Course:

Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- _____ Course objectives have not changed.
- _____ Course content has not changed.
- _____ Method of instruction meets the same standard of course quality.
- _____ Outside assignments meet the same standard of course quality.
- _____ Required texts meet the same standard of course quality.
- _____ Serves comparable number of students per section as a traditional course in the same department

Additional considerations for all distance education courses:

- _____ Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- _____ Adequate technology resources exist to support this course/section
- _____ Library resources are accessible to students.
- _____ Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments.
- _____ Adequately fulfills “effective contact between faculty member and student” required by Title 5
- _____ Will not affect existing or potential articulation with other colleges
- _____ Special needs (i.e., texts, materials, etc.) are reasonable

_____ Complies with current access guidelines for students with disabilities

_____ Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services.

Department vote: _____ **Yes** _____ **No** _____ **Abstain**

Approvals:

Department Chair

President, Academic Senate

Librarian

**Chair, Academic Senate
Curriculum Committee**

Chief Instructional Officer

For the Curriculum Committee

QUESTIONS FOR FACULTY PREPARING DISTANCE EDUCATION CLASSES
(An additional page for more complete answers may be attached)

NAME OF CLASS _____

- 1. How specifically will your methods of instruction change in delivering the course online? Describe the specific methods of instruction you will use for this online class. For example, if you typically present a lecture followed by small and large group discussion, how will you teach this same lesson in the online environment? (Keep in mind that in the online environment, written lectures do not get read.)**

- 2. How specifically will your methods of evaluation change?**

- 3. Does eCollege support your technology needs? What other software does your course need?**

- 4. What are the benefits of offering this course content via distance education?**

- 5. What are the anticipated challenges with teaching this course via distance education? (Consider pedagogical, practical, and technical challenges.)**

- 6. What experience do you have with the technology needed to support your method of delivering this course via distance education? If you have little or none, what training do you anticipate undertaking to facilitate the delivery of your class?**

- 7. In which semester do you wish to begin offering this distance education class?**

- 8. How do you propose to establish and maintain regular and effective contact with students as required by Title V, Section 55211?**

- 9. When do you wish to begin offering this distance education class?**

Appendix G Distance Education Committee Documents

**Distance Education: Subcommittee Best Practices:
Faculty Readiness Tool**

This document is to encourage discussion between faculty and department chairs

1. Do you have regular, reliable computer and Internet access seven days a week?
 - a. Does your computer meet the basic technology requirements of the current CMS (eCollege)?
 - b. If you have a Macintosh, are you aware of the current interface problems between Macintosh and eCollege?
2. Do you know the basics of word processing? Do you know how to...
 - a. upload and download attachments?
 - b. cut and paste?
 - c. adjust font type and size?
3. Do you check your email on a regular basis?
4. Distance Education protocols recommend that you respond to email within 24 hours excluding weekends. Can you meet that protocol?
5. Are you willing and able to sit in front of a computer for at least an hour or two every day?
6. Have you ever taken an online class? If so, have you audited an SMC online class?
7. Are you prepared to do a lot of typing? Are you able to type at a reasonable speed?
8. Are you prepared for more time intensive one-to-one interactions with students instead of the more traditional whole group contact?
9. How many eCompanion training sessions have you attended?
10. What other technological training have you had?
11. Do you use eCompanion? In eCompanion have you...
 - a. uploaded attachments?
 - b. used the email tab?
 - c. used the gradebook?
 - d. set up the gradebook?
 - e. built quizzes?
 - f. used the dropbox?
 - g. used the file manager?
 - h. used the course tools under the Course Admin tab?
 - i. uploaded PowerPoint presentations or notes?
12. How many Online instructors have you spoken with concerning the differences between online and classroom-based instruction?

13. How often have you visited the FAC 101 section on the eCompanion opening page? Have you implemented any of the ideas that are found there in your eCompanion classroom?
14. Have you experimented in your ground classes with online grading? That is, have you created an online test in eCompanion?
15. Do you have the patience and time to spend re-imagining your pedagogy and developing content designed specifically for an online class?
16. How do you plan to familiarize yourself with online pedagogy?
17. Are you able to describe the needs of a successful online student?
18. What are the characteristics of an effective online instructor?
19. Do you know how to create online class materials that are universally accessible? Do you know what kind of support the campus offers in helping your online class meet 508 compliance?
20. Full Timers: What committees are you currently serving on, and will not coming to campus for part of your load impact your ability/willingness to serve on those committees? Would you consider being our representative to the DE committee?

Santa Monica College- Best Practices Committee

“Semester Starter Kit”

It’s the opening day of the term, and students are excited, and a little bit nervous, to begin their online course. Upon successfully logging on the first time, they search eagerly for a welcome announcement, but nothing is there. Clicking on the Syllabus link, they find last term’s syllabus. Reading the material for the first learning module, several of the web links yield a Page Not Found message. The first chapter quiz says “not available.” What’s a student to do? Could these snafus have been avoided? The answer is, “Most Definitely!” One of the tried and true techniques is to have online instructors follow an Online Course Readiness Checklist that guides them and reminds them along the way.

The major components of the Course Readiness Checklist are in these categories:

- Instructional Design – the organization and architecture of the course
- Navigation – how students access the course content and tools
- Pedagogical Effectiveness – the instructional techniques
- Accessibility – Course is user friendly, created with Universal design in mind, and meets legal requirements for accessible design.
- Copyright Compliance – adherence to the institutional copyright compliance policy.
- Technology - use of technology tools and multimedia elements, hyperlinks
- Schedule – updated time-sensitive items, schedules, calendars, announcements

For each item within these categories, instructors can check off a simple Yes or No to indicate the course readiness status. A space for explanation or comments is provided at the end of each section. Comments are particularly useful for explaining any No course readiness items. Instructors can use this Checklist as a self-assessment or they may want to have the assistance of a peer-reviewer as they go through the items. Remove or add items to your Online Course Readiness Checklist to fit the needs of your online course development and delivery process. The following items are suggestions for comprehensive review of Online Course Readiness.

Committee Members: Brenda Antrim, Kay Azuma, Ellen Cutler, Maria Erickson, Dana Del George, Laura Manson, Wendy Parise, Judith Remmes, Julie Yarrish

Status Yes No	
	Instructional Design
Y N	1. Does the course content address the stated intended student learning outcomes?
Y N	2. Does the course include a current syllabus design specifically for the Distance Education course?
Y N	3. Does the syllabus include contact information about the instructor?
Y N	4. Does the syllabus include a detailed course description?
Y N	5. Does the syllabus include detailed course objectives and/or expected student learning outcomes?
Y N	6. Does the syllabus include course policies and procedures?
Y N	7. Does the syllabus include a detailed grading policy?
Y N	8. Does the course site include an entry page with current announcements?
Y N	9. Is there a sequence or hierarchy to the organization of the course content?
Y N	10. Do the units include resources to engage students in further study?
Y N	11. Is the course content organized into units, chapter, weekly or other type of setup?
Y N	12. Is there a template or consistent page setup within the units or units?
Y N	13. Does the entry page for each unit contain an introduction, overview, and objectives and grading criteria
Y N	14. Do the units include assessments that measure the achievement of the learning objectives for the unit?
Y N	15. Do the units include assigned readings?
Y N	16. Do the units include assignments with instructions about how to submit the assignments?
Y N	17. Do the units include exercises/activities that are interactive for the entire class or for groups?
	Comments about Instructional Design

	Navigation
Y N	1. Do the students know where to go and what to do?
Y N	2. Can the students find their way easily back and forth throughout the course?
Y N	3. Are learning materials and course resources available within 3 clicks?
Y N	4. Do web page links open in a second browser window?
Y N	5. Is the navigational system consistent throughout the pages?
Y N	6. Do all of the web links work?
	Comments about Navigation

		Pedagogical Effectiveness
Y	N	1. Does the course create an online learning community?
Y	N	2. Does the course create a student-centered learning environment?
Y	N	3. Are the students engaged in doing, rather than just reading?
Y	N	4. Are materials presented in a variety of formats to meet the needs of visual/nonverbal, tactile/kinesthetic, and auditory/visual learners?
Y	N	5. Does the course include threaded discussions?
Y	N	6. Does the course include opportunities for learning by inquiry?
Y	N	7. Does the course include frequent instructor-student communication and interaction?
Y	N	8. Does the course include frequent student-student communication and interaction?
Y	N	9. Does the course include plans for providing prompt instructor feedback?
Y	N	10. Does the course promote critical thinking and problem-solving skills?
Y	N	11. Does the course encourage students to manage their time and avoid procrastination by setting clear timelines and goals?
Y	N	12. Does the course include an area for Teacher-student contact?
		Comments about Pedagogical Effectiveness
		Accessibility
Y	N	1. Do all images have appropriate text descriptions (alt text)?
Y	N	2. Are there longer text descriptions of complex images that can not be adequately described with alt text?
Y	N	3. Do all the hyperlinks & text make sense when read out of context?
Y	N	4. Do all data tables have appropriate row and column headers identified?
Y	N	5. Are all forms accessible?
Y	N	6. If graphics are turned off by the student, is the content still understandable?
Y	N	7. Does the course provide a method for students to download printable materials?
Y	N	8. Are all videos captioned? Are transcripts provided for all audio files including podcasts?
Y	N	9. Is there good contrast between the text and the background?
Y	N	10. Is all information conveyed by color also communicated in another way?
Y	N	11. Are the PowerPoint slides accessible? (i.e. Is all the information contained in the outline View?) Are the original PowerPoint files available to students (vs. the version saved for the web)? If not, is the same information available in an accessible format in which all the information is available in the outline view?
Y	N	12. Are PDF documents accessible or is the same information available in an accessible format?

Y	N	13. Is information available for obtaining materials in accessible alternate formats?
Y	N	14. Have you included the statement below or similar statement in your syllabus? Santa Monica College is committed to making our online courses accessible to everyone. Should you encounter a feature and/or any course content that is inaccessible to you, please contact your professor and SMC Disabled Student Service.
Y	N	15. Are students informed about potential delays when loading very large files (e.g., videos)
Y	N	16. Do the web pages work well in different browsers and on different screen resolutions?
Y	N	17. Is the audio and video clear and audible?
Y	N	18. Is the course accessible on both PC and MAC platforms?
		Comments about Accessibility and Usability

		Copyright Compliance
Y	N	1. Does the use of educational materials and multimedia adhere to the institution's policy on Copyright Compliance?
Y	N	2. Does the use of educational materials and multimedia adhere to Fair Use Guidelines?
Y	N	3. Has the permission of the copyright holder been secured in writing?
		Comments about Copyright Compliance
		Technology
Y	N	1. Is the structural integrity of the course sound—the content is intact, and is not “broken” in some way?
Y	N	2. Is the publisher uploaded items work correctly?
Y	N	3. Is the use of ALL CAPS eliminated?
Y	N	4. Are all line art, charts, graphs, cartoon art, etc. posted as GIFs?
Y	N	5. Are photographic images greater than 200 x 200 pixels posted as JPEGs?
Y	N	6. If animated GIFS are used, do they have a specific educational purpose or meaning that can only be demonstrated through animation?
Y	N	7. Is the animation designed to stop moving or playing after 3 to 6 seconds or does it have controls that allow the student to stop, pause, or replay?
Y	N	8. If using streaming audio or video files, are they hosted on eCollege? (Windows Media and Real Media are the only true "streaming" file types)

Y	N	9. Are your file types below 10 Mb or 10 Minutes, in order to make them easier to upload, but especially to download by someone with a slower than normal Internet connection?
		Comments about Technology
Schedule		
Y	N	1. If using an automated course system, is the opening date of the course for student access set correctly?
Y	N	2. Is a Welcome announcement posted?
Y	N	3. Are all calendar dates set for the current semester?
Y	N	4. Are due dates set for the current semester?
Y	N	5. Are time-sensitive course modules and exams set to open and close?
Y	N	6. Confirm that all assignments and due dates are clear and consistent.
Y	N	7. Check all links to ensure that they are valid and working.
		Comments about Schedule
		Additional Feedback

Best Practices 1 – How to Plan and Run Your Online Course

BEST PRACTICES		
A) Communicate and Interact		
1	Contact students 1-2 weeks before the start of the course. (Provide information on how to enter the class, textbook information, workload, standards etc.) <ul style="list-style-type: none"> • Require students to login and participate in an introductory activity by the third day of the session. 	
2	Stay present. Let your students see that you are in the class often- model the commitment that you expect from them.	
3	Encourage contact between students and faculty. <ul style="list-style-type: none"> • Post Announcements. • Send Email. <ul style="list-style-type: none"> ○ Use smc.edu email service. 	
4	Check into the class every day or at least 4 days a week.	
5	Provide an Office Space which allows students to ask questions.	
6	Post course information as soon as the shell is available in the course administration section.[link to Best Protocols]	
7	Reply to email as stated in your response policy, ideally within 24-48 hours.	
8	“Be a Guide on the Side rather than a Sage on the Stage”. <ul style="list-style-type: none"> • Provide online resources that will enhance the students’ learning and encourage their curiosity. • Encourage students to share resources. 	
B) Manage Course Mechanics		
9	Provide Netiquette websites for students as well as a clear policy statement about appropriate behavior in your class. <ul style="list-style-type: none"> • Require that your students use a professional email alias, such as the one provided by a smc.edu email account. 	
10	Provide a FAQ page (FAQ = frequently asked questions) so instructions, processes, content, navigation, assessment, dates, and any other FAQ’s may be answered and clearly understood.	
11	Provide students information about how they can get help with course content, course mechanics and to access technical assistance.	
12	Syllabus must contain course expectations and deadlines and response policy, etc.	
13	Make the course layout/navigation/appearance clear, consistent, logical, attractive, regularly maintained, and compliant with accessibility law. <ul style="list-style-type: none"> • Use multiple points of access and navigation. • Create blocks of text that can be read in a short time. <ul style="list-style-type: none"> ○ Divide long text into topics. • Use type large enough to be read. • Make sure all links work and /or are updated regularly. 	
14	Provide clear directions on HOW to navigate your class.	
15	Create an encouraging and informative Welcome Message.	
C) Promote Contact and Interactivity		

		Student –Instructor	Student –Student		
		Student - Interface	Student-Content		
16	Encourage student to student contact.				
17	Establish a Social Community: set up a well-organized course site that includes a place for students to socialize.				
18	Develop reciprocity and cooperation among students. <ul style="list-style-type: none"> • Create some student-led discussion threads and post a place for them to share discipline-related resources they have found. 				
19	Encourage collaborative activity by students and consider using problem-based assignments where they work together to discover a solution. <ul style="list-style-type: none"> • Small group Activities. • Discussion Groups. 				
20	Consider providing Peer to Peer moderating opportunities.				
21	Provide an area for everyone to share Biographical Information. <ul style="list-style-type: none"> • Encourage students to post a short bio by setting up an introductions discussion thread and responding to it yourself. 				
22	In designing your course, create opportunities that encourage class participation.				
	D) Be conscious of learning style differences.				
23	Use a variety of assessment tools.				
24	Be aware that participants will have different learning styles. Some will learn more easily in groups, while others will excel when working independently. Provide a variety of activity-types allowing for differences in learning styles.				
25	Respect diverse talents and ways of learning.				
26	Encourage active involvement in discussions by appealing to their students' experiences, interests, and ambitions.				
	E) Create and Manage Content.				
27	Contact students at least 1-2 weeks before the start of the course, so that students are aware of course rigor. (Provide information on how to enter the class, textbook information, workload, standards etc.).				
28	Prepare students to do the class assignment or activity.				
29	Stagger Assignments and Tests. <ul style="list-style-type: none"> • Give Assignment/Assessment due dates in advance with sufficient time to complete. • Create and maintain a pattern of assignments. 				
30	Identify the teaching or learning objectives to be achieved, and then choose the technology that make the goals achievable. <ul style="list-style-type: none"> • Keep in mind the technical requirements of our current platform and the limitations students might have in accessing some high-end technology. 				
31	Communicate high expectations. <ul style="list-style-type: none"> • Provide students with clear written description of the assignments so that they know what is expected of them. • Clearly communicate your expectations. Provide a policy on expected student participation and a description of your grading criteria. Always include a grade for participation and a MINIMUM number of weekly student contributions to the discussion. Provide a 				

	<p>weekly agenda of what will be covered, assignments for the week, and due dates.</p> <ul style="list-style-type: none"> • Monitor participation. Be pro-active. Facilitate interactivity. Having stated behavior guidelines clearly, monitor how often students check in to class (at least 3-4 times a week). <ul style="list-style-type: none"> ○ Send follow-up email to students if they don't participate. 	
32	<p>Encourage active learning. Require regular hand-in assignments either a group or individual project or paper. This requirement will ensure that students integrate, synthesize and apply the information that has been discussed in the Virtual Classroom.</p>	
33	<p>Make content accessible to all students including students with disabilities by complying with legal requirements for accessible web design and content.</p>	
34	<p>Be aware of and follow COPYRIGHT regulations including Fair Use guidelines.</p>	
	F) Provide feedback to students.	
35	<p>Provide plenty of timely, constructive, and quality feedback.</p> <ul style="list-style-type: none"> • <u>Students need prompt feedback</u> <ul style="list-style-type: none"> ○ Individual/Whole class/Email and /or ○ Post Examples with student permission. 	
36	<p>Require participation and incorporate it into student evaluation and grading.</p>	
37	<p>Clearly delineate the grading criteria and department- defined learning outcomes.</p>	
38	<p>Post grades, as stated in the syllabus, so that students know how they are progressing.</p>	
	G) Keep Current with Distance Education Developments	
	Instructor –Content	Instructor-Technology
39	<p>Have access to current software and appropriate hardware.</p>	
40	<p>Have access to sufficient internet connectivity to perform necessary tasks adequately.</p>	
41	<p>Establish realistic expectations for yourself and the students.</p>	
42	<p>Complete an orientation for online instructors.</p> <ul style="list-style-type: none"> • Identify the resources and support you will need. 	
43	<p>Develop cohorts of online instructors (a method to offer support and exchange of ideas).</p>	
44	<p>Be familiar with Board policy, administrative regulations, legal requirements for accessibility, and other laws that apply to distance education.</p>	
45	<p>Infuse the content/materials with your personality using tone, pedagogy and multimedia elements.</p> <ul style="list-style-type: none"> • Edit and personalize publisher-provided content to avoid the feel of a “canned” course and violation of copyright issues. 	
46	<p>A) Report any substantial absence (3 -4 days without contact with the class) to your department chair and make arrangements to inform the class as well. B) In the unlikely event that you are incapacitated, have a person designated with access to your class who can enter and advise the students of your situation and give them guidance on what to do until you return.</p>	

Best Practices 2 – Methods and Resources

	BEST PRACTICES	<u>eCollege</u>	<u>OTHER</u>
	A) Communicate and Interact		
1	Post course information as soon as the shell is available. [link to Best Protocols]	<ul style="list-style-type: none"> • Course Admin Tab <ul style="list-style-type: none"> ○ Only use the Course Description box 	
2	Contact students 1-2 weeks before the start of the course** (Provide information on how to enter the class, textbook information, workload, standards etc.) Require students to login and participate in an introductory activity by the third day of the session.	<ul style="list-style-type: none"> • Email** • Announcement • Threaded Discussion • Chat 	<ul style="list-style-type: none"> • **Faculty Webpage link
3	Stay present. Let your students see that you are in the class often- model the commitment that you expect from them.	<ul style="list-style-type: none"> • Gradebook Activity • Questions for Instructor • Virtual Office • Announcement • Threads • Email 	
4	Encourage contact between students and faculty. <ul style="list-style-type: none"> • Post Announcements • Send Email <ul style="list-style-type: none"> ○ Use <u>smc.edu</u> email service 	<ul style="list-style-type: none"> • Respond to Emails • Respond to Threads • Feedback • Comment Box • Announcement 	<ul style="list-style-type: none"> • Phone Calls • Face to Face F2F
5	Check into the class every day or at least 4 times a week.	<ul style="list-style-type: none"> • Grading Assignments • Post Announcements • Responding to Threads • Provide guidance to students concerning assignments <ul style="list-style-type: none"> ○ Comment Box ○ Email ○ Announcement 	
6	Provide an Online Office Space which allows students to ask questions.	<ul style="list-style-type: none"> • Questions for Instructor (threaded Discussion format) • Virtual office (threaded Discussion format) • Dropbox Tab (individual) • Journal (individual) 	<ul style="list-style-type: none"> • Wimba Voice Boards • Wimba Voice Direct
7	Reply to email as stated in your response policy, ideally within 24-48 hours.	<ul style="list-style-type: none"> • Email 	<ul style="list-style-type: none"> • Phone calls
8	“Be a Guide on the Side rather than a Sage on the Stage”. <ul style="list-style-type: none"> • Provide online resources that will 	<ul style="list-style-type: none"> • Weblibliography • Doc Sharing • Cyber Café Thread tab – Resources 	

	<p>enhance the students' learning and encourage their curiosity</p> <ul style="list-style-type: none"> Encourage students to share resources 	<ul style="list-style-type: none"> Announcements Email 	
	B) Manage Course Mechanics		
9	Provide Netiquette websites for students as well as a clear policy statement about appropriate behavior in your class.	<ul style="list-style-type: none"> Link to SMC Student Conduct Code (AR 4410) Link to Student Tutorial 	<ul style="list-style-type: none"> Netiquette
10	Provide a FAQ page (FAQ = frequently asked questions) so instructions, processes, content, navigation, assessment, dates, and any other FAQ's may be answered and clearly understood.	<ul style="list-style-type: none"> This can be done via a checklist. Instructors may refer to FAC 101 <ul style="list-style-type: none"> Opening Faculty Homepage at smconline.org 	
11	Provide students information about how they can get help with course content, course mechanics and to access technical assistance	<ul style="list-style-type: none"> Course content <ul style="list-style-type: none"> Live Chat, discussion threads Course mechanics <ul style="list-style-type: none"> Online office smconline.org orientation tutorial Technical assistance <ul style="list-style-type: none"> helpdesk@smconline.org 24/7 helpdesk email & phone Refer to the Technical Requirements on the smconline.org homepage 	<ul style="list-style-type: none"> Provide links in eCollege to tech support for online textbooks and specialized software
12	Syllabus must contain course expectations, deadlines, grading and response policy, etc.	<ul style="list-style-type: none"> Announcement Course Admin – Syllabus Syllabus Email to students before class begins 	<ul style="list-style-type: none"> SMC :Counseling SMC Code of Academic Conduct Curriculum Committee Website
13	<p>Make the course layout/navigation/appearance clear, consistent, logical, attractive, regularly maintained, and compliant with accessibility law</p> <ul style="list-style-type: none"> Use multiple points of access and navigation Blocks of text can be read in a short time <ul style="list-style-type: none"> Long text is divided into topics Type is large enough to be read All links work and /or are updated regularly 	<ul style="list-style-type: none"> FAC 101 Access Tips 	<ul style="list-style-type: none"> Web Aim
14	Give clear directions on HOW to navigate your class.	<ul style="list-style-type: none"> Syllabus Announcement Student Tutorial Provide internal links to areas in the course-Doc Sharing, Gradebook etc. 	<ul style="list-style-type: none"> Faculty Created Tutorials <ul style="list-style-type: none"> Video / Audio
15	Create an encouraging & informative Welcome Message.	<ul style="list-style-type: none"> Email Announcement 	

C) Promote Contact and Interactivity			
	Student- Instructor	Student – Student	
	Student - Interface	Student- Content	
16	Encourage student to student contact.	<ul style="list-style-type: none"> • Chat Room • Threaded Discussion format • Cyber Café Thread • Collaborative Assignments and presentations 	<ul style="list-style-type: none"> • Wimba Voice Boards • Wimba Conferences
17	Establish a Social Community: set up a well-organized course site that includes a place for students to socialize.	<ul style="list-style-type: none"> • Cyber Café Thread • Chat Room • Threaded Discussion email 	<ul style="list-style-type: none"> • Wimba Voice Boards • Wimba Conferences
18	Develop reciprocity and cooperation among students. <ul style="list-style-type: none"> • By creating some student-led discussion threads and posting a place for them to share discipline-related resources they have found. 	<ul style="list-style-type: none"> • Doc Sharing • Threaded Discussion • Cyber Café Thread • Webliography 	<ul style="list-style-type: none"> • Wimba Presentations
19	Encourage collaborative activity by students and consider using problem-based assignments where they work together to discover a solution. <ul style="list-style-type: none"> • Small group Activities • Discussion Groups 	<ul style="list-style-type: none"> • Group Management tab 	<ul style="list-style-type: none"> • Wimba Presentations
20	Consider providing Peer to Peer moderating opportunities.	<ul style="list-style-type: none"> • Group Discussion • Chat • Group Management Tab • 	
21	Provide a spot for everyone to share Biographical Information.	<ul style="list-style-type: none"> • Encourage students to post a short bio by setting up an introductions discussion thread and responding to it yourself. 	<ul style="list-style-type: none"> • Wimba Voice Boards
22	In designing your course, create opportunities that encourage class participation.	<ul style="list-style-type: none"> • Assign points for a minimum level of participation per syllabus 	
D) Be conscious of learning style differences.			
23	Use a variety of assessment tools.		
24	Be aware that participants will have different learning styles. Some will learn more easily in groups, while others will excel when working independently. Provide a variety of activity-types allowing for differences in learning styles.	<ul style="list-style-type: none"> • Multimedia • PowerPoint PPT • Cooperative groups • Individual assignments • Threaded Discussions • Interactive activities 	<ul style="list-style-type: none"> • Wimba • Podcasting
25	Respect diverse talents and ways of learning		<ul style="list-style-type: none"> • Learning Style • Multiple Intelligence in the College Classroom

			<ul style="list-style-type: none"> • Four Learning Styles
26	Encourage active involvement in discussions by appealing to their students experiences, interests, and ambitions	<ul style="list-style-type: none"> • Threaded Discussions 	
	E) Create and Manage Content.		
27	Contact students at least 1-2 weeks before the start of the course, so that students are aware of course rigor. (Provide information on how to enter the class, textbook information, workload, standards etc.).	<ul style="list-style-type: none"> • Email • Course Admin Tab 	
28	Prepare students to do the class assignment or activity.	<ul style="list-style-type: none"> • Announcement • Content item • Unit Page • Syllabus • Email • 	<ul style="list-style-type: none"> • CCC Confer • Outside links
29	Stagger Assignments and Tests <ul style="list-style-type: none"> • Give Assignment/Assessment due dates in advance with sufficient time to complete • Create and maintain a pattern of assignments 	<ul style="list-style-type: none"> • Calendar • Syllabus • Toolbox (release by date) 	
30	Identify the teaching or learning objectives to be achieved, and then choose the technology that make the goals achievable. <ul style="list-style-type: none"> • Keep in mind the technical requirements of our current platform and the limitations students might have in accessing some high-end technology 		<ul style="list-style-type: none"> • Course Outline • Student Learning Outcomes
31	Communicate high expectations. <ul style="list-style-type: none"> • Provide students with clear written description of the assignments so that they know what is expected of them. • Clearly communicate your expectations. Provide a policy on expected student participation and a description of your grading criteria. Always include a grade for participation and a MINIMUM number of weekly student contributions to the discussion. Provide a weekly agenda of what will be covered, assignments for the week, and due dates. • Encourage participation. Be pro-active. Facilitate interactivity. 		

	<p>Having stated behavior guidelines clearly; monitor how often students check in to class (at least 3-4 times a week).</p> <ul style="list-style-type: none"> ○ Send follow-up email to students if they don't participate. 		
32	<p>Encourage active learning. Require regular hand-in assignments (either a group project or individual paper). This requirement will ensure that students integrate, synthesize and apply the information that has been discussed in the Virtual Classroom.</p>		
33	<p>Make content accessible to all students including students with disabilities by complying with legal requirements for accessible web design and content.</p>	<ul style="list-style-type: none"> • FAC 101 Access Tips 	<ul style="list-style-type: none"> • Web Aim • Answer YES to: Do you want additional backup tests? On The Dupe Request Form
34	<p>Be aware of and follow COPYRIGHT regulations including Fair Use guidelines.</p>		<ul style="list-style-type: none"> • SMC copyright guideline limitation
	<p>F) Provide feedback to students.</p>		
35	<p>Provide plenty of timely, constructive, and quality feedback</p> <ul style="list-style-type: none"> • <u>Students need prompt feedback</u> <ul style="list-style-type: none"> ○ Individual/Whole class/Email and / or ○ Post Examples with student permission 	<ul style="list-style-type: none"> • Email • Comment Box • Microsoft Reviewer function • Announcement 	<ul style="list-style-type: none"> • Feedback 1 • Feedback 2 • See FAC 101 for more resources
36	<p>Require participation and incorporate it into student evaluation and grading.</p>	<ul style="list-style-type: none"> • Threads • Collaborative Assignments • Doc Sharing • Gradebook • Webliography • Chat Room 	<ul style="list-style-type: none"> • Link to Relevant websites
37	<p>Clearly delineate the grading criteria and department- defined learning outcomes.</p>	<ul style="list-style-type: none"> • Syllabus • Sample Papers • Announcements • Rubrics • Peer Edit Assignments 	
38	<p>Post grades, as stated in the syllabus, so that students know how they are progressing.</p>	<ul style="list-style-type: none"> • Gradebook • Announcement • Comment Box • Inform students of grading schedule 	
	<p>G) Keep Current with</p>		

	Distance Education Developments			
	Instructor – Content	Instructor-Technology		
39	Have access to current software and appropriate hardware.		<ul style="list-style-type: none"> Refer to tech requirements 	<ul style="list-style-type: none"> Distance ED Media Specialist Become Familiar with Multimedia Enhancements such as Wimba, Articulate See FAC 101
40	Have access to sufficient internet connectivity to perform necessary tasks adequately.		<ul style="list-style-type: none"> Contact eCollege’s Helpdesk before you travel (local & International) for questions concerning tech specs 	<ul style="list-style-type: none"> Wireless isn’t a reliable connection Plan for technology limitations and variations in security issues when traveling
41	Establish realistic expectations for yourself and the students.		<ul style="list-style-type: none"> Advise students of tech requirements that are unique to your class such as Microsoft word, Adobe Reader <ul style="list-style-type: none"> Announcement Welcome Email Assignment Information Course Links Course Admin tab Provide accommodations for students when using technology beyond the tech requirements 	<ul style="list-style-type: none"> Plug-in for Wimba Microphone
42	Complete an orientation for online instructors. <ul style="list-style-type: none"> Identify the resources and support you will need. 		<ul style="list-style-type: none"> IDT Instructional Design Tutorial FAC 101 Faculty Support SOT Student Orientation Tutorial 	
43	Develop cohorts of online instructors (a method to offer support and exchange of ideas)		<ul style="list-style-type: none"> FAC Distance Education Faculty Water Cooler 	<ul style="list-style-type: none"> Brown Bag Gatherings Informal meetings
44	Be familiar with Board policy, administrative regulations, legal requirements for accessibility, and other laws that apply to distance education.		<ul style="list-style-type: none"> FAC 101 Access Tips 	<ul style="list-style-type: none"> Web Aim WebAim: United States Laws
45	Infuse the content/materials with your personality using tone, pedagogy and multimedia elements. <ul style="list-style-type: none"> Edit and personalize publisher-provided content to avoid the feel of a “canned” course and violation of copyright issues. 			<ul style="list-style-type: none"> SMC copyright guideline limitation
46	A) Report any substantial absence (3 -4 days without contact with the class) to your department chair and make		1. Inform students of substantial absence <ul style="list-style-type: none"> Announcement Email A) Consider informal partnership with a	

	<p>arrangements to inform the class as well.</p> <p>B) In the unlikely event that you are incapacitated, have a person designated with access to your class who can enter and advise the students of your situation and give them guidance on what to do until you return.</p>	<p>colleague within your department who can step into your class to maintain continuity in the course (<i>Consider adding this individual to your class at the time of Dupe Request</i>)</p>	<p>B)Contact Department Chair B) Encourage your chair to develop and maintain a DE Substitute Pool.</p>
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Faculty Administrative Protocols

Instructor Steps	Description or Instructions	Reference or Contact information	Timeline
1) Express interest in teaching an online class.	<p>Review Faculty Readiness Tool</p> <p>For ongoing course follow steps delineated below:</p> <p>New course must first go through department and curriculum processes.</p>	<p>[link to Faculty Readiness Tool]</p> <p>Discuss with Department Chair</p> <p>link to Curriculum Process: http://www.smc.edu/apps/pub.asp?Q=1586&B=1</p>	<p>1-2 semesters prior</p> <p>1-2 semesters prior</p> <p>Allow 1 additional semester</p>
2) Before pursuing an online class teaching assignment...	<p>Start by using eCompanion for a course you teach. Attend eCompanion training course.</p> <p>Review course shell of an instructor teaching same or similar course. Enroll as guest student, if possible.</p>	<p>Waleed Nasr, Technology User Support Sr. Specialist, x4398 nasr_waleed@smc.edu</p> <p>Julie Yarrish, Distance Education, x 3762, yarrish_julie@smc.edu</p>	<p>1-2 semesters prior</p> <p>1-2 semesters prior</p>

3) Begin to design course:	a) Review Best Practices for Distance Education. b) Read FAC 101 accessibility tips	[Links to Best Practices: Methods & Resources and Semester Starter Kit FAC 101 Access Tips Unit	1 semester prior 1 semester prior
4) a) request course shell 4 b) enlist Multi Media Lab Support 4 c) prepare to comply and get assistance with accessibility guidelines	Have a shell created for your course. Or, if appropriate, request course shell from another instructor to be copied into your course shell. Utilize Multi-Media Specialists Distance Education online content must comply with state and federal accessibility guidelines. Information is available in FAC 101	Julie Yarrish, Distance Education, x 3762, yarrish_julie@smc.edu copyrequest@smconline.org Marilyn Simons, Distance Education, x3760, simons_marilyn@smc.edu ; Christine Miller, Media Specialist, x3765 miller_christine@smc.edu Waleed Nasr, Technology User Support Sr. Specialist, x4398 nasr_waleed@smc.edu Irene Wolt, Alternate Media Specialist, x8934, wolt_irene@smc.edu Ellen Cutler, High Tech Training, x4496, Cutler_Ellen@smc.edu	6 months prior 1 semester prior 1 semester prior
5) Book Order	Your department procedures Be sure that your book order has been received.	Same as for on-ground classes SMC Bookstore	follow department timeline
6) Once course is scheduled...	Supply course information for the Schedule of Online Classes: <u>Minimum Content</u> 1) required text and materials, 2) information on required software 3)an advisory as to whether or not there is an on-campus component, 4) your e-mail address (see A below) <u>Recommended:</u> Establish wait list/add policy and update course admin/link to homepage	See Sample Judith Remmes, English 10. www.smconline.org – schedule of classes To modify/update log on to your homepage at www.smconline.org , open the link to your class/section and click on the Course Admin tab.	When the term schedule is available online. (Approximately 3 months before class begins.)
7) For returning instructors:	Use Current Class Dupe Request Form.	Respond to current class dupe request sent to faculty by Marilyn Simons	At least five (5) weeks before the class begins

Submit Class Dupe Request	<p>Check shell to be sure content has been copied and update Course Admin.</p> <p>Notify Marilyn Simons if you are not going to copy a previous shell into your current course shell.</p>	<p>Send to: copyrequest@smconline.org</p> <p>Marilyn Simons, Distance Education, x3760, simons_marilyn@smc.edu</p>	
8) Verify Course Content	<p>Check content links, media, accessibility guidelines, etc.</p> <p>Enroll as a guest student in your class to see student view.</p>	<p>See #4 b & c for additional media and accessibility support, if needed.</p> <p>Use: "Semester Starter Kit" checklist to make sure your class is ready for students.</p> <p>Julie Yarrish, Distance Education, x 3762, yarrish_julie@smc.edu</p>	Completed at least 2 weeks prior to 1 st day of class
Other Administrative Notes/Tasks:			
A) E-mail Address	E-mail for online faculty defaults to your SMC e-mail. Please check it frequently.	If you wish the students to contact you through your personal e-mail, post that information in your course information.	
B) Enrollment	<p>Once the session begins: adds, instructor drops and reinstates are administered by faculty.</p> <p>When adding students, please notify them that access to an online class is not immediate...it is an overnight process.</p>	<p>Contact Kiersten Elliot in Admissions for assistance. admissions@smconline.org</p>	
C) Deadlines	All online classes must adhere to the established dates and deadlines, including the finals schedule.	[Link to A & R Dates and Deadlines]	

FUTURE INNOVATIONS	For those who want to try something new such as using new technologies such as gaming for instruction, collaborating with other colleges, etc...	Julie Yarrish, Distance Education, x 3762, yarrish_julie@smc.edu	
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A Note to Department Chairs

Greetings, Department Chairs,

June, 2008

Thank you for your partnership in supporting and disseminating the “best practices” documents the DE committee has been assembling over the last several semesters.

We have prepared for you the following:

- A bound Faculty to Faculty DE Resources Handbook, for your reference, containing:
 - the **Faculty Readiness Tool**, which will help you discuss with faculty new to distance education the kinds of skills which are required before beginning. This tool can also be used to periodically check-in with faculty already teaching online.
 - The **Semester Starter Kit**, which is a checklist for the beginning of EACH semester, for EVERY online faculty, to ensure that the section shell is “student-ready.”
 - The **Best Practices, part 1** document from Spring 2007, which is a wealth of information from experienced SMC faculty and from other educators.

It lists practices that maximize effective student contact in this very different teaching environment.

- the **Best Practices, part 2 document: Methods and Resources**, which shows how the practices listed in the first document can be implemented using eCollege resources, and using resources supplemental to eCollege.
- Printed copies of the Faculty Readiness Tool, for you to distribute to interested faculty at a department meeting, perhaps.
- Printed copies of the Semester Starter Kit, an every-semester, every-class checklist.
- A few printed copies of Best Practices I & II, for loan to faculty who want inspiration and direction regarding course improvement.
- A copy of our **Administrative Protocols document**, a work-in-progress that delineates required administrative practices and critical path timelines. We hope to have this document in flow-chart form this fall.

For additional copies of these documents, please log into eCompanion:

www.smconline.org and choose the first class, FAC 101.

The top unit in the left unit is Course Home.

Click on Best Practices there to find links to all of these documents.

We appreciate any feedback from you and from your department members.

Again, thanks for your support.

the Academic Senate Distance Education Committee & Best Practices Sub-committee

[Teri Bernstein, DE Chair; Julie Yarrish, Vice-Chair; Laura Manson, Best Practices Subcommittee Chair; Sub-committee—Brenda Antrim, Kay Azuma, Ellen Cutler, Maria Erickson, Dana Del George, Wendy Parise, Judith Remmes, Julie Yarrish; other DE members—Fariba Bolandhemat, Chito Cajayon, Peggy Kravitz, Erica LeBlanc, Pat Mantabe, Christine Miller, Waleed Nasr, Marilyn Simons, Odemaris Valdivia, Sal Veas]

Appendix H SMC Student Success Data for On-Ground, Online, and Hybrid Courses

Fall 2001

Course Type	Unsuccessful		Successful		Total	
Regular	25399	34.3%	48647	65.7%	74046	100.0%
Online	1302	64.5%	717	35.5%	2019	100.0%
Hybrid	76	55.5%	61	44.5%	137	100.0%

Fall 2002

Course Type	Unsuccessful		Successful		Total	
Regular	24736	32.6%	51194	67.4%	75930	100.0%
Online	1164	48.1%	1255	51.9%	2419	100.0%
Hybrid	49	38.0%	80	62.0%	129	100.0%

Fall 2003

Course Type	Unsuccessful		Successful		Total	
Regular	20363	31.8%	43680	68.2%	64043	100.0%
Online	581	35.7%	1045	64.3%	1626	100.0%
Hybrid	52	57.1%	39	42.9%	91	100.0%

Fall 2004

Course Type	Unsuccessful		Successful		Total	
Regular	24702	34.2%	47438	65.8%	72140	100.0%
Online	1454	44.5%	1813	55.5%	3267	100.0%
Hybrid	215	51.6%	202	48.4%	417	100.0%

Fall 2005

Course Type	Unsuccessful		Successful		Total	
Regular	25447	34.9%	47489	65.1%	72936	100.0%
Online	1963	45.2%	2377	54.8%	4340	100.0%
Hybrid	240	47.0%	271	53.0%	511	100.0%

Fall 2006

Course Type	Unsuccessful		Successful		Total	
Regular	24273	34.6%	45909	65.4%	70182	100.0%
Online	2407	43.5%	3121	56.5%	5528	100.0%
Hybrid	390	46.2%	455	53.8%	845	100.0%

Fall 2007

Course Type	Unsuccessful		Successful		Total	
Regular	25382	34.8%	47590	65.2%	72972	100.0%
Online	2960	41.7%	4146	58.3%	7106	100.0%
Hybrid	302	35.7%	543	64.3%	845	100.0%