

**Santa Monica College**  
**Distance Education Application (in CurricUNET) for:**  
**ECE 32 - Communicating With Families**

<b>Distance Education Application</b>	
Delivery Methods	Online/Web-based Online Hybrid (51% or more of course is held on-campus)
<b>Distance Education Quality</b>	
Quality Assurance	<ul style="list-style-type: none"> <li>✓ Course content has not changed</li> <li>✓ Method of instruction meets the same standard of course quality</li> <li>✓ Outside assignments meet the same standard of course quality</li> <li>✓ Serves comparable number of students per section as a traditional course in the same department</li> <li>✓ Required texts meet the same standard of course quality</li> <li>✓ Course objectives have not changed</li> </ul>
Additional Considerations	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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.</li> <li>✓ Adequate technology resources exist to support this course/section</li> <li>✓ 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</li> <li>✓ Adequately fulfills “effective contact between faculty member and student” required by Title 5.</li> <li>✓ Will not affect existing or potential articulation with other colleges</li> <li>✓ Special needs (i.e., texts, materials, etc.) are reasonable</li> <li>✓ Complies with current access guidelines for students with disabilities</li> </ul>
<b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b>	
<b>Student Interactions</b>	
Student-Instructor Interaction	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications

	can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments.
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment

<b>Online class activities that promote class interaction and engagement</b>	<b>Brief Description</b>	<b>Percentage of Online Course Hours</b>
Discussion Boards	Threaded discussion of relevant topics	40%
Online Lecture	Narrative with embedded web links and video links if applicable	12%
Written assignments	Self-reflections, observations, home visit plans, case studies	28%
Other (describe)	Small group activities such as team planning for family support activities.	20%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The course will be taught over the period of 8 -18 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, textbook assignment reading, engagement in discussion through discussion threads, self-reflection exercise or writing, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the course to supplement understanding as well as other online resources as appropriate.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

The instructor would need to be familiar with each of the tools in CMS platform and be able to use them efficiently. In addition, they need to be knowledgeable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document.

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as in our department Teacher Resource Room (TRR).

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

FAC 101 contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines will be carefully followed to ensure we are in compliance. Any videos in the course will be close captioning if they do not already include that option.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Course Objective # 15 Identify and describe the referral processes and steps for linking families with appropriate resources and services.

Students using a case study would describe the selected process for linking their case study family to services. Students would upload into a threaded discussion area. Then students would review a classmates posting and add an additional service(s) to support the family.

#### Assessment Best Practices

40%-**Threaded discussion guidelines for each discussion clearly delineated** - Threaded discussion grading rubric

15%-**Small group assignments - guidelines for each small group experience clearly delineated** - Assessed by grading rubric

45%-**Written papers uploaded into course shell** -