

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** _____ **Not Voting**

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?**

Excerpts from Title V and DE Guidelines

Item 1:

Overview: Pg. 4

In determining whether a course is to be considered as DE, the basic criterion established in the guidelines for Section 55205 needs to be applied (i.e., A distance education course/section or session is defined as the use of technology utilized 51 percent or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance.) DE courses may then be considered a virtual equivalent to a classroom-based course. For example, if the instructor for an Internet course delivers web-based instruction requiring students to complete three (3) hours of instruction during a five-day period, it is the virtual equivalent to the same instructor requiring students to attend a class session three (3) hours within a five-day period.

Please note that all courses, be it a distance education course or a brick and mortar class experience must meet the criteria in Section 58003.1 when calculating the FTES. In both situations, the students will need to engage in an additional two (2) hours per week of educational activity for each one (1) hour of “classroom” time in order to meet the Carnegie Unit requirements for academic credit.

Item 2.

55211. Instructor Contact.

a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

(b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to title 5, section 53200.

Guidelines:

Districts will need to define “effective contact,” including how often, and in what manner instructor-student interaction is achieved. It is important that document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this

to occur is during the separate course approval process (see section 55213). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor's Office.

