

Form 7: DISTANCE EDUCATION APPLICATION

Instructor preparing this document:	Laura Manson
First semester course to be offered	Spring 2017

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

This 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
- ☒ Serves comparable number of students per section as a traditional course in the same department
- ☒ Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- ☒ 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.
- ☒ 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

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.

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.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian:	Date:
Web Accessibility Specialist:	Date:
Curriculum Committee Chair:	Date:

Academic Senate President:	Date:
Chief Instructional Officer:	Date:

GUIDELINES AND QUESTIONS FOR CURRICULUM APPROVAL OF A DISTANCE EDUCATION COURSE

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

- a. Instructor-student Interaction **There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should regularly initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.**
- b. Student-student Interaction: **Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.**
- c. Student-content Interaction: **Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.**

1a. Interactions: Describe the nature and expected frequency of <u>instructor-student interactions</u> :		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.
1b. Interactions: Describe the nature and expected frequency of <u>student-student interactions</u> :		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.
1c. Interactions: Describe the nature and expected frequency of <u>student-content interactions</u> :		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
1d. Interactions:		
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
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%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their

performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

2. Instruction: 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.
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Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grad	Activity	Assessment method
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	

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smcconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

4. Technology: 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.
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Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journals/catalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

5. Student Support: 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).
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Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

6. Accessibility: 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.) 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 CCCC 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.
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Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

7. Online Strategies: 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.) 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. 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.
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Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.