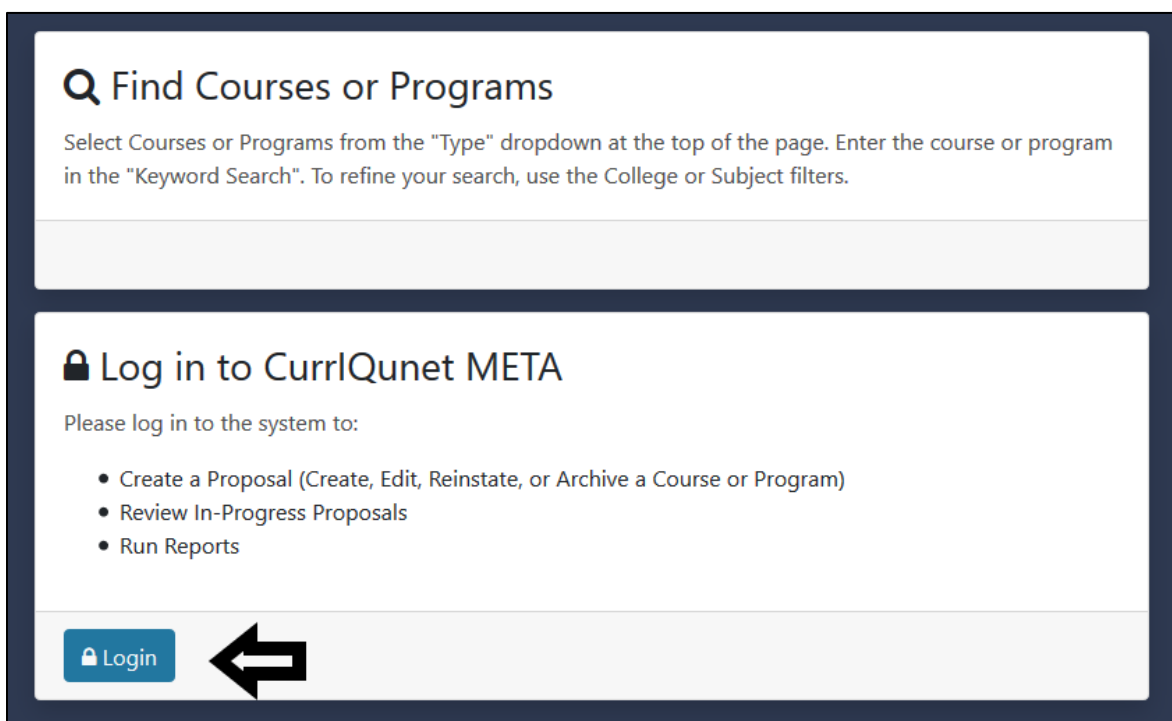


Submitting Courses for Distance Education:

META: <https://santamonica.curricunet.com/>

- **If you had an account in Curricunet**, your log-in details have transferred into META.
- **If you do not have a META account**, email Rachel Demski with the subject “Need META Account”, your name, email, and discipline(s) you need access to.
- **If you forgot your password**, click “Log-In”, then “Reset Password” – you will receive an email from META with a link to change your password. *Please note:* META password reset emails are sometimes filtered by the spam system ([Barracuda](#)) – check the spam folder, and it should be there.



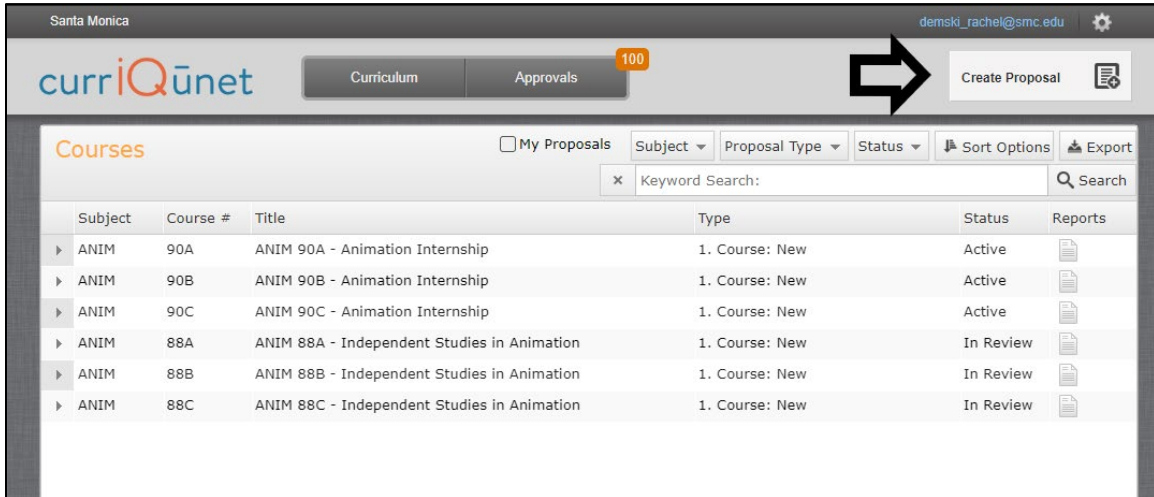
This handbook is divided into four sections:

- 1. Creating a Proposal..... Pages 2-3**
- 2. Opening the Distance Education Application Page 4**
- 3. Entering the Distance Education Application..... Page 5**
- 4. Distance Education Application Requirements..... Pages 6-7**

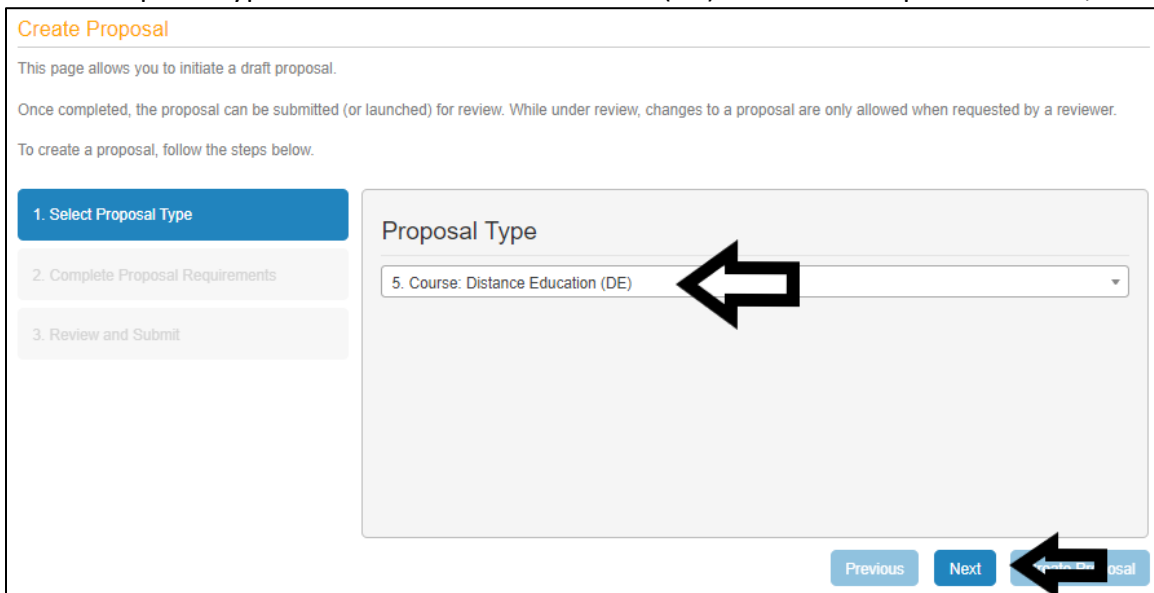
For assistance with completing the application, please contact your [Curriculum Representative](#) for guidance.

Creating a Proposal:

1. To submit an existing course for Distance Education, when you log-in, click “Create Proposal”:
 - a. If you already have a course in “Draft” status under a “New Course”, “Substantial Change” or “Distance Education (DE)” workflow, skip to Step 5. (page 4)
 - b. If you want to submit a course that is already in the “Approval” workflow, and did not have Distance Education, email Rachel Demski to have the course returned to you for entering the DE application. *(Please note: Not all courses can be returned for adding additional information, depending on the workflow and the course status.)*



2. Select the Proposal Type “Course: Distance Education (DE)” from the drop-down menu, click “Next”



3. Select the subject (discipline prefix) from the drop-down menu, enter the course number, and click "Search". Click the course in the "Course Search Results" box to highlight it, and click "Next"

Create Proposal

This page allows you to initiate a draft proposal.

Once completed, the proposal can be submitted (or launched) for review. While under review, changes to a proposal are only allowed when requested by a reviewer.

To create a proposal, follow the steps below.

1. Select Proposal Type
2. Complete Proposal Requirements
3. Review and Submit

Proposal Requirements

5. Course: Distance Education (DE)

Use "Find Proposal" to search the proposal you want to update.

Reactivation Proposal

Subject
(TEMPLATE) Template

Course Title*
123

Search

Course Search Results

TEMPLATE 123 - TEST

Previous Next Create Proposal

4. If all information is correct, click "Create Proposal"

Create Proposal

This page allows you to initiate a draft proposal.

Once completed, the proposal can be submitted (or launched) for review. While under review, changes to a proposal are only allowed when requested by a reviewer.

To create a proposal, follow the steps below.

1. Select Proposal Type
2. Complete Proposal Requirements
3. Review and Submit

Proposal Summary

Please review the proposal details below. If you need to make changes click on any of the previous steps to modify the proposal.

5. Course: Distance Education (DE)
Course: TEMPLATE 123 - TEST

If this is correct press Create Proposal.

Previous Next Create Proposal

If you receive an error message when you click "Create Proposal", it means there is already a "Draft" or "In Review" version of the course. Contact the originator or your Curriculum Representative to find out the status.

Opening the Distance Education Application

5. Once the proposal is open, click “Cover” on the navigation bar on the left
6. Scroll to the bottom of the Cover section and select “Yes” for “Proposed for Distance Education”
7. Click “Save” (this will “Open” the Distance Education Application)

The screenshot shows a web-based form for a course proposal. At the top, it says "Status: Active" and "View Proposal History". On the left is a vertical navigation menu with items like "Proposal Resources", "Cover", "Co-Contributor", "Units/Hours", "Program Impact", "Transfer / GE", "Requisites & Advisories", "Student Learning Outcomes", "Course Objectives", "Arranged Hours Objectives", "Course Content", "Lab Content", "Methods of Presentation", "Arranged Hours Instructional Activities", "Methods of Evaluation", "Appropriate Texts", "Library", "Sample Assignments", "Minimum Qualification", "Distance Education Application", "Global Citizenship Application", and "Attached Files". The "Cover" section is selected and contains a text area with "Formerly Same As" and a left-pointing arrow. Below are sections for "Catalog Course Description *", "Course Notes to Print in Catalog", and "Rationale *". The "Rationale" section has a text area and a right-pointing arrow. At the bottom, there are two dropdown menus: "Proposed For Distance Education *" set to "Yes" and "Proposed For Global Citizenship *" set to "No", both with left-pointing arrows. A "Save" button is at the bottom right with a downward-pointing arrow.

Entering the Distance Education Application

8. Click “Distance Education Application” on the navigation bar on the left, select the “Method of Delivery” at the top of application:

Distance Education Application

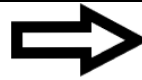
Delivery Method

Online/Classroom Hybrid (not a delivery option when campus is closed)

Fully Online

Approved for Online Delivery in Emergency Contexts Only (“AODECO”) [Select this option if the course will meet its learning objectives in an online environment during emergencies but will not regularly be scheduled in an online format.]

9. Read through the Guidelines and Best Practices and answer all questions (*be sure to scroll to the bottom to enter all questions – full list of questions for reference are on pages 6-7*)
10. Once the application is complete, click “Save” at the bottom right corner, and then “Launch” the course (click “Launch” in the upper right corner to move the proposal into the approval workflow).



Launch

Delete Draft

Status: Active

View Proposal History

- Cover
- Co-Contributor
- Units/Hours
- Program Impact
- Transfer / GE
- Requisites & Advisories
- Student Learning Outcomes
- Course Objectives
- Arranged Hours Objectives
- Course Content
- Lab Content
- Methods of Presentation
- Arranged Hours Instructional Activities
- Methods of Evaluation
- Appropriate Texts
- Library
- Sample Assignments
- Minimum Qualifications
- Distance Education Application
- Global Citizenship Application
- Attached Files
- Codes/Dates
- ASSIST
- ASSIST Preview

Distance Education Application

Last updated by Dana Nasser on 8/25/2019 at 7:40 PM

DE 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: Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions. *

The course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key Criminal Law concepts and how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground classroom. Additionally, constructive feedback will be provided on the homework essays

1b: Student-Student Interaction: Describe the nature and expected frequency of student-student interactions. *

Students will engage in weekly discussion boards where they will be required to reply to at least two student's posts in the class. For example, in the first module, students are asked to introduce themselves and reply to at least two students in the class. From the beginning, a sense of community is established in the virtual classroom.

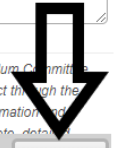
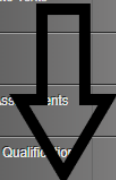
Throughout the class, they will engage in discussions regarding different issues pertaining to Criminal Law. They will also be able

1c: Student-Content Interaction: Describe the nature and expected frequency of student-content interactions. *

This course is organized through weekly course modules. A substantial amount of material is provided so that students can learn the criminal law material and concepts. The content includes the following: learning objectives, lecture notes, supplemental videos, PowerPoints, links to relevant articles and case studies and discussion boards to help students check their understanding of the concepts. Finally, students will take three exams, complete homework assignments and write essays.

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 when considering if it is approving a course to be offered as a distance education experience. The applying department must provide complete data.

Save



Distance Education Application Requirements

Questions

All questions are required

Delivery Method

- Online/Classroom Hybrid (*not a delivery option when campus is closed*)
- Fully Online
- Approved for Online Delivery in Emergency Contexts Only ("AODECO") [*Select this option if the course will meet its learning objectives in an online environment during emergencies but will not regularly be scheduled in an online format.*]

1a. 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. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.

Describe the nature and expected frequency of instructor-student interactions. *

1b. 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. Examples may include assignments where students are asked to review their peers' papers.

Describe the nature and expected frequency of student-student interactions. *

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, learning objectives linked to course work, writing assignments, among others).

Describe the nature and expected frequency of student-content interactions. *

1d. Distance Ed-Interactions

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

2. Organization of Content

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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas. *

3. Assessments

Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be based on student's 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. 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 student's participation. Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

4. Instructor's Technical Qualifications

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.) *

5. Student Support Services

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.) *

6. Accessibility Requirements

Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others. 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. *

7. Representative Online Lesson or Activity

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.) *

Distance Education Quality

Check all boxes in META to ensure all quality assurance and considerations have been met

Quality Assurance

- 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

- 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.