

DISTANCE EDUCATION: CURRICULUM PROCESS AT SBCC

1. All distance education courses whether new or modified must go through Curriculum Committee review and approval. Title 5 requires separate course approval processes for all such courses.
2. **Prior to submitting** a course through CurriQunet the following procedures are required:
 - a. **Contact David Wong** (wong@sbcc.edu) in the FRC to schedule a meeting to discuss course management and training schedules.
 - b. **Contact Laurie Vasquez** (Vasquez@sbcc.edu) in the FRC/DSPS in order to ensure proper accessibility practices are followed.
 - c. **Contact Kathy O'Connor** (ocomnork@sbcc.edu) to review the DE addenda and the summary grid (content/activity sheet).
3. Log into CurriQunet and initiate a course modification for existing courses indicating the type of distance education course you are proposing or create a new course if the course does not already exist as a face-to-face course. (For login and curriQunet assistance contact Kaylene Thomas kmthomas3@sbcc.edu)
4. There are two items that must be included in your curriculum process.
 - a. The first is the DE Addenda, which is part of the CurriQunet checklist. You must indicate on the distance education page what type of DE class you are proposing. After you designate the type of class, the page will open up.
 - b. All questions must be answered and the most critical are the ‘regular effective contact’, the accessibility and the equity questions. The regular effective contact question is important because this is one of the primary distinctions between distance education and correspondence education. The accessibility for compliance and universal design methodology. The equity question is also critical in the development of any course but particularly important in a distance education format.
 - c. The second item that must be included in CurriQunet is the Distance Ed Summary Grid (Content/Activity spreadsheet). This form describes what the student’s lecture/homework activities will include and indicates where and how you are having regular and effective with your students and how they are interacting with each other. This form must be attached in CurriQunet where it says ‘Attach files’.
5. Distance Education Summary Grid (Content/Activity Spreadsheet)
Distance education is funded by units, not hours. The total hours required for the course, broken down by the number of course content hours and activity hours required per unit are **18 hours of content and 30 hours of activities**. Content hours are defined by what would traditionally be presented during a face-to-face lecture and Activity hours are what would be expected as ‘homework’.

This hour configuration is based on the Carnegie unit. If you are recommending a course to be completely online and it is a three-unit course then the expectations are that you will indicate 54 content hours and 90 activity hours. If the course is a hybrid (partially online) then you use the proportion of units offered online as your guide for the Content/Activity form. Examples of the grid are on the DE webpage.

Steps to Follow in Completing Distance Learning Summary Grid (Content/Activity Spreadsheet)

- A. List the proposed Course Number and Course Name where indicated. (If this is a new course for which no number has been assigned, just write the Course Name and your department chair will provide you the number that is available from the scheduling office) Indicate the type of DE course you choose. (If hybrid, indicate number of units that will be taught online)
- B. Content. The content column can be organized by weeks, chapters, topics, units or any way in which you would normally organize your course. Within each segment list the method(s) by which students will obtain the content within that segment. Content is defined broadly as those things students would typically do in a traditional classroom. For example, if students in a traditional classroom would listen to a lecture, then the online content might include students reading an instructor's lecture online or watching a video lecture or watching an integrated power point presentation. Other examples are discussion boards, chat rooms, any synchronous activities, videos, audio, group or individual presentations, etc.

The estimated number of hours for each segment must be recorded and these are the hours that each student would be expected to spend on that particular activity. Be realistic in estimating the hours, as online courses are expected to parallel the number of hours students devote in a traditional course.

Total the number of content hours for all of your topics, units, etc. should match the minimum number of content hours outlined above.

- D. Activities. This column is analogous to "homework." Activities describe what students must complete outside of class to strengthen skills and meet the outcomes related to the objective. Examples are reading the text, studying for exams, research, computer based exercise, homework assignments, group work, etc.

Estimate the number of hours it takes to complete each of the activities. Be realistic in estimating the hours, as online courses are expected to parallel the number of hours students devote in a traditional course.

Total the number of activity hours for all of your units, chapters, etc. n should match the minimum number of activity hours outlined above.

Any questions please contact Kathy O'Connor, ext. 2322, oconnork@sbcc.edu or 805-680-5878

SBCC POLICY on REGULAR EFFECTIVE CONTACT

REGULAR and EFFECTIVE CONTACT GUIDELINES for DISTANCE EDUCATION

1. Instructors shall be engaged with students and students shall be interacting with each other and with the course content to promote an e-learning environment that is conducive to student success. This interaction can occur in different forms, such as discussion forums, blogs, interactive articles, self-assessments, and email.
2. Turn around response time to student inquiries should be one to two business days. Faculty shall facilitate contact a sufficient number of times every week to administer the class and respond to students on the course site.
3. Assignments and test dates shall be clearly defined for students.
4. Any accessible medium (that is in compliance with Section 508 and the CCCO 2011 Distance Learning Accessibility Guidelines) is acceptable for facilitating the regular and effective contact.
5. The instructor shall monitor any contact activity within the public context of the course to assure compliance with the Standards of Student Conduct.

Approved at 3/14/2012 Senate meeting.