

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 Curricunet the following procedures are required:
 - a. **Contact David Wong** in the FRC to schedule a meeting to discuss course management and development plans.
 - b. **Contact Laurie Vasquez** in the FRC in order to ensure proper accessibility practices are followed.
 - c. **Contact Kathy O'Connor** to review the curriculum procedures that must be followed in order to have the course approved through the Curriculum Committee.
3. Log into Curricunet and initiate a course modification for existing courses in which either a hybrid or totally online method of instruction will be added or create a new course if the course does not already exist as a face-to-face course. (For login and curriucnet assistance contact Carol Schulman)
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 Curricunet checklist. You must indicate on the cover page that this is to be a distance education course and after you save the cover page the DE addenda will show on your course checklist.
 - b. All questions must be answered and the most critical question is the 'regular effective contact' description. This is important because this is one of the primary distinctions between distance education and correspondence education.
 - c. The second item that must be included in Curricunet is the Content/Activity spreadsheet that describes what the student's lecture/homework activities will include. This form must be attached at the bottom of the checklist.
5. Content/Activity Spreadsheet (example will be provided)

All Distance Education (online) courses are funded on the independent study model. In other words, we account for the course by units not hours of contact. 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'.

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.

Steps to Follow in Completing Distance Learning 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 the college scheduling coordinator will assign a number at the CAC meeting.) Indicate if the course is totally online or hybrid and number of units that will be taught online.

B. Objective/Topics/Units/Weeks. This column should identify each of the objectives for the course. [Some instructors may prefer to use topics/weeks/units covered in the course instead of objectives; either way is acceptable.]

C. Content. This column lists the method(s) by which students will obtain the content requisite to achieving the course objective. 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. Other examples are discussion boards, chat rooms, any synchronous activities, videos, audio tapes, group or individual presentations, etc.

The estimated number of hours for each objective (or topic) must be recorded. 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 objectives (or topics) 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 objectives (or topics) should match the minimum number of activity hours outlined above.

Any questions please contact Kathy O'Connor, ext 2322, [oconnork@sbcc.edu](mailto:connork@sbcc.edu) or 805-680-5878

DEFINITIONS

WASC Definition of Distance Education and Correspondence Courses

Distance education is defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. Distance education often incorporates technologies such as the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVDs, and CD-ROMs, in conjunction with any of the other technologies.

Correspondence Courses: Education provided through one or more courses by an institution under which the education is provided instructional material, by mail or electronic transmission including examinations on materials, to students separated from the instructor. The contact is not regular and substantive and primarily initiated by the student. These are typically self-paced courses.

<http://www.accjc.org/all-commission-publications-and-policies/distance-education-correspondence-education-manual>

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.