

DE:

Request for Approval of Distributed Education (DE) Delivery

Definition:

The California Education Code and Accrediting Commission for Community and Junior Colleges (AACJC), the accrediting body to which SBVC is accountable, have different definitions of "Distance Education." Further, data from the so-called "Distance Education Courses" gleaned over last seven years indicate that approximately 85% of SBVC students enrolled in "Distance Education" courses live within 10 miles of the campus and 95-98% live within 30 miles of the campus.

In addition, the District changed the title of "Director of Distance Education" to "Director of Distributed Education" in 2002. Given these facts, all references to alternate delivery forms that utilize technology will be labeled "Distributed Education." The phrase implies that technology is being used to distribute educational opportunities in ways that transcend the typical limitations of time and space associated with traditional "on-ground" classes.

DE Approval Process:

Steps 1-6 should be done in consultation with the co-chairs of the SBVC Online Program Committee (or designee). The last step is entering (copying and pasting) the information into CurricUNET and should/could be done with the assistance of an appropriate member of the curriculum committee. Once the information is entered into CurricUNET, then the approval processes of the curriculum committee can begin.

Step 1: Rationale

If a faculty member wishes to gain approval for a course to be delivered via "distributed education," the first step is to decide and define which delivery methods will be used. This step could be very easy: "The course should be an entirely online course" or "Delivering the course online would benefit our students." This initial step is intended to clarify for the faculty member and for the members of the curriculum committee exactly what mode of Distributed Education will be considered in this proposal.

❖ The delivery method options currently available are:

- **50-Computer assisted instruction** (Independent study mediated by technology)
- **51-Two-way video** (Synchronous video of an instructor at a site being shared with students at another site, with synchronous video of the remote site being available to the instructor.)
- **52-One-way video** (Synchronous video of an instructor and/or class being transmitted to a remote site with no reciprocal video from the remote site.)
- **71-Hybrid course** (Defined as a course that has more than 51% of the instructional activities mediated through alternate delivery, usually online delivery. The rest of the instruction requires presence on campus. It is recommended that this delivery method option be used only when there are specific reasons why there must be on campus meetings. For example, speech performance classes and science lab classes are required to have on campus activities to ensure articulation with the CSU and UC systems.)
- **72-Online course** (Defined as a course where the entire course can be delivered through online activities.)

❖ When the faculty member has decided the delivery mode, write the rationale that will go into the "Cover" area of CurricUNET. It should be short and follow this model: "The proposal is for Sociology

101 to be approved for distributed education delivery, specifically delivery method 72, which is a course that is delivered completely online."

- ❖ If this approval for alternate delivery is a part of content review and the course has previously been approved for alternate delivery, then please add something like this: "Sociology 101 has already been approved for online delivery and has been taught in that mode for the last 8 years. This DE approval is a part of the normal process of content review."
- ❖ Of course the content of the sentences above will change depending on the course and the mode of delivery. But the rationale should merely indicate what the rest of the DE proposal would flesh out. Type and save this rationale in digital form so it can be copied easily into CurricUNET.

Step 2: Methods of Instruction

- ❖ Write a substantive paragraph that explains the methods of instruction used in the alternate delivery format and how those will impact students.
- ❖ Example methods of instruction include course management system discussion boards, instructor developed materials presented through the CMS or the web, power point presentation, digital video clips, graphics (such as charts, images, and annotated screen shots), digital animations, web quests, online internet resources, chat, e-mail, publisher prepared online materials, course cartridge materials, CD/DVD support materials, and textbook supplements.
- ❖ The descriptions are illustrative, but need to be substantively illustrative. That is, there needs to be specific references to the methods of instruction that will happen in the class. (Sample paragraphs can be found by consulting with the co-chairs of the Online Program Committee.) Type this paragraph and save in digital form so that it can be easily copied and pasted into CurricUNET.

Step 3: Explanation of the Need for Alternate Delivery

- ❖ Write a substantive paragraph that explains the need for this class to be delivered via a mode of distributed education. The need should reflect the mission of the college, the division, and/or the department. The desire of a particular faculty member to have a modification of her or his teaching schedule is not a sufficient rationale for approval. Nor is some fantasy of generating "easy FTES" a sufficient rationale.
- ❖ The SBVC planning themes of "access" and "student success" should be seriously entertained when writing this paragraph. The Curriculum Committee will be looking for an alignment of the goals and the mission and the planning themes of the college with the need for a class to be delivered via distributed education. (Sample paragraphs can be found by consulting with the co-chairs of the Online Program Committee.) Type this paragraph and save in digital form so that it can be easily copied and pasted into CurricUNET.

Step 4: Methods of Evaluation

- ❖ Write a substantive paragraph that describes the evaluation methods that could be used in the course when taught in the proposed distributed education mode. These methods need not be exhaustive, but they should give the curriculum committee a good idea that there exist ways of evaluating the learning of the students in the proposed delivery format. These methods are illustrative, but need to be substantively illustrative. That is, there needs to be specific references to the mode of interaction available for the evaluation. (Sample paragraphs can be found by consulting with the co-chairs of the Online Program Committee.) Type this paragraph and save in digital form so that it can be easily copied and pasted into CurricUNET.

Step 5: Sample Assignments

- ❖ Write a paragraph that describes sample assignments if this class was to be offered via distributed education. These descriptions need not be exhaustive, but they should give the curriculum committee a good idea that there are specific assignments that can be used in this distributed education mode. Further, there must be a description of at least three sample assignments. These need not be perfected, but they should include sufficient detail to persuade the committee that the assignments are reasonable. (Sample paragraphs can be found by consulting with the co-chairs of the Online Program Committee.) Type this paragraph and save in digital form so that it can be easily copied and pasted into CurricUNET.

Step 6: Contact Types

California Education Code and the Accreditation Standards require that any course offered in a "Distance Education" [sic] mode be accountable for "regular effective contact" between student and instructor. This section of the approval process requires that the initiating faculty member identify typical patterns of regular effective contact in the proposed delivery method.

❖ The Defined Contact Types are:

- Asynchronous Office Hours
 - Moderating a Discussion Board
 - Synchronous Office Hours
 - Announcements
 - Individual Contact with Students via e-mail or phone
 - Leading Threaded Discussions
 - Creating and Moderating Virtual Small Groups
 - Feedback on Student Work
 - Posting Prepared Instructional Material
- ❖ (Definitions and descriptions of these can be found by consulting with the co-chairs of the Online Program Committee.)
- ❖ The faculty member must identify the minimum contact types for the proposed delivery. The Curriculum Committee has determined that the following is a list of minimum contact types for online classes:
 - Asynchronous office hours
 - Moderating a discussion board
 - Announcements (unless course is designed as an independent study on a self-paced model)
 - Threaded Discussions
 - Feedback on Student Work
 - Future iterations of an online class approved for distributed education may include additional contact types, but no iteration should have fewer than the types identified in this curriculum process.
- ❖ For each defined contact type, a short description of how that contact type will be regular and effective is required. (Sample paragraphs can be found by consulting with the co-chairs of the Online Program Committee.) All these short descriptions should be saved in electronic form for easy copy and pasting into CurricUNET.

Step 7: Enter the information into CurricUNET