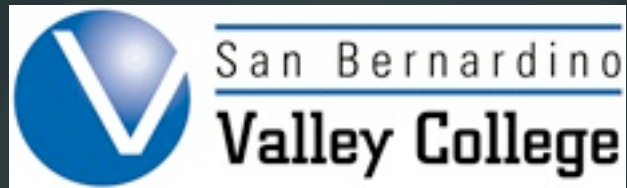


SAN BERNARDINO VALLEY COLLEGE

SUBSTANTIVE CHANGE PROPOSAL:
DISTANCE EDUCATION



Submitted by:
Dr. Haragewen Kinde,
Vice President of Instruction and
Accreditation Liaison Officer

SUBMITTED TO:
ACCREDITING COMMISSION FOR COMMUNITY AND
JUNIOR COLLEGES

JANUARY 17, 2014

Substantive Change Proposal: Distance Education

San Bernardino Valley College
701 S. Mt. Vernon Ave.
San Bernardino, CA 92410

January 17, 2014

Submitted by:
Dr. Haragewen Kinde
Vice President, Instruction
Accreditation Liaison Officer

To:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

CERTIFICATION OF THE SUBSTANTIVE CHANGE PROPOSAL

DATE: January 17, 2014

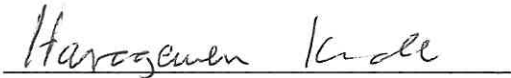
TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

FROM: San Bernardino Valley College

This Substantive Change Proposal is submitted in accordance with the guidelines set by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). We certify that this Substantive Change Proposal accurately reflects the status of Distance Education/Distributed Education at San Bernardino Valley College.



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Interim President, San Bernardino Valley
College



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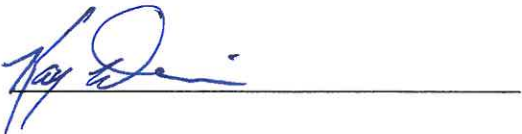
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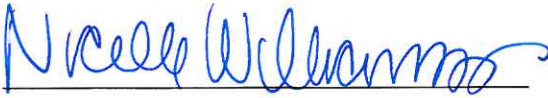
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Participant List

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Diane Alblinger – Faculty, Speech (Online Program Committee)
Horace Alexander – Faculty, English (Accreditation Committee)
Maha Al-Husseini – Faculty, Business (Online Program Committee)
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Nicole Williams – Administrative Curriculum Coordinator (Curriculum)

A. A concise description of the proposed change and the reasons for it

1. A brief description of the change

This Substantive Change Proposal is to report the planned development and offering of 25 associate degrees and 2 certificates in which 50% or more of the units are satisfied by courses that are or will be approved by San Bernardino Valley College (SBVC) to be offered through "Distance Education." Since SBVC is a California Community College, the approval process for Distance Education (DE) delivery is initially driven by adherence to the Education Code of the State of California. However, "Distance Education" is defined differently by the California Code of Regulations, Title 5 and by ACCJC [See **Appendix A**]. With the understanding that no course at SBVC is approved as a "correspondence course" and that no such correspondence course is being offered at SBVC, it is stipulated for the purposes of this Substantive Change Proposal that the two definitions of "Distance Education"--Title 5 and ACCJC--are functionally equivalent. In addition to "Distance Education," the phrase "Distributed Education" is often used in the San Bernardino Community College District (SBCCD). For the purposes of this Substantive Change Proposal, it is further stipulated that "Distributed Education" as used at SBVC and in the SBCCD is functionally equivalent to "Distance Education" [See **Appendix A**].

Certificates of Achievement included in this Substantive Change Proposal

- **RTVF (Film) Certificate (12/21 units approved for DE delivery)**
- **Human Services: Eating Disorder Studies (12/21 units approved for DE delivery)**

Associate Degrees included in this Substantive Change Proposal

- **Administration of Justice AS-T (60/60 units approved for DE delivery)**
- **Anthropology AA-T (60/60 units approved for DE delivery)**
- **Architecture & Environmental Design AA (35/60 units approved for DE delivery)**
- **Art AA (39/60 units approved for DE delivery)**
- **Astronomy AS (40/60 units approved for DE delivery)**
- **Biology AS (30/60 units approved for DE delivery)**
- **Business Administration AA-T (60/60 units approved for DE delivery)**
- **Child Development AA (41/60 units approved for DE delivery)**
- **Child Development: Early Intervention and Inclusion AA (38/60 units approved for DE delivery)**
- **Communication Studies AA-T (54/60 units approved for DE delivery)**
- **Computer Science AA-T (33/60 units approved for DE delivery)**
- **Early Childhood Education AS-T (44/60 units approved for DE delivery)**
- **English AA-T(51/60 units approved for DE delivery)**
- **Environmental Science AS (38/60 units approved for DE delivery)**

- **Geography AA-T (59/60 units approved for DE delivery)**
- **Geology AA-T (37/60 units approved for DE delivery)**
- **Graphic Design AA (39/60 units approved for DE delivery)**
- **Mathematics AA-T (43/60 units approved for DE delivery)**
- **Political Science AA-T (54/60 units approved for DE delivery)**
- **Psychology AA-T (57/60 units approved for DE delivery)**
- **RTVF (Film) AA (48/60 units approved for DE delivery)**
- -----
- **Music AA-T (launch in Sept. 2014)**
- **Philosophy AA-T (launch in Sept. 2014)**
- **Physical Education/Kinesiology AS-T (launch in Sept. 2014)**
- **Physics AA-T (launch in Sept. 2014)**

[See **Appendix B** for specific degrees and certificates, the required courses for those degrees and certificates, which of those courses are approved for Distance Education delivery, and the percentage of total degree units approved for Distance Education delivery. The degrees described above include four degrees that are in various approval stages in SBVC’s curriculum process (identified in that list by launch date). It is anticipated that this process will be complete by the end of the spring semester, 2014.]

This Substantive Change Proposal also includes the 5 certificates in which **30%** or more of the units are satisfied by courses that are approved by SBVC to be offered through Distance Education. Although the 30% threshold is less than the 50% required by the policies of ACCJC, it is SBVC’s desire to be proactive regarding this policy. SBVC submitted a Substantive Change Proposal that was accepted and approved by the Commission in June, 2012 [See **Appendix C**]. All 15 degrees and 20 certificates in that proposal had already crossed the 50% threshold. So SBVC was, in fact, playing “catch up” with ACCJC policies. There are a number of certificates at SBVC that do not, at this point in time, meet that 50% threshold, but will cross that threshold in the next 18-24 months, based on projections by SBVC’s Online Program Committee. SBVC is including those certificates that have met a lower threshold and will, in the near future, meet the higher threshold specifically identified in the policy. The college will, of course, continue to monitor the curricular developments regarding Distance Education for all its programs.

Certificates of Achievement included in this Substantive Change Proposal that that the college anticipates will be at the 50% threshold in the near future

- **Business Administration: Retail Management (10/30 units approved for DE delivery)**
- **Child Development: Associate Teacher (9/19 units approved for DE delivery)**
- **Child Development: Teacher (13/31 units approved for DE delivery)**
- **Human Services: Career Specialist (13/31 units approved for DE delivery)**

- **Human Services: Case Management in the Public Sector (13/31 units approved for DE delivery)**

[See **Appendix D** for specific certificates, the required courses for those certificates, which of those courses are approved for Distance Education delivery, and the percentage of total certificate units approved for Distance Education delivery.]

2. Evidence of a clear relationship to the institution's stated mission.

The District's Board of Trustees formally adopted SBVC's mission statement on June 13, 2002. Although it was last revised on February 28, 2007, SBVC's mission is reviewed annually by the College Council. SBVC's Mission Statement identifies the college's reason for being: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." This mission statement is found on the cover of the SBVC catalog and on the college website. [[Link to college mission statement](#)]

Distance Education offerings at SBVC do not alter or supplant the mission of the college; those offerings are a way of advancing SBVC's mission by using technology to increase student access to quality education and services that support a diverse community of learners. Two of the college's strategic initiatives—initiatives that grow out of the mission—are "Access" and "Technology." Thus there is a clear correspondence between the mission of the college, its strategic initiatives, and the existence of courses approved for DE delivery. [[Link to Strategic Initiatives](#)]

SBVC has offered courses through Distance Education for over 40 years. Telecourses were taught for decades through the use of the District's Public Television Station, KVCR. Online courses were first offered in January of 1996. Online offerings have grown from two sections in that first semester to 190 sections of online and hybrid classes in the spring of 2013, generating approximately 15% of SBVC's duplicated head count ("seats for students in class"). But no matter the modality of Distance Education, the course offerings have always been intended to support the mission of the college. Students have found DE classes convenient in terms of both time and space. In fact, many students say those classes meet their needs better than on-campus courses. Online courses are usually the first to fill in the registration process. DE classes particularly appeal to single parents, working adults, students with disabilities that limit their mobility, and students who want to complete a degree without being limited to scheduling classes on specific days at specific times. Offering courses in the DE format assists students in gaining access to a high quality higher education. DE courses use technology to increase access to higher education for our students, thereby supporting the mission of the college: "San Bernardino Valley College provides quality education and services that support a diverse community of learners."

3. Discussion of the rationale for the change including but not limited to labor market analysis

In April, 2007, the Dean of Research, Planning and Development initiated the process of approving a Substantive Change Proposal because the number of online classes approved and offered at SBVC had grown significantly since the first offering of online classes in 1996. However, after that person's retirement, the new Vice President of Instruction discovered that the approval process was never completed. Upon learning the status of that proposal, the Vice President of Instruction immediately convened a task force of the college's Online Program Committee to devise a plan to complete and submit the Substantive Change Proposal to ACCJC. That proposal was submitted to ACCJC in March of 2012 and approved by the full commission in June 2012 [See **Appendix C**].

That process motivated the Online Program Committee, charged with developing the initial draft of the Substantive Change Proposal, to include an item in its Online Learning Plan that would continually monitor degrees and certificates to see if curriculum modifications would push them past the 50% threshold for DE delivery [See **Appendix E**].

SB 1440, passed in 2010 by the California legislature, mandated that California Community Colleges create transfer degrees based on transfer model curricula (TMC) that would articulate with the California State University system and facilitate degree completion. SBVC is taking this obligation seriously and is in the process of creating these transfer degrees. To a large extent, the rationale for this iteration of the Substantive Change Proposal is because of the transfer degrees and the large component of DE courses in those degrees.

In preparation of this version of the Substantive Change Proposal, SBVC conducted an analysis of its degrees, certificates, and GE programs using three sources of data:

- The 2013-2014 San Bernardino Valley College Catalog (specifically the curricular requirements for degrees, certificates, and GE transfer programs)
- The SBVC CurricUNET database (specifically the approval forms for courses to be offered through Distance Education)
- The list of courses approved for DE delivery [[Link to list of courses approved for DE delivery](#)]

This Substantive Change Proposal used two ACCJC documents:

- Substantive Change Manual, July 2013
The format for this Substantive Change Proposal is described in section 4.2. In addition, section 5 of the manual lists “Elements for Inclusion in Selected Substantive Changes.” Although most of those elements are addressed in the narrative of SBVC’s Substantive Change Proposal, **Appendix M** specifically identifies the sections and pages in this proposal that address

those elements. In some cases the elements are not applicable to SBVC's situation. And in some cases—state authorization, for example—the element did not clearly fit into the narrative. So information about that element was included in Appendix M.

- Guide to Evaluating Distance Education and Correspondence Education, June 2013

SBVC's next site visit by an accreditation team will be in October of 2014. The Online Program Committee, charged with the initial drafting of this Substantive Change Proposal, has been working on addressing the specific questions and kinds of evidence that will be incorporated into the college's self-evaluation prior to that visit. So the overarching adherence to accreditation standards complements this proposal's intent to continually comply with ACCJC policies and standards.

Using this information, each major and certificate offered by SBVC was analyzed by the task force of the Online Program Committee and the Vice President of Instruction to determine which degrees, certificates, and programs met the criterion that first, 50% or more of the courses have been approved for Distance Education delivery, and second, 30% or more of the courses have been approved for Distance Education delivery. That analysis was vetted by Faculty Chairs of appropriate departments as well as by Division Deans. The college Technology Committee, the Online Program Committee, and the Accreditation and SLO Committee also reviewed the analysis.

The results of this process has demonstrated that 25 degrees and 2 certificates in which 50% or more of the units are satisfied by courses that are approved by SBVC to be offered through "Distance Education." [See **Appendix B**]. In addition, the results of this process has demonstrated that 5 certificate programs in which 30% or more of the units are satisfied by courses that are approved for Distance Education delivery [See **Appendix D**].

There are no new certificates included in this proposal. Every certificate has already been approved through the normal, typical curriculum approval process at SBVC. For a certificate to be approved, the Curriculum Committee includes, as a necessary component, a labor market analysis. Moreover, in the periodic content review process for certificates, recent labor market analyses are required to continue offering a certificate. **Appendix F** includes the labor market analyses for the certificates included in this Substantive Change Proposal.

In the curriculum approval process, there is no requirement for a labor market analysis for a degree. However, the United States Department of Labor has demonstrated that people with only a high school diploma earn significantly less than those people with an Associate degree or a Bachelor's degree (or higher). The table below shows the average median weekly earnings associated with levels of educational attainment. Clearly, there is

an economic advantage to earning a college degree. The economic advantage of a degree—whether obtained on campus or in a DE modality—is obvious. [[Link to U.S. Department of Labor](#)]

U.S. Median Weekly Earning in 2012

Less than a high school diploma	\$471
High school diploma	\$652
Some college, no degree	\$727
Associate’s degree	\$785
Bachelor’s degree	\$1,066
Master’s degree	\$1,300
Doctoral degree	\$1,624

B. Description of the education programs to be offered if the substantive change involves a new educational program, or a change in delivery mode

1. The educational purposes of the change are clear and appropriate

Each course and program proposed for DE delivery has already been approved for traditional, on-campus delivery. There are no alterations in General Education requirements, major requirements, or certificate requirements for courses and programs offered via Distance Education. The Course Outline of Record, the official record of intent of instruction for each class offered by the college, is the same no matter what the delivery mode. And there is no differentiation of delivery mode on a student's transcript. Furthermore, the Student Learning Outcomes for each course are the same, regardless of delivery mode. This proposal identifies the degrees and certificates and programs that can be completed by students earning 50% or more of the credits through courses that have been approved for DE delivery. This proposal also identifies the degrees and certificates and programs that can be completed by students earning 30% or more of the credits through courses that have been approved for DE delivery that we anticipate will cross the 50% threshold following approval of this proposal. Each certificate, degree, or program in this proposal is part of an existing certificate, degree, or program offered by SBVC.

2. The proposed program meets Eligibility Requirements, Accreditation Standards and Commission policies related to Student Learning Programs and Services and Resources

Having stated that the courses are the same in content, rigor, and quality no matter what the mode of delivery, Title 5 of the California Education Code requires that if any of the instruction of a particular course is intended to be offered by Distance Education, then that course needs to undergo a separate review process.

[55206. Separate Course Approval. If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures. NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code]

All of the courses approved for DE delivery at SBVC have undergone such scrutiny. SBVC requires that all courses proposed for DE delivery be separately reviewed and approved by the Curriculum Committee, a standing committee of the Academic Senate, before being forwarded to the Board of Trustees for final approval.

In 2006, the college finished the transition from a paper process for course approval in the Curriculum Committee to a process driven by CurricUNET, a state-wide database program designed to assist California Community Colleges with their curriculum development and approvals. As a part of this transition, the Online Program Committee realized that the required separate approval for DE courses needed clarification. Specifically, Title 5 of the California Education Code states that any course that is approved for Distance Education Delivery demonstrates that there will be "Regular Effective Contact" between instructor and students in the class.

[55211. Instructor Contact. *In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.*]

The Online Program Committee developed standard definitions that identified the types of contact included in DE courses. Although separate approval for DE courses has been in place for over 30 years, this clarification was a significant addition to the CurricUNET process. That process includes the initiating faculty having a conversation with a co-chair of the Online Program Committee, creating a detailed description of the rationale for Distance Education delivery, including sample assignments focusing on the appropriateness of DE delivery for the content of the course, and, finally, listing the appropriate contact types that constitute a minimum baseline for each section of the course offered in the Distance Education format. The identified contact types clearly identify the Regular Effective Contact that happens in each course and clearly states how the class will fulfill the quality control measures regarding Regular Effective Contact established in Title 5. The final review process for DE delivery includes one of the co-chairs of the SBVC's Online Program Committee and the District's Associate Vice Chancellor of Technology and Educational Support Services, thereby ensuring that approval for Distance Education Delivery meets the highest standards of the college and the District.

The definition of Distance Education by ACCJC includes a requirement that DE courses demonstrate that there is "Regular Substantive Interaction" between faculty and students. [See **Appendix A.**] This is one of the major distinctions between Distance Education and Correspondence Education drawn by the ACCJC. In 2011, the Online Program Committee discussed the Title 5 requirements and the ACCJC requirements and decided that at SBVC "Regular Effective Contact" is equivalent to "Regular Substantive Interaction." [See **Appendix A.**] When SBVC fulfills the Title 5 requirements of the State of California, the accreditation requirements of ACCJC are simultaneously being fulfilled. Thus, the rigorous approval processes in place at SBVC initially demonstrate that the relevant Commission Policies regarding DE are being addressed. [See **Appendix G** for the process for DE approval in the Curriculum Committee. See **Appendix H** for a

sample course approval document listing the detailed contact types fulfilling regular effective contact/regular substantive interaction.]

SBVC's accreditation affirmation in 2009 and the Substantive Change Proposal's approval in 2012 demonstrate that SBVC meets the standards of the ACCJC. Sections D and G of this proposal expand in detail the ways that SBVC's DE offerings address all the standards of accreditation.

C. A description of the planning process which led to the request for the change, including:

1. The change's relationship to the institution's planning, evaluation and stated mission

SBVC's Mission Statement describes the college's reason for being: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." [[Link to SBVC Website](#)]

Distance Education offerings at SBVC do not alter or supplant the mission of the college; those offerings are a way of advancing SBVC's mission by using technology to increase student access to quality education and services that support a diverse community of learners. There is a clear correspondence between the mission of the college and the existence of courses approved for DE delivery.

At the District level, the development and implementation of the District Strategic Plan sets the parameters for all other planning at the District. Specifically, the District Technology Strategic Plan 2010-2013 sets the parameters for coordinating the technology services that support Distance Education at the college. [[Link to District Strategic Plan](#)] [[Link to District Technology Plan](#)]

There are two campus-level plans that impact Distance Education. The College's Technology Plan addresses the broad technical and institutional issues regarding Distance Education. [[Link to SBVC's Technology Plan](#)]

The Online Program Committee's "Online Learning Plan" addresses the more narrow issues dealing with online classes. [This plan is included in **Appendix E** of this proposal.] [[Link to Online Learning Plan](#)]

2. The assessment of needs and resources which has taken place

As noted earlier in this proposal, assessment of the needs and resources for Distance Education has been divided between the District and the College. The District's Strategic Technology Plan addresses the servers and Learning Management systems needed for online instruction. Further, the connectivity of the District ensures adequate bandwidth for online classes as well as for EduStream, the District's national initiative to provide streaming video content for community colleges. At this point, approximately one hundred seventy colleges are cooperating in this national collaborative.

Further, both the Office of Institutional Research of the college and the office of Distributed Education at the District level collect data on efficiency, success, and retention from campus researchers and presents to the board of trustees. One such

presentation occurred in August, 2011. Furthermore, on March 9, 2013 the board of trustees requested an hour-long study session on the status of online learning in both colleges of the district. Since SBVC has more than 10 times the number of distance education sections than Crafton Hills College, SBVC's portion of this study session was extensive. [See **Appendix L** for selections from that Board study session].

At the college level, the campus technology plan includes an identification of the resources needed for the successful implementation of DE delivery. The Online Program Committee works closely with the curriculum committee to ensure high quality for any course approved for DE delivery. The latest draft of the Online Learning Plan includes the continued processes for the assessment of needs and resources. This plan identifies timelines and responsible parties for such assessment. The plan is included in the SBVC website and in **Appendix E**.

3. The anticipated effect of the proposed change on the rest of the institution

The offering of online classes has increased gradually since 1996. The key shift came in 2002 and 2003 with the imagining of an "Online College" (see item #5 below). This virtual packaging of courses was intended to increase the visibility of DE offerings while striving to improve the quality of telecourses by adding virtual interaction through discussion boards in a Learning Management system. In the spring of 2013, approximately 15% of the "student seats" in classes came from courses offered in the DE format. Such gradual increases in DE offerings have not changed the rest of the institution. SBVC still provides quality education and services that support a diverse community of learners. The Online Program Committee monitors the percentage of online offerings as a percentage of the total enrollment. [See **Appendix L**]

4. A clear statement of the intended benefits that will result from the change

The benefits for SBVC of an increased offering of courses via Distance Education are that two of the college's strategic initiatives are supported--access and technology. Specifically, courses offered in a DE modality create the opportunity that more students will be using technology to increase access to quality education. Once again, this reinforces and supports the mission of the college: "San Bernardino Valley College provides quality education and services that support a diverse community of learners."

In a more practical way, the benefit for students taking Distance Education courses is that difficulties with commuting, parking, and childcare are eliminated. And online courses often allow students to save on some typical educational expenses, such as gas money for commuting to campus. Such benefits also accrue to faculty who do not have to drive to campus as frequently, and in a broad context, less driving to campus benefits the environment by reducing carbon emissions. [[Link to carbon footprint article.](#)]

5. A description of the preparation and planning process for the change

The San Bernardino Community College District operates KVCR, the local PBS television station. For over 40 years, ending in 2009, SBVC offered telecourses that have been broadcast from KVCR. The "Instructional Broadcasting Service" was, for years, the campus office that coordinated the offering of telecourses. This was staffed with a faculty member receiving approximately 50% reassigned time. In 1992, that office was replaced by a District Office of Distance Learning (with a full-time administrator and support staff), which served to coordinate telecourses for both colleges in the District— SBVC and Crafton Hills College (CHC). The motivations for offering telecourses were diverse, but the primary motivation was to increase access to educational opportunities for students in the Inland Empire. Instead of driving to campus three days each week, telecourses allowed students to receive educational content through the TV and come to campus approximately five times each semester for review sessions and exams. Planning for Distance Education consisted of coordinating the telecourse offerings between the two campuses of the District through the District Office of Distance Learning.

In 1995, KVCR was given a computer server and communications/collaboration software package—FirstClass. PBS's grant of hardware and software to KVCR was designed to improve communications within the television station and between the station and national PBS offices. One component of that grant was that faculty were allowed to use the software to experiment with the development and delivery of online education. In January of 1996, two online classes were offered at SBVC—physics and philosophy. Because the connectivity to the server was initially limited to 4 modems using 4 phone lines, the number of online classes was significantly limited. In 1998, the Internet version of the FirstClass program was purchased with Title III grant monies. This expanded the number of simultaneous connections to the server from 4 to 250. So other departments began to develop and offer online classes. This was coordinated through the District Office of Distance Education and was packaged as a supplement to PBS's "Going the Distance" program. That program was intended to allow students to complete an AA degree by taking only telecourses. There were significant gaps in that curriculum, however, and the District Office imagined that the online classes being developed would complement and supplement the telecourses and thus fulfill the spirit of the "Going the Distance" program. Therefore, planning for Distance Education took place at the District level with participation from individual departments from both SBVC and CHC.

Between 1998 and 2002, the number of classes approved for online delivery at SBVC steadily increased. In the fall of 2002, a group of managers and faculty met to discuss the possibility of imagining and creating an "Online College." This online college would consist of a virtual packaging of online classes and telecourses (the telecourses would be supplemented with highly interactive discussion boards of a Course Management System). The idea of an "Online College" was a reversal of previous priorities. Online classes were being developed, offered, and constantly filling; telecourses were declining in enrollments and in offering. When all the requirements of a degree were in place, then the student could get a degree by taking online classes that were supplemented with telecourses. However, it quickly became apparent that many of the degree requirements

were already offered in the online format. Telecourses could be eliminated entirely from imagining an "Online College." Some requirements could not be offered in a completely online format because of articulation concerns (such as speech performance and science labs). But these were approved for delivery as "hybrid" classes, classes that required on-campus presence for some of the learning activities. There were just a few "bottlenecks" where a specific required class was not offered online. Under the banner of "increased access," those classes were developed and SBVC's "Online College" was born. A year-long process of planning, developing, and packaging information about online learning resulted in the foundational document for the "Online College" at SBVC [See **Appendix I**]. The goal of this virtual collection of classes was to provide SBVC students with increased access to educational opportunities.

Between 2003 and 2006, the planning for online classes was centralized in the Office of the Vice President of Instruction. In 2002, the District hired a Director of Distributed Education. This position was eventually expanded to include Technology and Educational Support Services at the District. Thus the planning for the infrastructure and technology services was coordinated between the college and the District. During this time, online offerings continued to grow. In 2003 there were 41 sections of online classes offered at SBVC. By 2007 there were 110 sections of online and hybrid classes representing 23 different disciplines and 45 different faculty members teaching online.

Partly because of the increased growth, the President of the College and the President of the Academic Senate created a standing college committee to be the advisory body to the VPI. The Online Program Committee "Advises the Vice President of Instruction regarding all issues related to online learning at the College. The committee functions as a visionary body, as a conduit for information between faculty/administration/students, and as a technology advisory body for issues related to online learning." [See **Appendix J** for the committee structure of the college, including the committee charges.]

The initial meetings of the committee, however, were reactionary in that the committee was reacting to issues and problems rather than proactively moving in an intentional way. Although there were "goals" for the committee, there was no overarching plan. In 2010, the committee took the task of developing a plan for online learning. That process continued through 2011. [See **Appendix E**]. Since 2011, the Online Learning Plan is reviewed annually and revised according to the needs of the college and the changes in technology. The latest iteration of the Online Learning Plan can be viewed in the Online Program Committee section of the SBVC website. [[Link to Online Program Committee](#)]

D. Evidence that the institution has analyzed and provided for adequate human, administrative, financial, and physical resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:

1. Adequate and accessible student support services; enumerate services as detailed as possible; provide electronic links where available

The college's Writing Center offers free online tutoring for students in all disciplines for courses at the 100 level and above. Students may submit their assignments for review by email. Assignments are read Monday through Thursday and the papers are returned within 24 to 48 hours. Students in many online classes are encouraged to use this online service. [[Link to writing center](#)]

Online advisors in Counseling are available to answer questions about majors, courses and requirements. Students can send an email request to the online counselors; replies are given within 3 working days. [[Link to counseling services](#)]

Students can order their textbooks online through the SBVC bookstore. [[Link to bookstore](#)]

A Central Help Desk is available to all faculty, staff, and students 24/7. This is especially valuable for online students. The Help Desk can be accessed by dialing a toll free number. Students also have access to a knowledge base that deals with the most frequent computer issues. In addition, students have the option, through the help web pages, to request a call back, submit a help ticket online, or engage in a live chat with a service representative over the web. [[Link to help desk](#)]

Online students will typically access their classes initial through the “Universal Access Point” (UAP) on the SBVC website. At the UAP students are directed to information about their particular class, including information about how to prepare for the online environment as well as the minimum technical requirements for online classes. In addition, SBVC has created an orientation to online learning titled “Learn to Learn Online.” That orientation is a Blackboard shell open to anyone and addresses both the “soft skills” necessary for online learning (such as time management) and the technology necessary for specific classes. The college takes seriously the need to make sure students are prepared to succeed in a distance education environment. [[Link to UAP](#)] [[Link to Orientation to Online Learning](#)]

SBVC provides assistance to disabled students, whether they are taking online or on campus classes, through the Disabled Student Program and Services (DSPS) Office.

A full time “Assistive Technology Specialist” is available to assist students and faculty in order to meet the requirements mandated in the Americans with Disabilities Act and Section 504 of the Rehabilitation act of 1973.

Assistive technology (AT) has been placed in computer labs throughout campus to ensure accessibility. Further, there is a fully equipped High Tech Center (HTC) for students with disabilities. This HTC makes available for specialized software programs that are unique to individuals with various disabilities. Jaws, Kurzweil 1000, Zoom Text and EasyReader are used for students with vision impairments. WYNN, OpenBook, Kurzweil 3000, Brain Fitness Program, Co:Writer, Math Talk, and Learning Ally are used with students with other disabilities. In addition to the software, the HTC has extensive hardware and equipment available for students with disabilities. [[Link to DSPS](#)]

The course management system (Blackboard) meets ADA requirements and the campus provides faculty training on ADA and 508 compliance issues. [[Link to Blackboard accessibility page](#)]

There are several Honors courses that have been approved for online delivery (psychology, sociology, philosophy, religious studies, anthropology, economics). A student in the Honors program can complete all the academic requirements of that program by taking online classes. [[Link to honors program](#)]

As a part of EduStream, the District's video-on-demand service that is utilized by more than 170 colleges across the country, online students can participate in synchronous audio/video tutorials in math, American sign language, and biology. These synchronous sessions are archived, captioned, and maintained as a repository to be used asynchronously by other students at a later time. Other disciplines are being added to this tutorial service as the need arises and as staff time is available. [[Link to EduStream](#)]

Over the last several years, many of the college's student support services have been made available online. Currently, students can apply to the college, request financial aid information, complete the required orientation, and register for classes through the internet. All students may participate in the online services of the college.

The SBVC Library houses a collection of over 70,000 volumes which can be searched through OCLC World Share (WMS) catalog system. This system enables students to search for books, articles and over 120,000 eBooks all at the same time. The SBVC Library also offers access to thousands of online newspapers, magazines, journals, and other materials supporting research in current events and in topics across the curriculum. Students use passwords to access the electronic resources and which are available on Blackboard once they log in. [[Link to WMS Catalog](#)]

The Library Computer Lab houses over 120 computers for use by currently enrolled students, and Computer Technicians are available to provide basic technical support to students. Many online students also take classes on campus, and this lab increases the opportunity for those students to participate in their online classes.

Librarians are available during the day and evening to provide one-on-one reference services and orientation tours and to teach library instruction classes and campus-wide

workshops. SBVC's library participates in a 24/7 Chat Reference Service that connects students to an academic librarian who can assist them with research needs at any time, day or night. [[Link to Question Point](#)]

2. Sufficient and qualified faculty, management, and support staffing

All faculty are hired under the same faculty hiring process. (SBCCD Administrative Procedure 7210, line 1135) Faculty who teach online classes are held to the same standards as faculty who teach traditional, face-to-face classes. Minimum qualifications must be met. Additionally, the needs of the department must be considered. Department Faculty Chairs recommend to Division Deans the faculty to teach certain sections. For online sections, both the Faculty Chair and the Division Dean affirm that the person selected for a specific section is qualified to teach that section. Various criteria are used to determine whether a faculty person can successfully teach online. Most faculty who want to teach online have either taken a course or a series of courses on online teaching/learning or have taught online before. In addition, SBVC has a self-paced "Learn to Teach Online" course, housed in the Blackboard Learning Management System, if faculty members want to begin the preparation for online teaching that way. Furthermore, some departments have created extensive, albeit informal, mentoring programs for online teaching. For example, in 2002 the English department would not allow any of their classes to be taught online. With a new Department Faculty Chair, however, one section was permitted. After that person was successful, another English faculty person paired with the online instructor to learn to teach online. In the fall of 2011, six different English faculty members were teaching nine different sections of Freshman Composition and Intermediate Composition. This successful mentoring program is mirrored in the Modern Languages Department with online Spanish classes. Record of such successful preparation for online teaching is a part of the Comprehensive Quality Control Process for online classes. [See **Appendix K**]

SBVC has a unique history in the development of online learning (see section C above). As such, the "management structure" is also unique. There is no distinct director or dean of Distance Education at SBVC. The District has an Associate Vice Chancellor of Technology and Educational Support Services. That position provides the support for the infrastructure for online learning. That is, internet connectivity, learning management systems, and software licenses are handled at the District level. Furthermore, the Blackboard Administrator, also a district position, provides extensive professional development and software support at both SBVC and Crafton Hills College. There are campus network administrators at each campus to assist with software related issues. Management support at the campus level is in the office of the Vice President of Instruction. Managerial oversight and clerical support services are provided through that office. The Technology Committee and the Online Program Committee both provide the collegial support for the management and staff. The faculty and administrative co-chairs of the Online Program Committee are key in communicating to the Vice President of Instruction concerns and issues regarding online learning. And the Coordinator of Professional and Organizational Development provides for extensive training

opportunities for faculty interested in teaching online. [[Link to Professional Development](#)]

With faculty energy and enthusiasm and collegial encouragement from the Vice President of Instruction and support staff, the online offerings have grown from 2 sections in 1996 to 190 online and hybrid sections in the spring of 2013. SBVC has qualified faculty, management, and staff to support these offerings.

3. Professional development for faculty and staff to effect the change

SBVC's office of Professional and Organizational Development (POD) is committed to providing and supporting activities designed to enhance the job-related performance of all staff in order to effectively meet the needs of students. "San Bernardino Valley College is committed to providing and supporting activities designed to enhance the job-related performance of all staff in order to effectively meet the needs of students. The College provides for and encourages participation in activities that enable staff to grow both professionally and personally." Specifically related to online learning, POD offers workshops and seminars for faculty wanting to use Blackboard to deliver instructional content in their courses. The POD often uses the Blackboard Administrator to teach these workshops. The Blackboard Administrator is a district-funded position.

The Online Program Committee maintained two communities in Blackboard. One was designed to introduce the pedagogy associated with online teaching and learning to faculty. The other was a clearinghouse for resources and "best practices" contributed by faculty. The substance and function of those two communities were transferred to the redesigned SBVC website in 2011. The Online Program Committee controls the "Online Classes" section of the website in addition to the section devoted to the committee's work. [[Link to Online Classes](#)] [[Link to Online Program Committee](#)]

Combining the resources of the office of Professional and Organizational Development, the District's Distributed Education Office, and the Online Program Committee has established a strong framework for professional development for faculty wishing to teach or improve teaching online

4. Appropriate equipment and facilities, including adequate control over any off-campus site

Most online classes currently use the Blackboard Learning Management System. The software for this system is funded and supported by the District's Office of Technology and Educational Support Services. Blackboard communicates with the DataTel student information system to maintain up-to-date enrollments. Each section taught at the college automatically has a Blackboard shell created for it. So there is no distinction between online and traditional classes at this level. Instructors can use Blackboard to supplement on-campus classes; instructors of online classes can use Blackboard to deliver 100% of the instruction. The District provides the universal Blackboard shells for both San Bernardino Valley College and Crafton Hills College.

Connectivity to the internet is also a function of the District's Office of Technology and Educational Support Services. There is a 10 gigabyte internet connection that is sufficient for all the technology needs of SBVC, CHC, the District, as well as EduStream, the District's video-on-demand service that is utilized by more than 170 colleges across the country.

The combination of connectivity, hardware, and software creates a robust ecosystem to support online learning at SBVC.

5. Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget

The costs of site licenses and learning management software along with costs for internet connectivity are budgeted at the District level. Costs for faculty teaching online courses are distributed in the same way as any class offered at the college. As the demand for online courses has grown, a greater number of sections have been offered, and more and more faculty are teaching online sections. The FTES generated by online sections is approximately 15% in the spring of 2013. With few exceptions, the size of the online classes mirrors their on-campus counterparts. So the productivity of online classes is comparable to traditional delivery methods. SBVC has never envisioned Distance Education as a "cash cow" to utilize large class sizes to bring in large amounts of revenue with little expense. Online sections are treated very much like traditional classes in terms of cost/expense calculations. So online instruction is a generator of apportionment from the state, and these funds are fully merged into the general fund of the college.

Again, with SBVC's unique history of online learning (see section C above), there was no college-level requirement for extensive seed monies. And with the District taking responsibility for much of the funding for the infrastructure for online learning, costs associated with Distance Education are more easily folded into the college budget. There are sufficient fiscal resources at the District Level and at the college level to maintain the DE offerings at SBVC.

6. A comparative analysis of the budget, enrollment and resources; identify new or reallocated funds

Online courses have been gradually approved and delivered over the last 17 years. They have been offered to meet the needs of students. So the monies necessary to staff the classes have been a part of the college's instructional budget. Since there is no differentiation in compensation between on campus and DE classes, as the percentage of DE classes increases, so too does the percentage of the instructional budget. The costs of the course management system, the help desk, and software are centralized at the District. The Executive Director of Technology and Educational Support Services is responsible

for the District-level budget. The Vice President of Instruction is responsible for the instructional budget for faculty at the campus level.

The latest budget (2013-2014) of the San Bernardino Community College District can be found at the District's website. [[Link to District Budget](#)]

7. A plan for monitoring achievement of the desired outcomes of the proposed change.

The state Chancellor's Office requires that each California Community College maintain records and report data for course sections in which 51% or more of the instruction is provided through Distance Education. Further, SBVC is required to provide to the SBCCD Board of Trustees a report on all DE instruction. (Section 55219 of Title 5) This data included information on student enrollments, student retention, student success, and other elements of courses taught through DE delivery. This helps guide the college administration in the planning process regarding offering courses via Distance Education. Only very rarely has an online class had problems with enrollment. So there is high student demand for this format of learning across the disciplines.

Success and retention rates for online courses are lower than courses taught in a tradition classroom format. This is true both at the state level and for SBVC. Online courses require that students possess greater self-motivation and more nuanced time-management skills. Sometimes technical difficulties create barriers to success in online classes, but anecdotal evidence suggests that these technical issues are decreasing. The latest draft of the SBVC's Online Learning Plan includes specific goals, objectives, and benchmarks regarding success and retention in online classes.

To improve the quality of online instruction, the Online Program Committee has created a Comprehensive Quality Control Process for online faculty. [See **Appendix K**] This process gathers information about preparation for online teaching, regular effective contact, student privacy issues, student authentication concerns, ADA and 508 compliance, and a checklist including elements considered to be consistent with high quality online learning. From the faculty perspective, this process helps monitor keep the policies and procedures unique to online learning in the forefront.

In the fall of 2011, SBVC's Online Program Committee created a student satisfaction survey that was piloted in 10 online classes. (Results of this pilot survey are included in Appendix M.) In the spring of 2012, this pilot survey was expanded to include all online sections. The same survey was deployed in the spring of 2013. The results of this survey are available to the public at SBVC's website. It is the intention of the Online Program Committee to survey all online students each spring semester. This information will be combined with retention, success, and enrollment statistics to help in the planning process for online classes. [[Link to Student Satisfaction Survey](#)]

8. Evaluation and assessment of student success, retention and completion

Both the Office of Institutional Research of the college and the office of Distributed Education at the District level collect data on efficiency, success and retention from campus researchers and presents to the board of trustees. One such presentation occurred in August, 2011. On March 9, 2013 the board of trustees requested an hour-long study session on the status of online learning in both colleges of the district. Since SBVC has more than 10 times the number of distance education sections than Crafton Hills College, SBVC's portion of this study session was extensive and included comparative data on success and retention. [See **Appendix L** for selections from that Board study session.]

The Online Program Committee includes in its plan the necessity to review and analyze the data on student success and retention comparing the college statistics with the aggregate data from the California Community College system. This set of data is compiled and presented in the "Online Student Handbook" on the college's website. [[Link to success and retention data](#)]

E. Evidence that the Institution Has Received All Necessary Internal and External Approvals

1. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained

Every degree, certificate of achievements, and course offered by SBVC has been approved by the SBVC Curriculum Committee, a standing committee of the Academic Senate, and then by the San Bernardino Community College District Board of Trustees. Each course using a Distance Education delivery mode has been reviewed separately, according to the requirements of Title 5 of the California Code. This review process is extensive, focuses on "Regular Effective Contact" (which is functionally equivalent to ACCJC's reference to "Regular Substantive Interaction"), and generates a separate document demonstrating that the criteria for quality and excellence have been met. The approval for Distance Education delivery is voted on by the Curriculum Committee prior to being sent to the Board of Trustees for their approval. Documentation of approval for each request for Distance Education delivery is a matter of public record in the minutes of the District's meetings. Further, the approved Course Outlines of Record, including approval for Distance Education delivery, are a part of the CurricUNET database. As such, the documents are available to a wider audience. (Access available on request from [Governet](#). Documentation of each approval for Distance Education delivery is available on request. A sample approval for Distance Education delivery is included in **Appendix H** of this proposal.)

2. Legal requirements have been met

SBVC is a public two-year community college operating under the authority of the State of California, the board of governors of the California Community Colleges, and the Board of Trustees of the San Bernardino Community College District.

As a California Community College that is a part of a two-college district (the San Bernardino Community College District), SBVC derives its authority to operate as a degree-granting institution from California Education Code, section 70902.

The Accrediting Commission for Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges (WASC), a regional accrediting body recognized the commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education has fully accredited SBVC; the college is operating under no ACCJC sanctions.

In addition, SBVC is accredited by the California Board of Registered Nursing and by the National League for Nursing Accrediting Commission.

SBVC's accreditation status is described in the 2013-2014 college catalog on page 5 as well as on the campus website. [[Link to Accreditation Information](#)]

Therefore, SBVC meets all legal requirements to offer classes, certificates, and degrees in the state of California.

3. Governing board action to approve the change and any budget detail supporting the change

This Substantive Change Proposal, signed by all representative parties on pages 2 and 3, was presented to the San Bernardino Community College Board of Trustees on January 16, 2014 and was approved unanimously.

The existing budget for the District and the College supports all delivery modes for all classes, including DE. The latest budget of the San Bernardino Community College District can be found at the District website. [[Link to latest budget](#)]

F. Evidence that the Eligibility Requirements will be fulfilled

ACCJC has prescribed 21 eligibility requirements for community colleges. Although there has not been drastic change since the last accreditation visit in 2008 or the submission of a previous Substantive Change Proposal in 2012, this section constitutes a summary of the eligibility requirements and any impact of this Substantive Change Proposal on those eligibility requirements.

1. Authority (no essential change since last accreditation visit in 2008)

SBVC is a public two-year community college operating under the authority of the State of California, the board of governors of the California Community Colleges, and the Board of Trustees of the San Bernardino Community College District.

As a California Community College that is a part of a two-college district (the San Bernardino Community College District), SBVC derives its authority to operate as a degree-granting institution from California Education Code, section 70902.

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In addition, SBVC is accredited by the California Board of Registered Nursing and by the National League for Nursing Accrediting Commission.

SBVC's accreditation status is described in the 2013-2014 college catalog on page 5 and on the campus website. [[Link to accreditation status](#)]

2. Mission (no essential change since last accreditation visit in 2008)

The district's Board of Trustees formally adopted SBVC's mission statement on June 13, 2002. It was last revised on February 8, 2007. SBVC's Mission Statement describes the college's reason for being: "**San Bernardino Valley College provides quality education and services that support a diverse community of learners.**" This mission statement is found on the cover of the SBVC catalog and on the college website. [[Link to the mission statement](#)]

3. Governing Board (no essential change since last accreditation visit in 2008)

The Board of Trustees of the San Bernardino Community College District is the governing body of the District. The Board is established by, and derives its power and duties from, the Constitution of the State of California and the Statutes of California as

adopted by the Legislature and issued in the California Education Code, and the directives of the Board of Governors, California Community Colleges, listed in Title 5, California Code of Regulations.

The Board of Trustees consists of seven members elected at large for terms of four years. The terms of four members expire in every other even-numbered year and the terms of three members expire in the alternate even-numbered year. Trustee elections are held on even-numbered years in accordance with the provisions of the California Education Code. The Board also includes two non-voting student members, one from each of the colleges in the District. The student representative from SBVC is elected in accordance with the administrative procedures adopted by the college student elections, except that all members of the student body shall be permitted to vote for the student member. [[Link to SBCCD Board Policy 2050](#)] [[Link to SBCCD Board Policy 2060](#)]

4. Chief Executive Officer

SBVC's chief executive officer is the Interim President of the college, Dr. Gloria Fisher. Dr. Fisher has been serving in this capacity since July 1, 2013. The President is appointed by the Board of Trustees of the San Bernardino Community College District.

5. Administrative Capacity (no essential change since last accreditation visit in 2008)

SBVC is staffed by a sufficient number of administrators to supervise and provide the services necessary to support the college's mission. Administrators are selected through an open and competitive hiring process, and all possess the appropriate preparation and experience to fulfill their assigned roles. The administration is organized appropriately to provide the necessary oversight and support for Distance Education programs.

6. Operational Status (no essential change since last accreditation visit in 2008)

SBVC is fully operational offering a comprehensive curriculum, with most of the approximately 16,500 students (approximately 9,500 FTES) actively pursuing a degree and/ or certificate. [[Link to Student Success Scorecard](#)]

7. Degrees

SBVC offers Associate in Arts and Associate of Science degree programs in more than 50 different majors. In addition, SBVC offers over 80 certificates of achievement. The majority of students are enrolled in courses leading to degrees or certificates. SBVC annually publishes a college catalog that clearly lists and describes the requirements for these programs.

SB 1440, passed in 2010 by the California legislature, mandated that California Community Colleges create transfer degrees based on transfer model curricula (TMC) that would articulate with the California State University system and facilitate degree completion. SBVC is taking this obligation seriously and is in the process of creating these transfer degrees. To a large extent, the rationale for this Substantive Change Proposal is because of these transfer degrees and the large component of DE courses in these degrees.

8. Educational Programs (no essential change since last accreditation visit in 2008)

SBVC offers transfer programs, vocational programs and certificates, and basic skills classes that are consistent with the mission of the California Community College system and the mission of the college. Each course offered by the college as well as each degree and certificate fulfills Title 5's demands regarding rigor and quality. This includes each course approved for Distance Education delivery.

9. Academic Credit (no essential change since last accreditation visit in 2008)

Academic credit for coursework is awarded in accordance with Title 5 of the California Code of Regulations, section 55002.5. Policies regarding academic credit are clearly described on pages 10-18 of the college catalog. [[Link to College catalog](#)]

10. Student Learning and Achievement

SBVC has an Office of Research and Planning that analyzes and publishes information regarding student demographics and student achievement. Measures such as retention, graduation, success, persistence, and transfer are included. Furthermore, these measures are also available to Faculty Chairs through the EIS information system. Thus the analysis of student achievement is done at various levels.

SBVC affirms the importance of Student Learning Outcomes as a way to continually improve instruction. This process is clearly documented at the Division level and the data is housed in the Office of the Vice President of Instruction. The District has purchased a program—eLumen—to assist the campuses with the collection and tracking of SLO data. In 2012, a faculty member was given 80% reassigned time to faculty to coordinate the creation of the infrastructure for this electronic warehousing of the SLO data. In 2013, that reassigned time was increased to 100%. The intent of the college is to assess “every SLO in every section in every semester.” The use of eLumen will streamline the collection and analysis of SLO data.

11. General Education

Depending on the student's educational path, there are four different general education pathways. A complete list of these general education requirements is contained in the college catalog.

SBVC has identified college-wide core competencies that are embedded in the pattern of general education courses. These core competencies are also clearly identified on page 42 of the college catalog.

In the Spring of 2013, the Academic Senate crafted a statement describing SBVC's philosophy of general education. That statement is now included in the college catalog on page 33. [[Link to College catalog](#)]

12. Academic Freedom (no essential change since last accreditation visit in 2008)

SBVC affirms academic freedom as defined by the SBCCD Board of Trustees in Board Policy 4030 and Administrative policy 4030. The introduction to those documents begins with this paragraph: "The San Bernardino Community College District is committed to the principle that the free expression of ideas is essential to the education of its students and to the effect governance of its colleges. The District recognizes that academic and intellectual freedom is best protected by a system of tenure, academic due process, and policies and procedures that provide faculty, students, and classified employees with the opportunity to freely express themselves in any campus venue, from the classroom to the board room. The District further subscribes to the principle that the free expression of ideas should be limited only by the responsibility to express ideas with fairness, and in a manner that respects the differing ideas of others and distinguishes between established fact and theories and one's own opinion." [[Link to SBCCD Board Policy 4030](#)] [[Link to SBCCD Administrative Procedure 4030](#)]

13. Faculty (no essential change since last accreditation visit in 2008)

SBVC has approximately 150 full-time faculty. These faculty are screened and hired based on District policies and practices. These policies and practices help ensure that all full-time faculty are highly qualified and will contribute to the life of the college. SBVC faculty are represented by a union—the California Teachers Association. The responsibilities of faculty members are clearly delineated in the union contract and clearly support the mission of the college.

14. Student Services (no essential change since last accreditation visit in 2008)

SBVC provides a wide variety of student services so that all students can achieve their educational goals. Such services are appropriate for the size of the institution. Further, such services are aware of and sensitive to the demographic characteristics of the student body.

15. Admissions (no essential change since last accreditation visit in 2008)

SBVC is a California Community College. As such, its admissions policy is consistent with California Education Code, Title 5, and the statewide mission for the California Community Colleges. Further, the admissions policy is consistent with the mission of the college: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." Admissions policies are printed in the college and are available at the SBVC website as well. [[Link to admissions policies](#)]

16. Information and Learning Resources (no essential change since last accreditation visit in 2008)

Information and learning resources at SBVC include the library, the various computer labs, the tutorial center, the writing center, as well as other specialized programs on campus. Every student in every class, no matter what the delivery mode, has access to these resources. The library participates in a program that offers students 24/7 online access to reference librarian. Furthermore, any student—whether on or off campus—can access several of the library's database resources via the web.

17. Financial Resources (no essential change since last accreditation visit in 2008)

Although the California state budget has been challenging for California Community Colleges, the financial resources of the District have been prudently managed in recent years. Therefore, SBVC has sufficient financial resources to discharge its mission. Fiscal planning is done at both the District and college levels. A new budgeting model has recently been introduced in the District. This model increases the collegial process for allocating resources between the two colleges of the District.

18. Financial Accountability (no change since last accreditation visit in 2008)

As required by law, SBVC undergoes regular financial audits according to the policies of the San Bernardino Community College District. The audits are conducted by external auditors who are certified public accountants and who have no other relationship to the District or college. [[Link to SBCCD Board Policy 6400](#)]

19. Institutional Planning and Evaluation

At the District level, the development and implementation of the Strategic Plan sets the parameters for all other planning at the District. Specifically, the District Technology Strategic Plan 2010-2013 sets the parameters for coordinating the technology services that support Distance Education at the college.

There are two campus-level plans that impact Distance Education. The College's Technology plan addresses the broad technical and institutional issues regarding Distance Education. The latest Technology Plan is accessible on SBVC's website. The Online Program Committee's "Online Learning Plan" addresses the more narrow issues dealing with online classes. This Online Learning Plan is accessible on SBVC's website and is included in **Appendix E** . [[Link to Technology Plan](#)] [[Link to Online Learning Plan](#)]

SBVC has a robust program review process that encompasses all instructional units as well as student services. Although Distance Education is not singled out as an instructional or student services unit, it is the program review process that deals with evaluation campus wide.

20. Public Information (no essential change since last accreditation visit in 2008)

SBVC publishes a printed catalog every academic year. This catalog is current, accurate, and provides relevant information about SBVC for students, staff, faculty, and the public at large. This catalog is also available online. In addition, it is made available in Braille, large print, and e-text to accommodate persons with various disabilities. [[Link to College catalog](#)]

21. Relations with Accrediting Commission

SBVC was visited by an ACCJC accreditation team in October, 2008. At the January, 2009 meeting of the ACCJC, the Commission took action to reaffirm SBVC's accreditation, with a requirement that the college complete a Follow-Up report.

At the January 2011 meeting, ACCJC took action saying that SBVC has resolved Recommendations 5, 6, and Commission Recommendation 1, as identified in the Commission's action letter of February 3, 2009.

The Midterm Report, which is required to be filed in the third year after each comprehensive evaluation, was filed on October 8, 2011.

A Substantive Change Proposal was submitted to the Substantive Change Committee of ACCJC in March, 2012. It was approved by the Committee and then by the full Commission in June, 2012.

SBVC is fully accredited by ACCJC and is operating under no sanctions. Furthermore, SBVC will comply with Commission requests, directive, decisions, and policies, and will make complete, accurate, and honest disclosures in all communications concerning accreditation, as stipulated in Board Policy. [[Link to SBCCD Board Policy 3200](#)]

G. Evidence that each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed

SBVC's accreditation was affirmed by ACCJC in 2009. A follow-up report was requested, submitted, and accepted. The Midterm Report was filed on October 8, 2011. A Substantive Change Report was filed in March of 2012 and was accepted by the full Commission in June, 2012. Therefore, SBVC is fully accredited by ACCJC and is operating under no sanctions.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission:

SBVC's mission is to provide "quality education and services that support a diverse community of learners." DE formats fully support SBVC's mission by using technology to increase access to education for a diverse community.

There is no explicit or implied change in mission with this proposal. However, it will be the responsibility of the college to communicate to stakeholders the equivalency of online and traditional courses. Furthermore, SBVC should communicate to students and the general public that courses approved for Distance Education help fulfill the college's mission. In May of 2011, the college's revised website included an expanded and improved section for "Online Classes." There it clearly states the college's mission and clearly indicates that online classes support the mission of the college by using technology to increase access to quality education for a diverse community of learners. Through the Online Program Committee, the college will continue to monitor how it communicates its mission and how courses and programs approved for Distance Education delivery support and further that mission. [[Link to Online Classes](#)]

B. Improving Institutional Effectiveness

The college uses data to evaluate student success, student retention, and the achievement of student learning outcomes for all courses and programs. This includes all courses approved for Distance Education delivery. The data is folded into an extensive and thorough program review process to evaluate departments and programs, including those that offer classes in a Distance Education format. Thus all courses, included those

approved for Distance Education delivery, are a part of regular cycles of evaluation. These cycles of data-driven evaluation lead to the improvement of institutional effectiveness.

It will be the responsibility of the college before the next accreditation visit to use the data on Distance Education delivery to target improvement of effectiveness within subsets of programs and departments. For example, the retention rates for sections offered in the online format vary from instructor to instructor. The college can use the data to identify successful strategies at the individual section level or that apply to individual faculty members. In addition, the data will be assessed based on institution set standards. A commitment to gathering stable, relevant, and accurate information regarding Distance Education Delivery is a priority of the Online Program Committee and the Office of Instruction before the next accreditation visit. Such data-driven instructional improvement is included in the Online Program Committee's plan (See **Appendix E** of this proposal.)

And to document the continuous dialogue regarding this standard and Distance Education at SBVC, the Online Program Committee created a wiki in 2012 titled “DE @ SBVC: Excellence and Accreditation.” This ever-changing web site is the Online Program Committee’s commitment to continuously hold SBVC to the eligibility requirements, the standards, and the policies of ACCJC. [[Link to the version of this site visible on the SBVC website.](#) Or you can log in to the actual wiki itself by clicking the link below below with the username of “guest” and the password of “guest”—no quotation marks, of course. [Link to DE @ SBVC: Excellence and Accreditation.](#)]

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate achievement of stated student learning outcomes. The institution provides and environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual aesthetic and personal development for all of its students

A. Instructional Programs

Student Learning Outcomes are written for classes and programs, irrespective of delivery mode. So an SLO for an on campus section will be the same for an online section of a class. Assessment of SLOs for online classes takes place in the normal three-year cycle of assessment as directed by the Office of the Vice President of Instruction. Records of SLO assessments are collected at the Division level and housed in the Office of the Vice President of Instruction. The District has purchased a program—eLumen—to assist with the gathering of information about SLOs and analyzing that data. In the spring of 2013, a faculty member was given partial reassigned time to begin implementing the transition from the paper recording of SLOs to electronic input into eLumen. In the fall of 2013, that faculty member received 100% reassigned time to implement a plan to fully automate the compilation of SLO data not only at the course and program level, but at the level of the individual students as well. The Online Program Committee is working closely with this faculty member to ensure that SLO's for DE sections of courses and programs can be compared to non-DE sections.

SBVC follows Title 5's requirements for separate curriculum approval for any course that includes Distance Education delivery. This approval process guarantees regular effective contact between instructors and students.

All faculty are evaluated according to a negotiated collective bargaining agreement. The evaluation process includes class observation by peers and an administrator, as well as student evaluations. There is a separate form for evaluation of online instructors that acknowledges the difference in Distance Education delivery.

A Comprehensive Quality Control Process has been developed by the Online Program Committee to ensure that online faculty are aware of processes and procedures relevant to online learning. Further, this process identifies key elements of online instruction. A self/peer evaluation tool also has been identified to assist faculty in monitoring the quality of their online instruction. (See **Appendix K** for the Comprehensive Quality Control Process with embedded self/peer evaluation tool.)

One element of this Comprehensive Quality Control Process deals with student authentication. In the summer of 2008, the Congress passed legislation that includes language with implication for online classes. [As stated in Section 496 of August 14,

2008, Higher Education Opportunity Act (HEOA): *Accrediting agencies must require institutions that offer DE or correspondence education to have processes to establish that the student who registers is the same student who participates in and completes the work and gets the academic credit.*] The implementation of this law is being taken seriously by accrediting agencies such as ACCJC. The key issue is in knowing that the student who is doing the work in an online class is the student who is getting credit for doing the work in the online class. The language of the conference committee that drafted the compromise legislation is clear that using an authentication system with a student login, such as Blackboard, is sufficient to meet the spirit and letter of the law. All students enrolled at SBVC are issued a secure username and password for access to the Blackboard learning management system. Those usernames and passwords are unique to each individual. And students are encouraged to change their passwords after initial log in and frequently thereafter. But in addition to the secure log in, Comprehensive Quality Control Process for online classes includes a checklist of other ways to ensure student authentication (e.g. internal, instructor-controlled password protection for exams, techniques to limit cheating on exams, extensive writing and revision tasks through the semester, "plagiarism certificates," "ethics certificates," and informal Google checking for plagiarism). This is, then, an opportunity for faculty to reflect on other ways to make sure that the students who are getting credit for a class are, indeed, the students who are doing the work in the class as well as an opportunity to reflect on the pedagogy (andragogy) of online learning. In the fall of 2013, the District's Office of Distributed Learning surveyed both SBVC and Crafton Hills College in anticipation of implementing either SafeAssign or Turnitin in the spring of 2014 as a formal way of assessing whether a student's writing is their own work or borrowed from other sources.

The District's Distributed Education Coordinating Council has explored more technology-intensive approaches to student authentication, such as Acxiom Identity-X Authenticate. However, such reliance on technology has been seen as a very narrow approach to solving the problem. The discussions at this point favor what WCET calls "Prevention" approaches to Academic integrity and student authentication. [[Link to WCET](#)]

So student authentication resides in a larger arena of academic integrity. The login screen to SBVC's Blackboard site includes a bold reminder about academic integrity and verification of student identity. "By clicking on a course link in Blackboard, I affirm that I am the student who is enrolled in the course. Furthermore, I affirm that I understand and agree to follow the college's regulations regarding academic integrity. Failure to abide by those regulations may result in disciplinary action, up to and including expulsion from the college." This affirmation is also included on the Blackboard landing page.

So secure, password-protected log in to the Course Management System, reminders of the importance of academic integrity upon log in and upon entrance into a Blackboard shell, and faculty-specific interventions to prevent plagiarism and verify identity constitutes SBVC's multi-layer approach to student authentication.

It will be the responsibility of the college before the next accreditation visit to monitor the curriculum approval process, to ensure that SLO assessment for online classes are no different from SLO assessment for on campus classes, to develop more fully the Comprehensive Quality Control Process for online classes, and to ensure that students who get credit for a class are, in fact, the students who are enrolled and who are doing the work for that class.

B. Student Support Services

The college's Writing Center offers free online tutoring for students in all disciplines for courses at the 100 level and above. Students may submit their assignments for review by email. The service is "first come, first served." Assignments are read Monday through Thursday and the papers are returned within 24 to 48 hours. Students in many online classes are encouraged to use this online service. [[Link to Writing Center](#)]

An online advisor in Counseling is available to answer questions about majors, courses and requirements. Students can send an email request to the online counselors; replies are given within 3 working days. [[Link to Counseling](#)]

Students can order their textbooks online through the SBVC bookstore. [[Link to bookstore](#)]

A Central Help Desk is available to students 24/7 to all faculty, staff, and students. This is especially valuable for online students. The Help Desk can be accessed by dialing a toll-free number. And there is access to a knowledge base dealing with the most frequent computer issues for students. In addition, students can request a call back, submit a ticket online, or engage in a live chat with a service representative over the web. [[Link to Central Help Desk](#)]

Online students access their classes initial through the “Universal Access Point” on the SBVC website. There students are directed to information about their particular class, including information about how to prepare for the online environment as well as the minimum technical requirements for online classes. In addition, SBVC has created an orientation to online learning titled “Learn to Learn Online.” That orientation is a Blackboard shell open to anyone and addresses both the “soft skills” necessary for online learning (such as time management) and the technology necessary for specific classes. The college takes seriously the need to make sure students are prepared to succeed in a distance education environment. [[Link to UAP](#)] [[Link to Orientation to Online Learning](#)]

SBVC provides assistance to disabled students, whether they are taking online or on ground classes, through the Disabled Student Program and Services (DSPS) Office. A full time “Assistive Technology Specialist” is available to assist students and faculty in order to meet the requirements mandated in the Americans with Disabilities Act and Section 504 of the Rehabilitation act of 1973. Assistive technology (AT) has been placed in computer labs throughout campus to ensure accessibility. Further, there is a fully equipped High Tech Center (HTC) for students with disabilities. This HTC makes

available for specialized software programs that are unique to individuals with various disabilities. Jaws, Kurzweil 1000, Zoom Text and EasyReader are used for students with vision impairments. WYNN, OpenBook, Kurzweil 3000, Brain Fitness Program, Co:Writer, Math Talk, and Learning Ally are used with students with other disabilities. In addition to the software, the HTC has extensive hardware and equipment available for students with disabilities. [[Link to DSPTS](#)]

The course management system (Blackboard) meets ADA requirements and the campus provides faculty training on ADA and 508 compliance issues. [[Link to Blackboard](#)]

There are several Honors courses that have been approved for online delivery (psychology, sociology, philosophy, religious studies, anthropology, and economics). A student in the Honors program can complete all the academic requirements of that program by taking online classes. [[Link to Honors Program](#)]

As a part of EduStream, the District's video-on-demand service that is utilized by more than 170 colleges across the country, online students can participate in synchronous audio/video tutorials in math, American sign language, and biology. These synchronous sessions are archived, captioned, and maintained as a repository to be used asynchronously by other students at a later time. Other disciplines are being added to this tutorial service as the need arises and as staff time is available. [[Link to EduStream](#)]

Over the last several years, many of the college's student support services have been made available online. Currently, students can apply to the college, request financial aid information, complete the required orientation, and register for classes through the internet. All students may participate in the online services of the college.

It will be the responsibility of the college before the next accreditation visit to assist the District's Distributed Education Coordinating Council to do a gap analysis regarding student services and online education. Then any identified gaps in service should be addressed in the Online Learning Plan. The overarching goal will be to ensure that services for students taking online classes are functionally equivalent to services provided for students taking classes on campus.

C. Library and Learning Support Services

The SBVC Library houses a collection of over 70,000 volumes which can be searched through OCLC World Share (WMS) catalog system. This system enables students to search for books, articles and over 120,000 eBooks all at the same time. The SBVC Library also offers access to thousands of online newspapers, magazines, journals and other materials supporting research in current events and in topics across the curriculum. Students use passwords to access the electronic resources and which are available on BlackBoard once they login. [[Link to World Share catalog](#)]

The Library Computer Lab houses over 120 computers for use by currently enrolled students, and Computer Technicians are available to provide basic technical support to students. Many online students also take classes on campus and this lab increases the opportunity for those students to participate in their online classes.

Librarians are available during the day and evening to provide one-on-one reference services and orientation tours and to teach library instruction classes and campus-wide workshops. SBVC's library participates in a 24/7 Chat Reference Service that connects students to an academic librarian who can assist them with research needs at any time, day or night. [[Link to Questionpoint](#)]

The Basic Skills Committee funded two new databases in 2013. The Learning Express database provides Learning Centers which offers the practice tests, exercises, skill-building courses, eBooks, and information students need to succeed at school, and English Language Learner (ELL) that includes 1,000 main articles, written especially for English language learners. The articles provide information about many different topics that are studied in school. ELL has the ability to read the articles out loud and to translate. [[Link to Learning Express](#)]

It will be the responsibility of the college before the next accreditation visit to monitor the quality and accessibility of these services provided by the library.

And to document the continuous dialogue regarding this standard and Distance Education at SBVC, the Online Program Committee created a wiki in 2012 titled "DE @ SBVC: Excellence and Accreditation." This ever-changing web site is the Online Program Committee's commitment to continuously hold SBVC to the eligibility requirements, the standards, and the policies of ACCJC. [[Link to the version of this site visible on the SBVC website.](#) Or you can log in to the actual wiki itself by clicking the link below below with the username of "guest" and the password of "guest"--no quotation marks, of course. [Link to DE @ SBVC: Excellence and Accreditation.](#)]

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The SBCCD board policies govern the hiring practices of faculty at SBVC. When appropriate, faculty job announcements include references to the possibilities of teaching online. Evaluation of all faculty is a product of a collective bargaining agreement with the CTA. And the evaluation process includes guidelines for review of online teaching to account for the differences in delivery from on-campus courses.

B. Physical Resources

As affirmed by the Accreditation visit in 2008, the facilities at SBVC are adequate for the classes scheduled and for the students enrolled. In terms of online classes, on-campus computer labs are available for students who are both on campus and enrolled in Distance Education courses. These labs are equipped with up-to-date hardware and software and are a part of the campus-wide computer rotation program. This ensures that the programs on campus that need the latest technology will have the necessary physical resources.

The college maintains a lab for faculty development that provides computers, cameras, whiteboards, microphones, and screen capture software (such as Camtasia Relay and ScreenFlow). In addition, these resources are used by faculty on a drop in basis.

C. Technology Resources:

As a component of the Educational Master Plan, SBVC's Technology Plan focuses on the hardware necessary for the delivery of online classes as well as the support services for those classes. [[Link to Technology Plan](#)]

The Technology Committee is charged with monitoring the elements of the Technology Plan. And the Online Program Committee is represented on the Technology Committee. These connections provide direct channels of communication to ensure that the needs for online instruction are included in the overall technology plan for the campus.

However, most of the technical resources for online learning is provided by the District. The Blackboard learning management system is licensed through Blackboard. In addition, the physical servers for the Course Management System are provided by Blackboard. This hosting arrangement has dramatically improved the performance of the CMS. A Blackboard system administrator at the District is available to assist and train faculty. Further, the District is the home for "EduStream," a national repository of multimedia resources for education.

The link between the District and these technology resources is the Distributed Education Coordinating Council. Representation from both campuses in the district ensures that the technology needs of each campus are understood at the District level.

D. Financial Resources

Although the state of California has experienced severe budget reduction for all components of public higher education over the last several years, the SBCCD has been prudent with fiscal resources and has managed to maintain the level of financial support to support the mission of the college. A sizable reserve fund at the District has been a buffer to the shifting priorities at the state level. With the passing of Proposition 30 in California, the financial outlook for California Community Colleges looks a little brighter than in the recent past. So it appears that financial resources from the state will be stable for the near future.

It will be the responsibility of the college before the next accreditation visit to monitor the financial resources of the District to ensure that monies for licenses and technology are sufficient to create high quality opportunities for online learning.

And to document the continuous dialogue regarding human, physical, technology, and financial resources related to Distance Education at SBVC, the Online Program Committee created a wiki in 2012 titled “DE @ SBVC: Excellence and Accreditation.” This ever-changing web site is the Online Program Committee’s commitment to continuously hold SBVC to the eligibility requirements, the standards, and the policies of ACCJC. [[Link to the version of this site visible on the SBVC website](#). Or you can log in to the actual wiki itself by clicking the link below below with the username of “guest” and the password of “guest”--no quotation marks, of course. [Link to DE @ SBVC: Excellence and Accreditation](#).]

IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

There are several interconnected entities responsible for making decisions regarding Distance Education delivery. The Online Program Committee is a standing committee of the Academic Senate. Its charge is to advise the Vice President of Instruction regarding all issues related to online learning at the College. This committee is comprised of faculty, staff, and administrators. The committee seeks student representation as well. The Online Program Committee is not a part of College Council. So its concerns are reported through the Vice President of Instruction and other committees.

The college Technology Committee is a part of College Council. And the Online Program Committee is represented on the Technology Committee. Thus the concerns are reported through the Technology Committee to College Council.

The Curriculum Committee is a standing committee of the Academic Senate. The co-chairs of the Online Program Committee are responsible for helping faculty through the process of approval for Distance Education delivery. Further, the faculty co-chair is one of the reviewers both at the initial technical level of approval and throughout the process. A course cannot be approved for Distance Education delivery without approval from the co-chair of the Online Program Committee.

At the District level, the Distributed Education Coordinating Council is comprised of representatives from both SBVC and Crafton Hills College, as well as members of the District concerned with technology, such as the Blackboard administrator and web developer. The SBVC representation reports from and to the Online Program Committee. District concerns can be reported to the college and college concerns can be reported to the District.

Prior to the next accreditation visit in the fall of 2014, it will be the responsibility of the college to ensure that the lines of communication between these various bodies remain open, collegial, and efficient.

B. Board and Administrative Organization

The Mission Statement of the San Bernardino Community College District specifically includes Distance Education as a key instructional program (SBCCD Board Policy 1101). Board Policy 4108 and Administrative Procedure 4108 further describe the central place

of Distance Education in the mission of the District. As such, the District supports the efforts of the college to increase access to high quality instructional programs through the online format. Both the Office of Institutional Research of the college and the office of Distributed Education at the District level collect data on efficiency, success and retention from campus researchers and presents to the board of trustees. One such presentation occurred in August, 2011. Furthermore, on March 9, 2013 the board of trustees requested an hour-long study session on the status of online learning in both colleges of the district. Since SBVC has more than 10 times the number of distance education sections than Crafton Hills College, SBVC's portion of this study session was extensive. [See **Appendix L** for selections from that Board study session.]

Prior to the next accreditation visit, it will be the responsibility of the college to ensure that the board is continually aware of the status of Distance Education at SBVC, reaffirming its place in the mission of the district and its role in helping students achieve their educational goals. And to document the continuous dialogue regarding this standard and Distance Education at SBVC, the Online Program Committee created a wiki in 2012 titled "DE @ SBVC: Excellence and Accreditation." This ever-changing web site is the Online Program Committee's commitment to continuously hold SBVC to the eligibility requirements, the standards, and the policies of ACCJC. [[Link to the version of this site visible on the SBVC website](#). Or you can log in to the actual wiki itself by clicking the link below below with the username of "guest" and the password of "guest"--no quotation marks, of course. [Link to DE @ SBVC: Excellence and Accreditation](#).]

Appendices

Appendix A: Definitions of "Distance Education" and "Distributed Education" (Title 5, ACCJC, and the San Bernardino Community College District)

Appendix B: Degrees and Certificates in which 50% or more of the credits for the degree can be fulfilled with courses approved for DE delivery

Appendix C: ACCJC Approval of 2012 Substantive Change Proposal

Appendix D: Certificates in which 30% or more of the credits for the degree can be fulfilled with courses approved for DE delivery

Appendix E: Online Learning Plan

Appendix F: Labor Market Analyses

Appendix G: Curriculum Approval Process

Appendix H: Sample Distance Education Report

Appendix I: "Online College" Foundational Planning Document

Appendix J: Committee Structure and Charges

Appendix K: Comprehensive Quality Control Process

Appendix L: Selected Elements from 2013 SBCCD Board Study Session on Online Learning

Appendix M: Section 5.3 and 5.3.1 of the ACCJC Substantive Change Manual of August, 2012--Checklist

Appendix A

Definitions of "Distance Education" and "Distributed Education"

Definitions of Distance Education/Distributed Education

1.

Title 5 section 55200

55200. Definition and Application.

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d).

NOTE: Authority cited: Sections 66700 and 70901, Education Code.

Reference: Sections 70901 and 70902, Education Code; Title 29 United States Code Section 794d, and Title 42 United States Code Section 12100 et seq.

2.

ACCJC page 2 of the Guide to Evaluating Distance and Correspondence Education June, 2013

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.

3.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

ADMINISTRATIVE PROCEDURE 4108

DISTRIBUTED EDUCATION

Definition: Distributed Education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Course Approval: Each proposed or existing course offered by distributed education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distributed education.

The review and approval of new and existing distributed education courses shall follow the curriculum approval procedures outlined in Administrative Regulation 4020, Program and Curriculum Development. Distributed education courses shall be approved under the same conditions and criteria as all other courses.

Certification: When approving distributed education courses, the Board will certify the following:

Course Quality Standards: The same standards of course quality are applied to the distributed education courses as are applied to traditional classroom courses.

Course Quality Determinations: Determinations and judgments about the quality of the distributed education course were made with the full involvement of the curriculum committee approval procedures.

Instructor Contact: Each section of the course that is delivered through distributed education will include regular effective contact between instructor and students.

Duration of Approval: All distributed education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

APPROVED: 5/13/04

Appendix B

**Degrees and Certificates where 50% or more of
the credits can be fulfilled by taking courses
approved for Distance Education**

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Certificate of Achievement in Human Services: Eating Disorders

Courses Required for the Certificate:

(* = approved for Distance Education delivery)

HUMSV 170 "Introduction to Human Services" (3 units)
HUMSV 172 "Group and Family Dynamics" (3 units)
HUMSV 173 "Helping and Interpersonal Skills" (3 units)
HUMSV 175 "Introduction to Eating Disorders" (3 units) *
HUMSV 176 "Treatment Modalities for Eating Disorders" (3 units) *
HUMSV 178 "Medical Aspects of Eating Disorders" (3 units) *
HUMSV 198G "Eating Disorders Work Experience" (2 units)
HUMSV 195A "Human Services: Intern Seminar I" (1 unit)
HUMSV 195B "Human Services: Intern Seminar II" (1 unit)

Required General Education Courses:

ENG 015 "Preparation for College Writing" (4 units)
OR ENG 101 "Freshman Composition" (4 units) *
FSC 162 "Nutrition" (3 units)
PSYCH 100 "General Psychology" (3 units) *
PSYCH 110 "Abnormal Psychology" (3 units) *
SOC 100 "Introduction to Sociology" (3 units) *
COMMST 100 "Elements of Public Speaking" (3 units) *

Total required units for the certificate: 40

Total required units approved for Distance Education delivery: 25

62% of required units in this certificate in Human Services: Eating Disorders can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Certificate of Achievement in RTVF (Film)

Courses Required for the Certificate:

(* = approved for Distance Education delivery)

RTVF 100 "Introduction to Electronic Media" (3 units)
OR SPEECH 135 "Mass Media and Society" (3 units) *
RTVF 101 "Introduction to Cinema" (3 units)
RTVF 106 "Media Writing" (3 units) *
RTVF 131 "Digital Video Editing" *
RTVF 240 "Motion Picture Production" (3 units) *

Choose two courses from the following:

RTVF 132 "Lighting for Stage and Screen" (3 units)
RTVF 133 "Video Field Production" (3 units)
RTVF 134 "Acting and Directing for Television and Film" (3 units)

Total required units for the certificate: 21

Total required units approved for Distance Education delivery: 12

57% of required units in this certificate in RTVF (Film) can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Science Degree For Transfer in Administration of Justice

To graduate with a specialization in Administration of Justice for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

ADJUS 101 "Introduction to Administration of Justice" (3 units) *

ADJUS 103 "Concepts of Criminal Law" (3 units) *

(Choose two courses from the following courses based on transfer to CSU.)

ADJUS 102 "Principles and Procedures of the Justice System" (3 units) *

ADJUS 104 "Legal Aspects of Evidence" (3 units) *

ADJUS 105 "Community Relations" (3 units) *

ADJUS 106 "Principles of Investigation " (3 units) *

ADJUS 108 "Juvenile Procedures" (3 units) *

CORREC 101 "Introduction to Corrections" (3 units) *

(Choose two courses from the following courses based on transfer to CSU.)

CIT 101 "Introduction to Computer Literacy" (3 units) *

ENG 102 "Intermediate Composition and Critical Thinking" (4 units) *

OR ENG 102H "Intermediate Composition and Critical Thinking-Honors" (4 units) *

MATH 102 "College Algebra" (4 units) *

MATH 105 "Introduction to Probability and Statistics" (3 units) *

MATH 115 "Ideas of Mathematics" (3 units) *

PHIL 103 "Introduction to Logic: Argument and Evidence" (3 units) *

POLIT 100 "American Politics" (3 units) *

PSYCH 100 "General Psychology" (3 units) *

OR PSYCH 100H "General Psychology-Honors" (3 units) *

SOC 100 "Introduction to Sociology" (3 units) *

OR SOC 100H "Introduction to Sociology-Honors"

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

CSU electives (as needed to reach 60 transferrable units: 0-3 *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 60

100% of required units in this Associate of Arts Degree in Administration of Justice can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree For Transfer in Anthropology

To graduate with a specialization in Anthropology for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

ANTHRO 100 "Introduction to Archaeology" (3 units) *

ANTHRO 102 "Cultural Anthropology" (3 units) *

ANTHRO 106 "Biological Anthropology" (3 units) *

OR ANTHRO 106H "Biological Anthropology--Honors" (3 units) *

(Choose one course from the recommended courses listed below.)

ANTHRO 125 "Language and Culture" (3 units) *

ECON 208 "Business and Economics Statistics" (4 units) *

ENG 102 "Intermediate Composition and Critical Thinking" (4 units) *

OR ENG 102H "Intermediate Composition and Critical Thinking--Honors"(4 units) *

MATH 108 "Introduction to Probability and Statistics" (4 units) *

PSYCH 105 "Statistics for the Behavioral Sciences" (3 units) *

(Choose one course from the courses listed below.)

BIOL 260 "Human Anatomy" (4 units) *

GEOL 101 "Introduction to Physical Geology" (3 units) *

GEOL 102 "Environmental Geology" (4 units) *

GIS 130 "Introduction to Geographic Information Systems" (3 units)

PSYCH 101 "Introduction to Research Methods" (3 units)

(Choose any courses not listed from List A or B and any non-anthropology course from the humanities or social sciences on cultural diversity. 3 units)

ANTHRO 107 "North American Indians" (3 units) *

ANTHRO 109 "Tribal and Ethnic Art" (3 units) *

ANTHRO 110 "Tribal and Ethnic Religions" (3 units) *

COMMST 174 "Intercultural Communication" (3 units)

GEOG 102 "Cultural Geography" (3 units)

HIST 107 " The United States and the North American Indians " (3 units)

MUSIC 107 " Music of the World " (3 units)

RELIG 101 " Introduction to World Religions " (3 units) *

RELIG 110 " Tribal and Ethnic Religions " (3 units) *

SOC 100 " Introduction to Sociology " (3 units) *

OR SOC 100H " Introduction to Sociology-Honors " (3 units) *

SOC 141 " Race and Ethnic Relations " (3 units) *

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

CSU electives (as needed to reach 60 transferrable units: 0-3 *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 60

100% of required units in this Associate of Arts Degree in Anthropology can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Science Degree in Astronomy

To graduate with a specialization in Astronomy, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

ASTRON 120 "Introduction to Astronomy" (3 units) *

AND ASTRON 125 "Astronomy Laboratory" (1 unit)

MATH 250 "Single Variable Calculus I" (4 units)

MATH 251 "Single Variable Calculus II" (4 units)

MATH 252 "Multivariable Calculus" (5 units)

PHYSIC 200 "Physics I" (6 units)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

CSU electives (as needed to reach 60 transferrable units: 0-3 *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 40

66% of required units in this Associate of Science Degree in Astronomy can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree in Architecture & Environmental Design

To graduate with a specialization in Architecture & Environmental Design, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

ARCH 100 "Environmental Design I" (3 units) *

ARCH 101 "Environmental Design II" (3 units)

ARCH 145 "History of Architecture: Early Design through Gothic" (3 units)*

ARCH 146 "History of Architecture: Renaissance to Modern" (3 units)*

ARCH 200 "Architectural Design I" (4 units)

ARCH 201 "Architectural Design II" (4 units)

ARCH 220 "Architectural Computer Aided Drafting I" (4 units)

ARCH 250 "Materials and Construction" (4 units)

ARCH 270 "Portfolio Design" (1 unit)

PHYSIC 150A "General Physics for the Life Sciences I" (5 units)

OR PHYSIC 200 "Physics I" (6 units)

ART 132x4 "Life Drawing" (3 units)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 35

58% of required units in this Associate of Arts Degree in Architecture & Environmental Design can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree in Art

To graduate with a specialization in Art, students must complete the requirements below plus the general breadth requirements for the Associate Degree (minimum total = 60 units)

Courses Required for the Degree: (* = approved for Distance Education delivery)

ART100 "Art History: The Stone Age to the Middle Ages" (3 units)

ART102 "Art History: The Renaissance to the Present" (3 units)

ART120 "Two Dimensional Design" (3 units)

OR ART175x4 "Sculpture" (3 units)

OR ART212x4 "Ceramics" (3 units)

ART124x4 "Drawing" (3 units)

ART126x4 "Painting" (3 units)

OR ART132x4 "Life Drawing" (3 units)

ART148 "Beginning Computer Graphics" (3 units)

ART164x4 "Creative Filmmaking" (3 units)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 39

65% of required units in this Associate of Arts Degree in Art can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Science Degree in Biology

To graduate with a specialization in Biology, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

BIOL 201 "Cell and Molecular Biology" (4 units)

BIOL 202 "Organismal Biology and Ecology" (4 units)

CHEM 150 "General Chemistry I" (5 units)

OR CHEM 150H "General Chemistry I-Honors" (5 units)

CHEM 151 "General Chemistry II" (5 units)

OR CHEM 151H "General Chemistry II-Honors" (5 units)

Twelve Units from the courses listed below:

MATH 250 "Single Variable Calculus I" (4 units)

MATH 251 "Single Variable Calculus II" (4 units)

CHEM 212 "Organic Chemistry I" (4 units)

OR CHEM 212H "Organic Chemistry I-Honors" (4 units)

CHEM 213 "Organic Chemistry II" (4 units)

OR CHEM 213H "Organic Chemistry II-Honors" (4 units)

PHYSIC 150A "General Physics for the Life Sciences I" (5 units)

PHYSIC 150B "General Physics for the Life Sciences II" (5 units)

PHYSIC 200 "Physics I" (6 units)

CSU GE-Breadth or IGETC for CSU requirements: 30 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 30

50% of required units in this Associate of Science Degree in Biology can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree For Transfer in Business Administration

To graduate with a specialization in Business Administration for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

ACCT 200 "Financial Accounting" (4 units) *

ACCT 201 "Managerial Accounting" (4 units) *

ECON 200 "Principles of Macroeconomics" (3 units) *

OR ECON 200H "Principles of Macroeconomics-Honors" (3 units) *

ECON 201 "Principles of Microeconomics" (3 units) *

OR ECON 201H "Principles of Microeconomics-Honors" (3 units)

BUSAD 210 "Business Law" (3 units) *

OR BUSAD 211 "The Legal Environment of Business" (3 units)

(Choose one course from the following courses.)

ECON 208 "Business and Economics Statistics" (4 units) *

MATH108 "Introduction to Probability and Statistics" (4 units) *

(Choose two courses from the following courses or any course not used from the two listed immediately above.)

BUSAD 100 "Introduction to Business" (3 units) *

CIT 101 "Introduction to Computer Literacy" (3 units) *

MATH 102 "College Algebra" (4 units) *

CSU GE-Breadth or IGETC for CSU requirements: 32--33 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 60

100% of required units in this Associate of Arts Degree in Business Administration can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree in Child Development

To graduate with a specialization in Child Development for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree (minimum total = 60 units)

Courses Required for the Degree: (* = approved for Distance Education delivery)

CD 105 "Child Growth and Development" (3 units) *

OR CD 105H "Child Growth and Development-Honors" (3 units)

CD 111 "Observation and Assessment in Child Development" (3 units)

CD 113 "Principles and Practices of Teaching Young Children" (3 units) *

CD 114 "Introduction to Curriculum" (3 units)

CD 115 "Health, Safety and Nutrition" (3 units)

CD 126 "Child, Family, and the Community" (3 units)*

CD 138 "Teaching in a Diverse Society" (3 units)

Choose one course from the following:

CD 068 "Early Literacy for Young Children" (3 units)

CD 127 "Guidance of Children" (3 units)

CD 130 "Creative Music and Movement for Children" (3 units)

CD 133 "Creative Science and Math Activities for Children" (3 units)

CD 134 "Language, Listening and Literature for Children" (3 units)

CD 136 "Creative Art Experiences for Children" (3 units)

CD 185 "Infant/Toddler Growth and Development" (3 units)

CD 186 "Infant and Toddler Curriculum" (3 units)

CD 244 "Children with Special Needs" (3 units)

Required Course for experience working with children:

CD 205 "Child Development Practicum/Field Experience" (4 units)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 43

71% of required units in this Associate of Arts Degree in Child Development can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates:

Distance Education Status

Associate of Arts Degree in Child Development: Early Intervention and Inclusion

To graduate with a specialization in Child Development: Early Intervention and Inclusion, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

CD 105 "Child Growth and Development" (3 units) *

OR CD 105H "Child Growth and Development-Honors" (3 units)

CD 111 "Observation and Assessment in Child Development" (3 units)

CD 126 "Child, Family, and the Community" (3 units)*

CD 185 "Infant/Toddler Growth and Development" (3 units)

CD 186 "Infant and Toddler Curriculum" (3 units)

CD 244 "Children with Special Needs" (3 units)

CD245 "Early Intervention and Inclusion" (3 units)

CD 215 "Early Intervention and Inclusion Internship" (3 units)

CD 098 "Child Development Work Experience" (4 units)

OR CD 205 "Child Development Practicum/Field Experience" (4 units)

OR CD 210 "Infant and Toddler Practicum" (4 units)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 38

63% of required units in this Associate of Arts Degree in Child Development: Early Intervention and Inclusion can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Science Degree For Transfer in Computer Science

To graduate with a specialization in Computer Science for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

CS 130 "Discrete Structures" (3 units) *

CS 170 "Assembly Language" (4 units)

CS 190 "Programming in C++" (4 units) *

CS 265 "Data Structures and Algorithms with C++" (3 units)

MATH 250 "Single Variable Calculus I" (4 units)

MATH 251 "Single Variable Calculus II" (4 units)

PHYSIC 200 "Physics I" (6 units)

PHYSIC 201 "Physics II" (6 units)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 33

55% of required units in this Associate of Science Degree in Computer Science can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Science Degree For Transfer in Early Childhood Education

To graduate with a specialization in Early Childhood Education for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

CD 105 "Child Growth and Development" (3 units) *

OR CD 105H "Child Growth and Development-Honors" (3 units)

CD 111 "Observation and Assessment in Child Development" (3 units)

CD 113 "Principles and Practices of Teaching Young Children" (3 units) *

CD 114 "Introduction to Curriculum" (3 units)

CD 115 "Health, Safety and Nutrition" (3 units)

CD 126 "Child, Family, and the Community" (3 units)*

CD 138 "Teaching in a Diverse Society" (3 units)

CD 205 "Child Development Practicum/Field Experience" (4 units)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 44

73% of required units in this Associate of Science Degree in Early Childhood Education can be completed by taking courses that are approved for Distance Education delivery.

**Major Requirements for Associate Degrees and Certificates:
Distance Education Status
Associate of Arts Degree For Transfer in English**

To graduate with a specialization in English for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

ENG 102 "Intermediate Composition and Critical Thinking" (4 units) *

OR ENG 102H "Intermediate Composition and Critical Thinking-Honors" (4 units) *

ENG 151 "Freshman Composition and Literature" (3 units)

(Choose two courses from the recommended courses listed below.)

ENG 270 "English Literature: Middle Ages to 18th Century" (3 units)

ENG 271 "English Literature: 18th Century to Present" (3 units)

ENG 280 "World Literature: To 17th Century" (3 units)

ENG 281 "World Literature: 17th Century to Present" (3 units)

(Choose one course from the courses listed below.)

Any courses from above that were not used.

ENG 232 "Creative Writing" (3 units)

(Choose one course from the courses listed below.)

Any courses from above that were not used.

COMMST 100 "Elements of Public Speaking" (3 units) *

OR COMMST 100H "Elements of Public Speaking-Honors" (3 units) *

ENG 153 "Literature and Film" (3 units)

ENG 155 "Children's Literature" (3 units)

ENG 161 "Women Writers" (3 units) *

ENG 163 "Chicano Literature" (3 units)

ENG 165 "African-American Literature" (3 units)

ENG 175 "The Literature and Religion of the Bible" (3 units) *

ENG 275 "Shakespeare" (3 units)

THART 100 "Introduction to Theatre" (3 units) *

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 48

60% of required units in this Associate of Arts Degree in English can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates:

Distance Education Status

Associate of Science Degree in Environmental Science

To graduate with a specialization in Environmental Science, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

BIOL 201 "Cell and Molecular Biology" (4 units)

BIOL 202 "Organismal Biology and Ecology" (4 units)

CHEM 150 "General Chemistry I" (5 units)

OR CHEM 150H "General Chemistry I-Honors" (5 units)

CHEM 151 "General Chemistry II" (5 units)

OR CHEM 151H "General Chemistry II-Honors" (5 units)

MATH 250 "Single Variable Calculus I" (4 units)

(Choose two courses from the recommended courses listed below.)

BIOL 104 "Human Ecology" (3 units) *

BIOL 123 "Ecology and Environment" (3 units)

BIOL 204 "General Botany" (4 units)

BIOL 270 "Microbiology" (5 units)

CHEM 205 Quantitative Chemical Analysis (5 units)

CHEM 212 "Organic Chemistry I" (4 units)

OR CHEM 212H "Organic Chemistry I-Honors" (4 units)

CHEM 213 "Organic Chemistry II" (4 units)

CHEM 213H "Organic Chemistry II-Honors" (4 units)

GEOG 110 "Physical Geography" (3 units) *

GEOG 111 "Physical Geography Laboratory" (1 unit)

OR GEOG 111H "Physical Geography Laboratory-Honors" (1 unit)

GEOL 101 "Introduction to Physical Geology" (3 units) *

GEOL 111 "Introduction to Physical Geology Laboratory" (1 unit)

GIS 130 "Introduction to Geographic Information Systems" (3 units) *

GIS 131 "GIS Applications" (3 units)

GIS 133 "GIS Cartography and Base Map Development" (3 units)

MATH 108 "Introduction to Probability and Statistics" (4 units) *

MATH 251 "Single Variable Calculus II" (4 units)

PHYSIC 150A "General Physics for the Life Sciences I" (5 units)

PHYSIC 150B "General Physics for the Life Sciences II" (5 units)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 38

63% of required units in this Associate of Science Degree in Environmental Science can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Science Degree For Transfer in Geography

To graduate with a specialization in Geography for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

GEOG 102 "Cultural Geography" (3 units) *

GEOG 110 "Physical Geography" (3 units) *

GEOG 111 "Physical Geography Laboratory" (1 unit)

OR GEOG 111H "Physical Geography Laboratory-Honors" (1 unit)

(Choose two courses from the following courses based on transfer to CSU.)

GEOG 120 "World Regional Geography" (3 units) *

GIS 130 "Introduction to Geographic Information Systems (GIS)" (3 units)*

GEOG 114 "Weather and Climate" (4 units)

(Choose two courses from the following courses based on transfer to CSU.)

ANTHRO 102 "Cultural Anthropology" (3 units) *

GEOL 101 "Introduction to Physical Geology" (3 units) *

POLIT 141 "Introduction to World Politics" (3 units)

GIS 133 "GIS Cartography and Base Map Development" (3 units)

ENG 102 "Intermediate Composition and Critical Thinking" (4 units) *

OR ENG 102H "Intermediate Composition and Critical Thinking-Honors" (4 units) *

OCEAN 101 "Elements of Oceanography" (3 units) *

AND OCEAN 111 "Elements of Oceanography Laboratory" (1 unit)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 59

98% of required units in this Associate of Science Degree in Geography can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Science Degree For Transfer in Geology

To graduate with a specialization in Mathematics for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

GEOL 101 "Introduction to Physical Geology" (3 units) *

GEOL 111 "Introduction to Physical Geology Laboratory" (1 unit)

GEOL 112 "Historical Geology" (4 units) (4 units)

CHEM 150 "General Chemistry I" (5 units) (5 units)

OR CHEM 150H "General Chemistry-Honors" (5 units)

CHEM 151 "General Chemistry II" (5 units)

OR CHEM 151H "General Chemistry II-Honors" (5 units)

MATH 250 "Single Variable Calculus I" (4 units)

MATH 251 "Single Variable Calculus II (4 units)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 37

61% of required units in this Associate of Science Degree in Mathematics can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree in Graphic Design

To graduate with a specialization in Graphic Design, students must complete the requirements below plus the general breadth requirements for the Associate Degree (minimum total = 60 units)

Courses Required for the Degree: (* = approved for Distance Education delivery)

ART100 "Art History: The Stone Age to the Middle Ages" (3 units)

ART102 "Art History: The Renaissance to the Present" (3 units)

ART120 "Two Dimensional Design" (3 units)

ART124x4 "Drawing" (3 units)

ART 145 "Graphic Design" (3 units)

ART148 "Beginning Computer Graphics" (3 units)

ART 158x4 "Basic Photography" (3 units)

Recommended Courses:

ART126x4 "Painting" (3 units)

ART132x4 "Life Drawing" (3 units)

ART149 "Intermediate Computer Graphics" (3 units)

ART180 "Beginning Computer Animation" (3 units)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 36

60% of required units in this Associate of Arts Degree in Graphic Design can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Science Degree For Transfer in Mathematics

To graduate with a specialization in Mathematics for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

MATH 250 "Single Variable Calculus I" (4 units)

MATH 251 "Single Variable Calculus I" (4 units)

MATH 252 "Multivariable Calculus" (5 units)

(Choose two courses from the following courses based on transfer to CSU.)

CS 190 "Programming in C++" (4 units) *

MATH 265 "Linear Algebra" (4 units)

MATH 266 "Ordinary Differential Equations" (4 units)

CSU GE-Breadth or IGETC for CSU requirements: 39 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 43

71% of required units in this Associate of Science Degree in Mathematics can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree For Transfer in Political Science

To graduate with a specialization in Political Science for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)
POLIT 100 "Introduction to Political Theory" (3 units) *

(Choose three courses from the courses listed below.)

POLIT 110 "Introduction to Political Theory" (3 units)

OR POLIT 110H "Political Theory-Honors" (3 units)

POLIT 140 "Introduction to Comparative Politics" (3 units)

POLIT 141 "Introduction to World Politics" (3 units)

ECON 208 "Business and Economics Statistics" (4 units)

OR MATH 108 "Introduction to Probability and Statistics" (4 units) *

OR PSYCH 105 "Statistics for Behavioral Sciences" (3 units)

(Choose two courses from the courses listed below.)

ANTHRO 102 "Cultural Anthropology" (3 units) *

ECON 100 "Introduction to Economics" (3 units) *

ECON 200 "Principles of Macroeconomics" (3 units) *

OR ECON 200H "Principles of Macroeconomics-Honors" (3 units) *

ECON 201 "Principles of Microeconomics" (3 units) *

OR ECON 201H "Principles of Microeconomics-Honors" (3 units) *

ENG 102 "Intermediate Composition and Critical Thinking" (4 units) *

OR ENG 102H "Intermediate Composition and Critical Thinking-Honors" (4 units) *

HIST 100 "United States History to 1877" (3 units) *

HIST 101 "United States History: 1965 to Present" (3 units) *

HIST 137 "Racial and Ethnic Groups in United States History" (3 units) *

HIST 150 "Introduction to Latin American History" (3 units) *

HIST 170 "World History to 1500" (3 units) *

HIST 171 "World History since 1500" (3 units) *

PHIL 101 "Introduction to Philosophy" (3 units) *

OR PHIL 101H "Introduction to Philosophy-Honors" (3 units) *

POLIT 138 "Service Learning: Student Leadership" (3 units)

POLIT 139 "Service Learning: Community Leadership" (3 units)

PSYCH 100 "General Psychology" (3 units) *

OR PSYCH 100H "General Psychology-Honors" (3 units) *

REL 100 "Introduction to Religious Studies" (3 units) *

OR REL 100H "Introduction to Religious Studies-Honors" (3 units) *

SOC 100 "Introduction to Sociology-Honors" (3 units) *

OR SOC 100H "Introduction to Sociology-Honors" (3 units) *

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

CSU electives (as needed to reach 60 transferrable units: 0-3 *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 54

90% of required units in this Associate of Arts Degree in Political Science can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree For Transfer in Psychology

To graduate with a specialization in Psychology for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

PSYCH 100 "General Psychology" (3 units) *

OR PSYCH 100H "General Psychology-Honors" (3 units) *

PSYCH 101 "Introduction to Research Methods" (3 units) *

PSYCH 105 "Statistics for the Behavioral Sciences" (3 units)

OR MATH 108 "Introduction to Probability and Statistics" (3 units) *

(Choose one course from the courses listed below.)

PSYCH 141 "Introduction to Biological Psychology" (3 units)

BIOL 100 "General Biology" (4 units)

(Choose two courses from the courses listed below.)

CD 105 "Child Growth and Development" (3 units) *

CD 105H "Child Growth and Development-Honors" (3 units) *

ENG 102 "Intermediate Composition and Critical Thinking" (4 units) *

ENG 102H "Intermediate Composition and Critical Thinking-Honors" (4 units)

PSYCH 102 "Personal and Social Adjustment" (3 units)

PSYCH 110 "Abnormal Psychology" (3 units)

PSYCH 111 "Developmental Psychology: Lifespan" (3 units) *

PSYCH 112 "Developmental Psychology: Child and Adolescent Psychology" (3 units) *

PSYCH 118 "Human Sexual Behavior" (3 units)

SOC 100 "Introduction to Sociology" (3 units) *

SOC 100H "Introduction to Sociology-Honors" (3 units) *

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

CSU electives (as needed to reach 60 transferrable units: 0-3 *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 57

95% of required units in this Associate of Arts Degree in Psychology can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree in RTVF (Film)

To graduate with a specialization in RTVF (Film), students must complete the requirements below plus the general breadth requirements for the Associate Degree (minimum total = 60 units)

Courses Required for the Degree: (* = approved for Distance Education delivery)

RTVF 100 "Introduction to Electronic Media" (3 units)

OR SPEECH 135 "Mass Media and Society" (3 units) *

RTVF 101 "Introduction to Cinema" (3 units)

RTVF 106 "Media Writing" (3 units) *

RTVF 131 "Digital Video Editing" *

RTVF 240 "Motion Picture Production" (3 units) *

Choose two courses from the following:

RTVF 132 "Lighting for Stage and Screen" (3 units)

RTVF 133 "Video Field Production" (3 units)

RTVF 134 "Acting and Directing for Television and Film" (3 units)

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 48

80% of required units in this Associate of Arts Degree in RTVF (Film) can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree For Transfer in Music

To graduate with a specialization in Music for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

Courses recommended for the Degree:

This degree was launched in August of 2013 anticipating deployment in August of 2014. It is included in this Substantive Change Proposal because all the GE requirements have been approved for DE delivery.

And the GE requirements for this degree exceed 50% of the required units

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 42

70% of required units in this Associate of Arts Degree in Music can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree For Transfer in Philosophy

To graduate with a specialization in Philosophy for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

*

Courses recommended for the Degree:

This degree was launched in August of 2013 anticipating deployment in August of 2014. It is included in this Substantive Change Proposal because all the courses in the Department of Philosophy have been approved for DE delivery.

In addition, all the GE requirements have been approved for DE delivery.

So no matter what specific courses are included in this degree, 100% of the units can be satisfied by taking courses approved for DE delivery.

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

CSU electives (as needed to reach 60 transferrable units: 0-3 *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 60

100% of required units in this Associate of Arts Degree in Philosophy can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Arts Degree For Transfer in Physical Education/Kinesiology

To graduate with a specialization in Physical Education/Kinesiology for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

Courses recommended for the Degree:

This degree was launched in August of 2013 anticipating deployment in August of 2014. It is included in this Substantive Change Proposal because all the GE requirements have been approved for DE delivery.

And the GE requirements for this degree exceed 50% of the required units

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 42

70% of required units in this Associate of Arts Degree in Physical Education/Kinesiology can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Associate of Science Degree For Transfer in Physics

To graduate with a specialization in Physics for transfer, students must complete the requirements below plus the general breadth requirements for the Associate Degree.

Courses Required for the Degree: (* = approved for Distance Education delivery)

Courses recommended for the Degree:

This degree was launched in August of 2013 anticipating deployment in August of 2014. It is included in this Substantive Change Proposal because all the GE requirements have been approved for DE delivery.

And the GE requirements for this degree exceed 50% of the required units

CSU GE-Breadth or IGETC for CSU requirements: 39-42 units *

Total required units for the degree: 60

Total required units approved for Distance Education delivery: 42

70% of required units in this Associate of Science Degree in Physics can be completed by taking courses that are approved for Distance Education delivery.

Appendix C

**SBVC's 2012 Substantive Change Approval by
ACCJC**



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

10 COMMERCIAL BOULEVARD
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Chairperson
MICHAEL T. ROTA
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President
BARBARA A. BENO

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Vice President
GARIMAN JACK POND

Associate Vice President
JOHN NIXON

Associate Vice President
NORVAL WELLSFRY

May 14, 2012

Dr. Larry Buckley
Interim President
San Bernardino Valley College
701 South Mt. Vernon Ave
San Bernardino, CA 92410

ORIGINAL

Dear President Buckley:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met May 10, 2012 to review the Substantive Change Proposal from San Bernardino Valley College to offer 15 associate degrees and 20 certificate programs (attached) at 50 percent or more via distance or electronic delivery.

The Committee acted to approve the proposal and commends the College for providing a well written document for review that included all of the required elements for evaluating the distance education programs.

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. It remains the College's responsibility to inform the Commission of any program change. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

Susan B. Clifford, Ed.D.
Vice President

SBC/mg

Cc: Dr. Haragewen Kinde, Accreditation Liaison Officer
Ms. Martina Fernandez-Rosario, U.S. Department of Education

San Bernardino Valley College
5/11/12

Certificates of Achievement included in this Substantive Change Proposal with percentage of units that can be completed by taking courses approved for Distance Education Delivery. (Details for specific certificates are listed in Appendix B.)

- Accounting (85%)
- Bookkeeping (81%)
- Business Administration (59%)
- Administration of Justice (100%)
- CIT-Cisco Certified Network Associate (100%)
- CIT-Management Information Systems (69%)
- CIT-Administrative Assistant (60%)
- CIT-Computer Specialist (87%)
- CIT-Office/Clerical (53%)
- Computer Science (100%)
- Corrections (100%)
- Escrow (62%)
- Library Technician (100%)
- RTVF-Television (71%)
- RTVF-Radio (71%)
- Radio, Television & Film (85%)
- Real Estate (81%)
- Water Distribution (100%)
- Water Supply Technology (92%)
- Water Treatment (100%)

Associate Degrees included in this Substantive Change Proposal with percentage of units that can be completed by taking courses approved for Distance Education Delivery. (Details for specific degrees are listed in Appendix B.)

- Accounting (83%)
- Administration of Justice (100%)
- Business Administration (90%)
- Computer Information Technology (86%)
- CIT-Office Technology (73%)
- Computer Science (52%)
- Geography (84%)
- Liberal Studies (100%)
- Library Technology (83%)
- Radio, Television & Film (85%)
- RTVF-Television (71%)

- RTVF-Radio (71%)
- Real Estate/Escrow (75%)
- Sociology (AB1440 Transfer Degree) (100%)
- Water Technology (91%)

In addition to the degrees and certificates, this proposal is for the approval of SBVC's General Education Programs that have more than 50% of their courses approved for DE delivery.

General Education Programs included in this Substantive Change Proposal

- California State University General Education-Breadth Requirements (100%)
- Intersegmental General Education Transfer Curriculum (IGETC)--UC version (100%)
- Intersegmental General Education Transfer Curriculum (IGETC)--CSU version (100%)
- SBVC's "Associate Degree: Option #2" (the GE package for non-transfer students) (100%)

Appendix D

**Certificates where 30% or more of the credits
can be fulfilled by taking courses approved for
Distance Education**

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Certificate of Achievement in Business Administration: Retail Management Certificate

Courses Required for the Certificate:

(* = approved for Distance Education delivery)

BUSAD 027 "Business Communication" (3 units)

BUSCAL 050 "Quantitative Methods in Business" (3 units)

CIT 101 "Introduction to Computer Literacy" (3 units) *

Choose one from the following:

COMMST 100 "Elements of Public Speaking" (3 units) *

COMMST 100H "Elements of Public Speaking-Honors" (3 units) *

COMMST 111 "Interpersonal Communication" (3 units)

COMMST 100 "Small Group Communication" (3 units)

Intermediate Required Courses:

BUSAD 013 "Marketing Principles" (3 units)

BUSAD 020 "Business Management" (3 units)

Choose one of the following:

ACCT 010 "Bookkeeping" (3 units) *

ACCT200 "Financial Accounting" (4 units) *

Advanced Required Courses:

BUSAD 011 "Human Resource Management" (3 units)

BUSAD 012 "Principles of Retailing" (3 units)

BUSAD 051 "Human Relations" (3 units)

Total required units for the certificate: 30

Total required units approved for Distance Education delivery: 10

30% of required units in this certificate in Business Administration: Retail Management Certificate can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Certificate of Achievement in Child Development: Associate Teacher Certificate

Courses Required for the Certificate:

(* = approved for Distance Education delivery)

CD 101 "Parent Child Interaction" (3 units)

CD 105 "Child Growth and Development" (3 units) *

OR CD "Child Growth and Development-Honors" (3 units) *

CD 113 "Principles and Practices of Teaching Children" (3 units)

CD 114 "Introduction to Curriculum" (3 units)

CD 126 "Child, Family, and the Community" (3 units) *

CD 098 "Child Development Work Experience" (4 units)

CD 205 Child Development Practicum/Field Experience (4 units)

Total required units for the certificate: 19

Total required units approved for Distance Education delivery: 9

47% of required units in this certificate in Business Administration: Retail Management Certificate can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Certificate of Achievement in Child Development--Teacher

Courses Required for the Certificate:

(* = approved for Distance Education delivery)

- CD 105 "Child Growth and Development" (3 units) *
- OR CD "Child Growth and Development-Honors" (3 units)
- CD 111 "Observation and Assessment in Child Development" (3 units)
- CD 113 "Principles and Practices of Teaching Young Children" (3 units)
- CD 114 "Introduction to Curriculum" (3 units)
- CD 115 "Health, Safety and Nutrition" (3 units)
- CD 126 "Child, Family, and the Community" (3 units) *
- CD 138 "Teaching in a Diverse Society" (3 units)
- CD 068 "Early Literacy for Young Children" (3 units)
- CD 130 "Creative Music and Movement for Children" (3 units)
- CD 133 "Creative Science and Math Activities for Children" (3 units)
- CD 134 "Language, Listening and Literature for Children" (3 units)
- CD 136 "Creative Art Experiences for Children" (3 units)
- CD 205 "Child Development Practicum/Field Experience" (4 units)

16 units satisfying General Education requirements *

Total required units for the certificate: 47

Total required units approved for Distance Education delivery: 22

46% of required units in this certificate in Child Development--Teacher can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Certificate of Achievement in Human Services: Career Specialist

Courses Required for the Certificate:

(* = approved for Distance Education delivery)

HUMSV 170 "Introduction to Human Services" (3 units)
HUMSV 172 "Group and Family Dynamics" (3 units)
HUMSV 173 "Helping and Interpersonal Skills" (3 units)
HUMSV 207 "Career Specialist" (3 units)
HUMSV 132 "Counseling Techniques" (3 units)
HUMSV 198E "Eating Disorders Work Experience" (2 units)
HUMSV 195A "Human Services: Intern Seminar I" (1 unit)
HUMSV 195B "Human Services: Intern Seminar II" (1 unit)

Required General Education Courses:

ENG 015 "Preparation for College Writing" (4 units)
OR ENG 101 "Freshman Composition" (4 units) *
PSYCH 100 "General Psychology" (3 units) *
SOC 100 "Introduction to Sociology" (3 units) *
COMMST 100 "Elements of Public Speaking" (3 units) *

Total required units for the certificate: 31

Total required units approved for Distance Education delivery: 13

41% of required units in this certificate in Human Services: Career Specialist can be completed by taking courses that are approved for Distance Education delivery.

Major Requirements for Associate Degrees and Certificates: Distance Education Status

Certificate of Achievement in Human Services: Case Management in the Public Sector

Courses Required for the Certificate:

(* = approved for Distance Education delivery)

HUMSV 140 "Case Management in Public Service" (3 units)
HUMSV 167 "Crisis Intervention, Assessment, Referral" (3 units)
HUMSV 170 "Introduction to Human Services" (3 units)
HUMSV 173 "Helping and Interpersonal Skills" (3 units)
HUMSV 198F "Case Management Work Experience" (2 units)
HUMSV 195A "Human Services: Intern Seminar I" (1 unit)
HUMSV 195B "Human Services: Intern Seminar II" (1 unit)

Required General Education Courses:

ENG 015 "Preparation for College Writing" (4 units)
OR ENG 101 "Freshman Composition" (4 units) *
CIT 100 "Introduction to Personal Computers" (3 units)*
PSYCH 100 "General Psychology" (3 units) *
COMMST 111 "Interpersonal Communication" (3 units)
COMMST 100 "Elements of Public Speaking" (3 units) *

Total required units for the certificate: 31

Total required units approved for Distance Education delivery: 13

41% of required units in this certificate in Human Services: Case Management in the Public Sector can be completed by taking courses that are approved for Distance Education delivery.

Appendix E

The Online Program Committee's Online Learning Plan

San Bernardino Valley College Online Learning Plan

Introduction:

Online classes were first offered at SBVC in January 1996. From those initial experimental sections--one section of physics, one section of philosophy--online learning has expanded dramatically. In the spring semester, 2011, fully 12% of all instruction at SBVC was delivered in an online or hybrid format. Online learning is no longer experimental; it is a major component of instruction at SBVC. But from the start, the motivation for offering online classes has always been to use technology to increase access to educational opportunities for a diverse community of learners.

As the online offerings grew at SBVC, the need for a formalized "institutionalization" of online learning became apparent. In the fall of 2002, a group of managers and faculty met to imagine the possibility of an "Online College" at SBVC. The Vice President of Instruction (VPI) at that time took the major leadership role and served as the institution's administrative oversight of online instruction, including the packaging of existing online classes into a viable way for students to complete an AA degree by taking online classes. After that VPI left the college for another position, a series of VPIs and interim VPIs demonstrated the need for another layer of institutionalization for online learning. So in 2007, the Online Program Committee (OPC) was established as a standing committee of the Academic Senate. The stated mission of the Online Program Committee is to advise "the Vice President of Instruction regarding all issues related to online learning at the College. The committee functions as a visionary body, as a conduit for information between faculty/administration/students, and as a technology advisory body for issues related to online learning." Initially, however, this committee was more reactive than proactive. That is, it responded to problems and issues rather than proactively, systematically constructing a trajectory for quality online instruction. But in the fall of 2010, it became clear that the Online Program Committee needed to construct an "Online Learning Plan" to systematically construct such a trajectory. Meeting both in person and online, the Online Program Committee began constructing such a plan. This document is a result of that planning process.

This plan presents a framework for what SBVC considers necessary for a high quality program of online learning. This plan should be viewed not as static, but as an ever-evolving document. Changes in Title 5, accreditation requirements, campus and district strategic plans, campus and district technology plans, as well as changes in technology itself demand that this plan be more the record of a process with a goal of continuous improvement of the online educational offerings at SBVC.

Planning Principles:

SBVC's Online Learning Plan is committed to creating and maintaining high quality online programs that demonstrate academic rigor and integrity. As such, the Online Learning Plan affirms the following principles:

A. SBVC's Online Learning Plan affirms the mission of the college: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." Nothing in this plan is intended to change, in any way, the mission of the college. SBVC's Online Learning Plan supports the mission of the college by increasing access to high quality learning experiences through the use of technology.

B. SBVC's Online Learning Plan affirms the District's commitment to "Distributed Education." Board Policy 4108 and Administrative Procedure 4108 state that Distributed Education (equivalent to Distance Education in Title 5 and Accreditation standards) is a central component of the District's mission. The District's Strategic Plan, submitted in the spring of 2011, includes references to Distributed Education in its planning assumptions. SBVC's Online Learning Plan supports the mission of the District by guiding SBVC's online course offerings.

C. SBVC's Online Learning Plan affirms the requirements of Title 5 regarding Distance Education. As a California Community College, SBVC adheres to the education code of the state.

D. SBVC's Online Learning Plan affirms all accreditation requirements for Distance Education. SBVC is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). There are special policies and requirements for programs and courses that use Distance Education as the delivery mode. SBVC's Online Learning Plan affirms the accrediting process and the policies of the ACCJC.

E. SBVC's Online Learning Plan affirms the college's Educational Master Plan. This Online Learning Plan intends to be fully aligned with relevant elements of SBVC's Educational Master Plan.

F. SBVC's Online Learning Plan affirms the campus Technology Plan. This Online Learning Plan intends to be fully aligned with relevant elements of SBVC's Technology Plan.

G. SBVC's Online Learning Plan affirms that the curriculum of the college and the instruction that delivers that curriculum should not be driven by technology but rather should be driven by sound principles of andragogy/pedagogy.

H. SBVC's Online Learning Plan recognizes the central place of the faculty in online learning and is committed to support the faculty in the discharge of their responsibilities

I. SBVC's Online Learning Plan affirms that online learning is in no way inferior to on campus learning. Further, students who are enrolled in online classes are entitled to student services that are functionally equivalent to on campus student services.

J. SBVC's Online Learning Plan affirms that a culture of evidence is a crucial component of any evaluation and assessment of the programs of the college, including online programs.

SBVC's Online Learning Plan is divided into five sections: Institutional Context and Commitment; Curriculum and Instruction; Faculty Support; Student Support; and Evaluation and Assessment. Each of these sections focuses on specific elements of online learning and then articulates goals, objectives, benchmarks, responsible parties, and timelines. Elements of this plan will be reviewed at each meeting of the Online Program Committee. These elements will also be addressed in a virtual format between the on-campus meetings of the committee.

I. Institutional Context and Commitment:

All learning takes place in specific social contexts. In terms of online learning at SBVC, the context is the college, the District of which the college is a part, the Community College system in the state of California, the education code of the state of California, regional and professional accrediting agencies, and the United States Department of Education. Regarding Institutional Context and Commitment, the Online Learning Plan includes the following goals, objectives, benchmarks, responsible parties and timelines.

Objective 1.2	Coordinate planning processes to ensure standards of compliance and academic integrity with attention to District, state, and regional policies and procedures		
	Benchmarks	Responsible Party(ies)	date
	a. Collect and monitor all relevant ACCJC docs	VPI	2012--2014
	b. Construct framework for collecting evidence regarding accreditation and DE	OPC -Jack Jackson	Fall 2012 DONE
	c. Participate in Accreditation Committee creation of ACCJC self evaluation	Jack Jackson (2012-- DONE)	2012--2014

Objective 1.3	Monitor District services to ensure stable and consistent online learning and support environment		
	Benchmarks	Responsible Party(ies)	date

	a. District supported Learning Management System (LMS)	DECC	2011-2013
	b. Support Services for online learning	DECC	2011-2013
	c. Digital repository for educational resources	DECC	2011-2013

II. Curriculum and Instruction

"San Bernardino Valley College provides quality education and services that support a diverse community of learners." Maintaining the quality of education is primary no matter what the delivery mode of the class. Further, all elements of curriculum and instruction should be driven by andragogy, not by technology. Regarding Curriculum and Instruction, the Online Learning Plan includes the following goals, objectives, benchmarks, responsible parties, and timelines.

Objective 2.1	Curriculum Review processes will be regularly reviewed and amended when necessary		
	Benchmarks	Responsible Party(ies)	date
	a. Approval Process reviewed	Chair, Curriculum Committee, Co-Chairs Online Programs Committee	Spring, 2012
	b. Relevant Title 5 sections reviewed and reported	OPC, VPI	Annual, 2011-2013
	c. Processes updated as required by a and b	OPC	Annual, 2012, 2013

Objective 2.2	Create and maintain a high quality learning environment for online learning		
	Benchmarks	Responsible Party(ies)	date
	a. "Regular Effective Contact" reviewed and expanded to exceed standards of Title 5 and ACCJC	OPC	Spring, 2012

	b. Develop a "Comprehensive Quality Control Process" to describe and guide the creation and maintenance of a high quality learning environment	Draft--Jack Jackson	August, 2011
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Objective 2.3	All records of courses approved for DE delivery and offered in DE modalities will be maintained		
	Benchmarks	Responsible Party(ies)	date
	a. Verify current records	Deans, VPI	Annual, Summer
	b. Maintain records as courses are approved for Distance Education delivery	Curriculum Committee, Co-Chairs Online Programs Committee, Faculty Chairs	2011-2013

Objective 2.4	Conduct research to gather data relevant to maintaining a quality online program		
	Benchmarks	Responsible Party(ies)	date
	a. Compare SLOs and/or alternate assessments in hybrid lecture/lab sections with on campus lecture/lab sections	Michael Torrez, OPC	2011-2012
	b. Research student success in subsequent courses for students who have taken introductory courses online	Institutional Research	Fall, 2011
	c. Research student success in online classes when compared to face-to-face sections	Instructional Research	Annual, 2011-2013

III. Faculty Support

The faculty's crucial place in online learning is not questioned. However, various faculty roles in online learning may be transformed as technologies change and develop. SBVC's Online Learning Plan recognizes the central place of the faculty in online learning and is committed to support the faculty in the discharge of their responsibilities. Regarding Faculty Support, the Online Learning Plan includes the following goals, objectives, benchmarks, and timelines:

Objective 3.1	Faculty teaching online will demonstrate capabilities to teach online, including both the current CMS and applicable androgogical strategies		
	Benchmarks	Responsible Party(ies)	date
	a. Survey faculty on how they learned to teach online and what professional development opportunities they desire	OPC	Fall, 2011
	b. Explore strategies for verifying faculty qualification for online teaching	OPC	Annual, 2011-2013
	c. Review of legal issues (local, state, federal) for online programs	VPI, Online Programs Committee	Annual, 2011-2013

Objective 3.2	Collaborate with the Professional and Organizational Development Office to provide relevant and timely training for online faculty		
	Benchmarks	Responsible Party(ies)	date
	a. Training related to the Course Management System	OPC and POD	Annual, 2011-2013
	b. Investigation of additional technical tools for online learning	Jack Jackson	Annual, 2011-2013
	c. Investigate strategies for faculty to address increasing student success in online classes	DECC	Annual, 2011-2013

Objective 3.3	Create and maintain a collegial, nurturing environment for online faculty		
	Benchmarks	Responsible Party(ies)	date
	a. Brown bag sharing sessions	OPC	Annual, 2011-2013
	b. Great Online Teachers Retreat	OPC	Annual, 2011-2013
	c. Collaboration between and among faculty	OPC	Annual, 2011-2013

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IV. Student Support

Online learning is, at this point, not new. The growth of online offerings at SBVC and around the country has established this mode of delivery as "normal," rather than experimental. The need for adequate student support is the same as the need for on-campus classes. But there are special considerations because of the delivery format. The Online College Plan affirms one of the guiding principles of the foundational document for the Online College at SBVC that all student support services for online classes should be functionally equivalent to student support services for on-campus classes.

Objective 4.1 Students taking online classes will have access to library services			
	Benchmarks	Party(ies) Responsible	date
	a. Reviews of library services (reference access, database access....) will be completed annually	Dean, Learning Resources	Annual, 2011-2014
	b. Campus climate surveys will include data from online students	Institutional Research	Annual, 2011-2014
	c. Ensure campus resources adequately support online classes	OPC	ongoing
	d. Explore alternate digital text resources (i.e. eBook rental of texts and material)	DECC	spring, 2012

Objective 4.2 Students taking online classes will have access to counseling services			
	Benchmarks	Party(ies) Responsible	date
	a. Reviews access to counselors by online students	Patti Jones	Spring, 2012
	b. Add links to counseling services throughout web portal	OPC	2013--2014

Objective 4.3 Students taking online classes will have access to tutoring and student support services			
	Benchmarks	Responsible Party(ies)	date

	a. Explore alternate means of offering tutoring services online (synchronous and asynchronous)	Rose King, Glen Kuck	February 2012
	b. Ensure that the student success center is available to online students	Rose King	February 2012
	c. Ensure that the writing center is available to online students	Dirksen Lee	February 2012
	d. Explore generic face to face orientations to online learning	Maha Al Hussein	February 2012

Objective 4.4	Explore options for developing modules to enhance student success in online classes		
	Benchmarks	Responsible Party(ies)	date
	a. Modules dealing with technology	OPC	February 2012
	b. Modules dealing with "soft skills" that characterize increased student success	OPC	February 2012
	c. Including a link to a module in the Online Orientation session	OPC	February 2012
	e. Explore other efforts at student success in online classes	OPC	2012--2014

V. Evaluation and Assessment

SBVC affirms the need for a "culture of evidence" if the institution is to continuously improve in fulfilling its mission. The gathering of evidence is the necessary precursor to evaluation and assessment. SBVC's Online Learning Plan affirms the need to gather data relevant to online learning so that responsible evaluations and decisions can be made about the instructional programs of the college. This includes information that is presented yearly to the state of California, such as retention and success rates. But it also includes information about student satisfaction with online learning and faculty satisfaction with online learning.

Objective 5.1	Data on DE already reported to Board and State Chancellor's Office will be identified		
	Benchmarks	Party(ies) Responsible	date

	a. Data reported to Chancellor's Office	OPC, DECC, Institutional Research	Spring, 2012
	b. Data reported to District	OPC, DECC, Institutional Research	Spring, 2012
	c. Create "electronic library" of recent data	OPC	Spring, 2012
	d. Update data until next accreditation visit in 2014	OPC	2012--2014

Objective 5.2	Online Student Satisfaction Survey		
	Benchmarks	Party(ies) Responsible	date
	a. Create survey	OPC, Institutional Research	September, 2011
	b. Send survey to DE72 students	Institutional Research	November, 2011
	c. Analyze results	Institutional Research	December, 2011
	d. Plan next round of OSSS	OPC, Institutional Research	January 2012
	e. Collect and publish results until next accreditation visit in 2014	OPC	2012--2014

Objective 5.3	Online Faculty Satisfaction Survey		
	Benchmarks	Party(ies) Responsible	date
	a. Create survey	OPC, Jack Jackson	November, 2011
	b. Send pilot survey to sample DE72 faculty	OPC, Jack Jackson	November, 2011
	c. Analyze results	OPC	December, 2011
	d. Plan next round of OFSS	OPC, Institutional Research	January 2012
	e. Collect and publish annually until accreditation visit	OPC	2012--2014

Objective 5.3	Enrollment/Retention/Success Data Collection		
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	Benchmarks	Party(ies) Responsible	date
	a. Decide what data to collect	Kay Weiss,	January, 2012
	b. Collect EIS data	OPC	January, 2012
	c. Analyze EIS data	OPC	March, 2012
	d. Plan next round of data collection	OPC	May, 2012
	e. Collect and publish annually until accreditation visit	OPC	2012--2014

Appendix F

**Labor Market Analyses for Certificates
Included in this Substantive Change Proposal**

Business Administration: Retail Management Certificate



[Back](#)

Retail Sales Supervisors (SOC Code : 41-1011) in California

Directly supervise and coordinate activities of retail sales workers in an establishment or department. Duties may include management functions, such as purchasing, budgeting, accounting, and personnel work, in addition to supervisory duties.

Employers are usually looking for candidates with Work experience in a related occupation .

View a [Career Video](#) for this occupation from America's Career InfoNet (requires [Windows Media Player](#))

Occupational Wages

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2012	1st Qtr	\$21.17	\$15.29	\$19.16	\$24.17

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

Area	Estimated Year-Projected Year	Employment		Employment Number	Change Percent	Annual Avg Openings
		Estimated	Projected			
California	2010 - 2020	164,900	188,600	23,700	14.4	6,220

[View Projections for All Areas](#) [About Projections](#)

Job Openings from JobCentral National Labor Exchange

Enter a Zip Code [Find a Zip code in California](#)

Within miles of Zip Code.

Industries Employing This Occupation (click on Industry Title to View Employers List)

Industry Title	Number of Employers in State of California		Percent of Total Employment for Occupation in State of California
	Estimated	Projected	
Grocery Stores	16,120		7.6%
Department Stores	3,486		6.1%
Building Material and Supplies Dealers	16,446		5.0%
Sporting Goods/Musical Instrument Stores	12,651		3.3%
Electronics and Appliance Stores	20,134		3.2%
Other General Merchandise Stores	4,598		3.1%
Gasoline Stations	7,868		2.9%
Automobile Dealers	8,134		2.4%
Office Supply, Stationery & Gift Stores	9,674		2.0%
Shoe Stores	4,246		1.9%
Book, Periodical, and Music Stores	2,481		1.3%
Other Miscellaneous Store Retailers	16,190		1.3%
Consumer Goods Rental	3,440		1.1%

[About Staffing Patterns](#)

Training Programs (click on title for more information)

[Top](#)

[Consumer Merchandising/Retailing Management](#)
[E-Commerce/Electronic Commerce](#)
[Floriculture/Floristry Operations and Management](#)
[General Merchandising, Sales, & Related Marketing Operations](#)
[Retail Management](#)

[About Training & Apprenticeships](#)

About This Occupation (from O*NET - The Occupation Information Network) [\[Top\]](#)

Top Tasks (Specific duties and responsibilities of this job.)

Provide customer service by greeting and assisting customers, and responding to customer inquiries and complaints.
Direct and supervise employees engaged in sales, inventory-taking, reconciling cash receipts, or in performing services for customers.
Monitor sales activities to ensure that customers receive satisfactory service and quality goods.
Inventory stock and reorder when inventory drops to a specified level.
Instruct staff on how to handle difficult and complicated sales.
Hire, train, and evaluate personnel in sales or marketing establishments, promoting or firing workers when appropriate.
Assign employees to specific duties.
Enforce safety, health, and security rules.
Examine merchandise to ensure that it is correctly priced and displayed and that it functions as advertised.
Plan budgets and authorize payments and merchandise returns.

[More Tasks for First-Line Supervisors/Managers of Retail Sales Workers](#)

Top Skills used in this Job

Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
Coordination - Adjusting actions in relation to others' actions.
Monitoring - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
Service Orientation - Actively looking for ways to help people.
Speaking - Talking to others to convey information effectively.
Management of Personnel Resources - Motivating, developing, and directing people as they work, identifying the best people for the job.
Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do.
Time Management - Managing one's own time and the time of others.
Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one.

[More Skills for First-Line Supervisors/Managers of Retail Sales Workers](#)

Data for Tasks not available.

[More Abilities for First-Line Supervisors/Managers of Retail Sales Workers](#)

Top Work Values (Aspects of this job that create satisfaction.)

Independence - Occupations that satisfy this work value allow employees to work on their own and make decisions.
Relationships - Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment.

[More Work Values for First-Line Supervisors/Managers of Retail Sales Workers](#)

Top Interests (The types of activities someone in this job would like.)

Enterprising - Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.
Conventional - Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

[More Interests for First-Line Supervisors/Managers of Retail Sales Workers](#)


Alternate Titles

Retail Store Managers; Retail Supervisors and Managers; Retail Managers; and Store Managers.

Related Links

[Career Information](#)
[Local Area Profile](#)
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[O*Net - The Occupation Information Network](#)

Child Development: Associate Teacher



State of California

Employment Development Department

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Occupation Profile
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Preschool Teachers, Except Special Education (SOC Code : 25-2011) in California

Instruct children (normally up to 5 years of age) in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. May be required to hold State certification. Exclude "Child Care Workers" (39-9011) and "Special Education Teachers" (25-2041 through 25-2043).

Employers are usually looking for candidates with Post secondary vocational training .

[View a Career Video](#) for this occupation from America's Career InfoNet (requires Windows Media Player)

Occupational Wages [Top]

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2012	1st Qtr	\$15.77	\$12.24	\$14.60	\$17.98

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand") [Top]

Area	Estimated Year-Projected Year	Employment Estimated	Projected	Number	Employment Change Percent	Annual Avg. Openings
California	2010 - 2020	54,600	60,900	6,300	11.5	2,060

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Job Openings from JobCentral National Labor Exchange [Top]

Enter a Zip Code [Find a Zip code in California](#)

Within miles of Zip Code.

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Industries Employing This Occupation (click on Industry Title to View Employers List) [Top]

Industry Title	Number of Employers in State of California	Percent of Total Employment for Occupation in State of California
Child Day Care Services	11,003	59.5%
Elementary and Secondary Schools	17,985	18.4%
Religious Organizations	25,283	9.3%
Individual and Family Services	18,414	4.8%
Colleges and Universities	1,979	1.2%

[About Staffing Patterns](#)

Training Programs (click on title for more information) [Top]

Program Title

- [Child Care and Support Services Management](#)
- [Early Childhood Education and Teaching](#)
- [Kindergarten/Preschool Education and Teaching](#)

[About Training & Apprenticeships](#)

About This Occupation (from O*NET - The Occupation Information Network)

[Top]

Top Tasks (Specific activities that represent what you do)

Establish and enforce rules for behavior, and procedures for maintaining order.

Organize and lead activities designed to promote physical, mental and social development, such as games, arts and crafts, music, storytelling, and field trips.

Teach basic skills such as color, shape, number and letter recognition, personal hygiene, and social skills.

Read books to entire classes or to small groups.

Observe and evaluate children's performance, behavior, social development, and physical health.

Attend to children's basic needs by feeding them, dressing them, and changing their diapers.

Provide a variety of materials and resources for children to explore, manipulate and use, both in learning activities and in imaginative play.

Assimilate arriving children to the school environment by greeting them, helping them remove outerwear, and selecting activities of interest to them.

Serve meals and snacks in accordance with nutritional guidelines.

Teach proper eating habits and personal hygiene.

More Tasks for Preschool Teachers, Except Special Education

Top Skills Used in This Job

Speaking - Talking to others to convey information effectively.

Learning Strategies - Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Instructing - Teaching others how to do something.

Coordination - Adjusting actions in relation to others' actions.

Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do.

Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Monitoring - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Reading Comprehension - Understanding written sentences and paragraphs in work related documents.

Service Orientation - Actively looking for ways to help people.

More Skills for Preschool Teachers, Except Special Education

Top Abilities (Attributes of the person that influence performance in this job)

Oral Expression - The ability to communicate information and ideas in speaking so others will understand.

Problem Sensitivity - The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Speech Clarity - The ability to speak clearly so others can understand you.

Oral Comprehension - The ability to listen to and understand information and ideas presented through spoken words and sentences.

More Abilities for Preschool Teachers, Except Special Education

Top Work Values (Aspects of this job that create satisfaction)

Relationships - Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment.

Achievement - Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment.

More Work Values for Preschool Teachers, Except Special Education

Top Interests (The types of activities someone in this job would like)

Social - Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

Artistic - Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.

More Interests for Preschool Teachers, Except Special Education

Alternate Titles

Head Start Teachers; Childhood Development Teachers; Nursery School Teachers; Pre-Kindergarten Teachers; Early Childhood Teachers; Lead Teachers; and Head Teachers.

Related Links

[Career Information](#)

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[O*Net - The Occupation Information Network](#)

[View a Career Video for this occupation from America's Career InfoNet \(requires Windows Media Player\)](#)

Related Articles and Publications

Nontraditional Employment for Women, 10/11/2011

Explore Nearly 300 Occupations with California Occupational Guides!, 5/8/2009

On-line Job Opening Systems, 6/29/2007

Contingent Workers Bolster California Work Force, 12/22/2006

The New and Improved LaborMarketInfo Web Site, 4/26/2008

Human Services: Eating Disorder Studies, Career Specialist, Case Management in the Public Sector

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Occupation Profile

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Social and Human Service Assistants (SOC Code : 21-1093) in California

Assist professionals from a wide variety of fields, such as psychology, rehabilitation, or social work, to provide client services, as well as support for families. May assist clients in identifying available benefits and social and community services and help clients obtain them. May assist social workers with developing, organizing, and conducting programs to prevent and resolve problems relevant to substance abuse, human relationships, rehabilitation, or adult daycare. Exclude "Rehabilitation Counselors" (21-1015), "Personal and Home Care Aides" (39-9021), "Eligibility Interviewers, Government Programs" (43-4061), and "Psychiatric Technicians" (29-2053).

Employers usually expect an employee in this occupation to be able to do the job after Moderate-term on-the-job training (1-12 months).

View a Career Video for this occupation from America's Career InfoNet (requires Windows Media Player)

Occupational Wages

Area	Year	Period	Hourly Mean	25th	Hourly by Percentile Median	75th
California	2012	1st Qtr	\$17.35	\$12.65	\$16.55	\$21.03

View Wages for All Areas About Wages

Occupational Projections of Employment (also called "Outlook" or "Demand")

Area	Estimated Year-Projected Year	Employment Estimated	Projected	Employment Number	Change Percent	Annual Avg Openings
California	2010 - 2020	34,600	42,200	7,600	22.0	1,500

View Projections for All Areas About Projections

Job Openings from JobCentral National Labor Exchange

Enter a Zip Code Find a Zip code in California

Within miles of Zip Code.

Industries Employing This Occupation (click on Industry Title to View Employers List)

Industry Title	Number of Employers in State of California	Percent of Total Employment for Occupation in State of California
Individual and Family Services	18,414	23.3%
Vocational Rehabilitation Services	1,806	7.8%
Emergency and Other Relief Services	649	6.7%
General Medical and Surgical Hospitals	1,393	5.8%
Nursing Care Facilities	2,386	3.9%
Social Advocacy Organizations	7,971	3.2%
Outpatient Care Centers	6,487	2.9%
Residential Mental Health Facilities	10	2.1%
Grantmaking and Giving Services	813	1.7%
Child Day Care Services	11,003	1.6%
Offices of Physicians	62,928	1.5%
Religious Organizations	25,283	1.4%
Civic and Social Organizations	6,083	1.2%
Elementary and Secondary Schools	17,985	1.1%

About Staffing Patterns

Training Programs (click on title for more information)

Program Title
Human Services, General

Training Programs (click on title for more information)

[Top]

Program Title
Human Services, General

[About Training & Apprenticeships](#)

About This Occupation (from O*NET - The Occupation Information Network)

[Top]

Top Tasks (Specific duties and responsibilities of this job)

Keep records or prepare reports for owner or management concerning visits with clients.
Submit reports and review reports or problems with superior.
Interview individuals or family members to compile information on social, educational, criminal, institutional, or drug history.
Provide information or refer individuals to public or private agencies or community services for assistance.
Consult with supervisor concerning programs for individual families.
Advise clients regarding food stamps, child care, food, money management, sanitation, or housekeeping.
Oversee day-to-day group activities of residents in institution.
Visit individuals in homes or attend group meetings to provide information on agency services, requirements, or procedures.
Monitor free, supplementary meal program to ensure cleanliness of facility and that eligibility guidelines are met for persons receiving meals.
Meet with youth groups to acquaint them with consequences of delinquent acts.

[More Tasks for Social and Human Service Assistants](#)

Top Skills used in this Job

Service Orientation - Actively looking for ways to help people.
Social Perceptiveness - Being aware of others' reactions and understanding why they react as they do.
Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
Speaking - Talking to others to convey information effectively.
Reading Comprehension - Understanding written sentences and paragraphs in work related documents.
Writing - Communicating effectively in writing as appropriate for the needs of the audience.
Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
Coordination - Adjusting actions in relation to others' actions.
Monitoring - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
Persuasion - Persuading others to change their minds or behavior.

[More Skills for Social and Human Service Assistants](#)

Top Abilities (Attributes of the person that influence performance in this job.)

Problem Sensitivity - The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

[More Abilities for Social and Human Service Assistants](#)

Top Work Values (Aspects of this job that create satisfaction.)

Relationships - Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment.
Support - Occupations that satisfy this work value offer supportive management that stands behind employees.

[More Work Values for Social and Human Service Assistants](#)

Top Interests (The types of activities someone in this job would like.)

Conventional - Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.
Social - Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

[More Interests for Social and Human Service Assistants](#)

Alternate Titles

Advocates; Human Services Program Specialists; Mental Health Technicians; Addictions Counselor Assistants; Caseworkers; Independent Living Specialists; Activities of Daily Living Specialists; Case Managers; Family Development Specialists; Family Self-Sufficiency Specialists; Case Aides; Home Visitors; and Human Services Workers.

Related Links

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[View a Career Video for this occupation from America's Career InfoNet \(requires Windows Media Player\)](#)

Related Articles and Publications

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The New and Improved LaborMarketInfo Web Site, 4/26/2008

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Occupation Profile

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Film and Video Editors

(SOC Code : 27-4032)
in California

Edit motion picture soundtracks, film, and video.

Employers are usually looking for candidates with a Bachelor's degree .

Occupational Wages [Top]

Area	Year	Period	Hourly Mean	25th	Hourly by Percentile Median	75th
California	2012	1st Qtr	\$48.11	\$23.21	\$41.30	\$61.14

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand") [Top]

Area	Estimated Year-Projected Year	Employment Estimated	Employment Projected	Employment Change Number	Employment Change Percent	Annual Avg. Openings
California	2010 - 2020	9,200	10,600	1,400	15.2	320

[View Projections for All Areas](#) [About Projections](#)

Job Openings from JobCentral National Labor Exchange [Top]

Enter a Zip Code [Find a Zip code in California](#)

Within miles of Zip Code.

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Industries Employing This Occupation (click on Industry Title to View Employers List) [Top]

Industry Title	Number of Employers in State of California	Percent of Total Employment for Occupation in State of California
Motion Picture and Video Industries	6,338	57.5%
Radio and Television Broadcasting	1,749	5.3%
Cable and Other Subscription Programming	760	2.0%
Independent Artists/Writers/Performers	5,306	1.7%
Advertising and Related Services	11,500	1.4%

[About Staffing Patterns](#)

Training Programs (click on title for more information) [Top]

- [Audiovisual Communications Technologies/Technicians, Other](#)
- [Cinematography and Film/Video Production](#)
- [Communications Technology/Technician](#)
- [Photojournalism](#)
- [Radio and Television](#)

[About Training & Apprenticeships](#)

About This Occupation (from O*NET - The Occupation Information Network) [Top]

Top Tasks (Specific duties and responsibilities of this job.)

Organize and string together raw footage into a continuous whole according to scripts or the instructions of directors and producers.

About This Occupation (from O*NET - The Occupation Information Network)

[Top]

Top Tasks (Specific duties and responsibilities of this job.)

Organize and string together raw footage into a continuous whole according to scripts or the instructions of directors and producers.
Review assembled films or edited videotapes on screens or monitors to determine if corrections are necessary.
Trim film segments to specified lengths, and reassemble segments in sequences that present stories with maximum effect.
Determine the specific audio and visual effects and music necessary to complete films.
Select and combine the most effective shots of each scene to form a logical and smoothly running story.
Set up and operate computer editing systems, electronic titling systems, video switching equipment, and digital video effects units to produce a final product.
Edit films and videotapes to insert music, dialogue, and sound effects, to arrange films into sequences, and to correct errors, using editing equipment.
Cut shot sequences to different angles at specific points in scenes, making each individual cut as fluid and seamless as possible.
Mark frames where a particular shot or piece of sound is to begin or end.
Verify key numbers and time codes on materials.

[More Tasks for Film and Video Editors](#)

Top Skills used in this Job

Active Listening - Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
Critical Thinking - Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
Reading Comprehension - Understanding written sentences and paragraphs in work related documents.
Speaking - Talking to others to convey information effectively.
Time Management - Managing one's own time and the time of others.
Judgment and Decision Making - Considering the relative costs and benefits of potential actions to choose the most appropriate one.
Complex Problem Solving - Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
Active Learning - Understanding the implications of new information for both current and future problem-solving and decision-making.
Writing - Communicating effectively in writing as appropriate for the needs of the audience.
Coordination - Adjusting actions in relation to others' actions.

[More Skills for Film and Video Editors](#)

Top Abilities (Attributes of the person that influence performance in this job.)

Near Vision - The ability to see details at close range (within a few feet of the observer).

[More Abilities for Film and Video Editors](#)

Top Work Values (Aspects of this job that create satisfaction.)

Independence - Occupations that satisfy this work value allow employees to work on their own and make decisions.
Achievement - Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment.

[More Work Values for Film and Video Editors](#)

Top Interests (The types of activities someone in this job would like.)

Artistic - Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.
Investigative - Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.

[More Interests for Film and Video Editors](#)

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Related Articles and Publications

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[On-line Job Opening Systems](#), 8/29/2007
[Contingent Workers Bolster California Work Force](#), 12/22/2006
[The New and Improved LaborMarketInfo Web Site](#), 4/26/2008

Appendix G

Process for Approving Courses for Distance Education Delivery

(This appendix represents pages 60-67 of the SBVC Curriculum Handbook. This is the process required in CurriCUNET for any course that is approved for Distance Education–Distributed Education–delivery.)

Section 7: Distributed Education

[\(Return to CONTENT\)](#)

• 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.

Process for Approval:

Steps 1-6 should be done in consultation with the co-chairs of the SBVC Online Program Committee (or designee). The initial steps attempt to align the desires and goals of the faculty with the needs and responsibilities of the college. The more time spent thinking through these first steps, the easier the entire process of curriculum approval will be.

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." "Delivering the course online would benefit our students." Or this step could be more complex and time consuming, forcing the faculty member to think through several variables. But 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:

- 1. Asynchronous office hours**
- 2. Moderating a discussion board**
- 3. Announcements (unless course is designed as an independent study on a self-paced model)**
- 4. Threaded Discussions**
- 5. Feedback on Student Work**

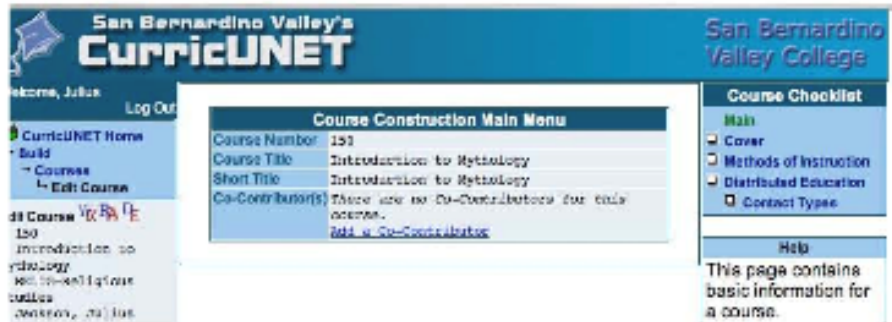
Future iterations of an online class approved for distributed education may include additional contact types, but no iteration should have fewer than the types identified in this curriculum process.

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.

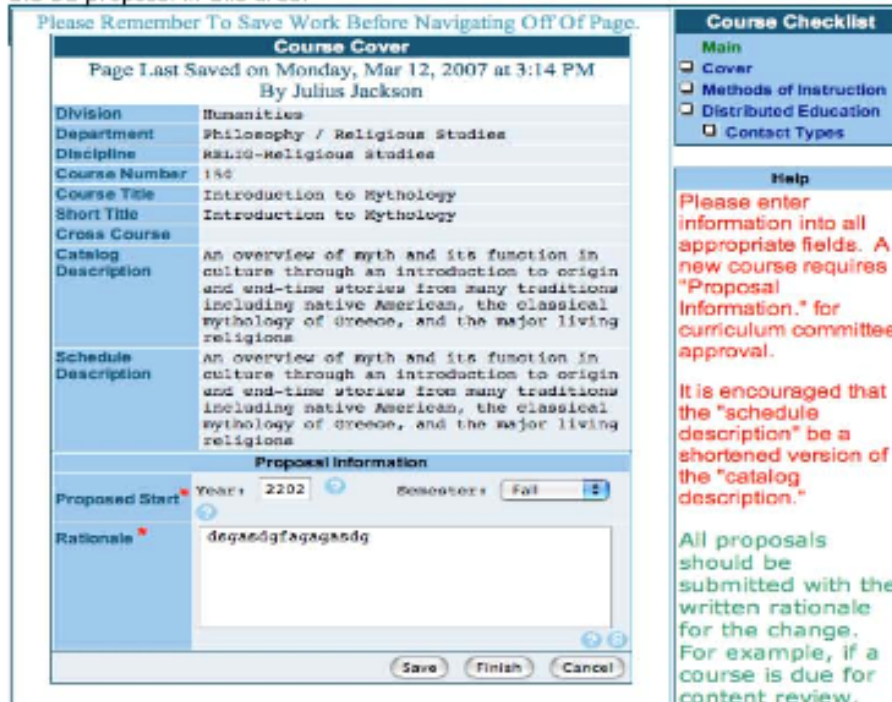
Step 7: Enter the information into CurricUNET

This begins the approval process through the curriculum committee.

When Distributed Education is checked in the course outline, the following DE screens appear as options in CurricUNET. The Course Checklist on the right of the screen indicates four areas to place material.



When the "Cover" is clicked, you will see a screen like the one below. Copy and paste the Rationale for the DE proposal in this area.



If this is a DE proposal, check the Distributed Education box, then click finish. The other parts of the DE proposal will then be available for you.

Please Remember To Save Work Before Navigating Off Of Page.

Course Methods of Instruction

Methods

- class and/or small group discussion
- Classroom demonstrations
- Clinical experience
- Distributed education
- field trips
- Guest speakers
- Guided practice
- Instructor generated handouts
- Laboratory
- Lecture
- Use of films, videotapes, or other media
- Use of written materials: texts, journals, etc.

Other Methods

Audio-Visuals, Reading of texts, both secondary and primary, Writing tasks appropriate for the material, Computer tutorials (if applicable)

Course Checklist

Main

- Cover
- Methods of Instruction
- Distributed Education
- Contact Types

Help

If this is a Distributed Education proposal, check the Distributed Education box. Then click Finish. The "Distance Ed" selection will become active in the menu on the right of the screen. Proceed to that part of the menu.

[More](#)

Save Finish Cancel

Select the delivery method and then copy and paste the various paragraphs into these areas. Click save

Please Remember To Save Work Before Navigating Off Of Page.

Course Distributed Education

Page Last Saved on Monday, Mar 12, 2007 at 3:14 PM
By Julie Jackson

Delivery Method (req.)
Click select Method

- 00 - Computer Assisted Instruction (A.S.)
- 01 - One-way video conferencing (One-way)
- 02 - Two-way Video Conferencing (Two-way)
- 03 - Telepresence Course (Video one-way, or Two-way)
- 04 - Hybrid (includes both on-campus and

Methods of Instruction

asdasd

Explain Need

asdasd

Evaluation Method

asdasd

Sample Assignments

asdasd

Course Checklist

Main

- Cover
- Methods of Instruction
- Distributed Education
- Contact Types

Help






Please click on the help buttons (?) by each box for a more detailed description.

[More](#)









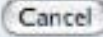
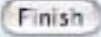
Save Finish Cancel

Click Contact Types, and then select the various required contacts types and copy and paste the paragraphs explaining how those contact types create "regular and effective contact" in the DE modality. Click **Save**.

Please Remember To Save Work Before Navigating Off Of Page.

Distributed Ed - Contact Types	
	Asynchronous Office Hours - vbcvbcvbxvbxvbx
	Individual Contact w/Students via Email or Phone - Announcements: These are posts that update students on the content or the processes of the class. They can be in written, aural, or video format. This type of contact is effective because it demonstrates that the instructor is present in the class and is moderating the progress of the class as a whole and of individual students. This type of contact should be regular. At a minimum, these announcements should happen once each week, unless the course is structured on a self-paced, independent study model. More frequent posting of announcements would almost universally enhance the effectiveness of the contact.
Contact Type	<input checked="" type="checkbox"/> Moderating a Bulletin Board 
Frequency	<input type="checkbox"/> Synchronous Office Hours <input type="checkbox"/> Announcements <input type="checkbox"/> Leading Threaded Discussions <input type="checkbox"/> Creating and Moderating Virtual Small Groups <input type="checkbox"/> Feedback on Student Work <input type="checkbox"/> Facilitating Student-to-Student Contact <input type="checkbox"/> Posting Prepared Instructional Materials
 	
<input type="button" value="Save"/>	
<input type="button" value="Cancel"/> <input type="button" value="Finish"/>	

Please Remember To Save Work Before Navigating Off Of Page.

Distributed Ed - Contact Types	
	Asynchronous Office Hours - vbcwbcvbxvbxvbx
	Individual Contact w/Students via Email or Phone - Announcements: These are posts that update students on the content or the processes of the class. They can be in written, aural, or video format. This type of contact is effective because it demonstrates that the instructor is present in the class and is moderating the progress of the class as a whole and of individual students. This type of contact should be regular. At a minimum, these announcements should happen once each week, unless the course is structured on a self-paced, independent study model. More frequent posting of announcements would almost universally enhance the effectiveness of the contact.
Contact Type	Feedback on Student Work  
Frequency	Instructors are responsible for verifying the participation of the students in the class as well as monitoring their performance status. When faculty give students feedback on their work, this type of contact is effective because it allows the student opportunities to adjust their 
 	
	
 	

Click Finish and you are done.

Appendix H

**SBVC Distance Education Report
Sample: History 101**

SBVC Distance Education Report

Cover

Division: Social Sciences, Human Development & Physical Education

Department: History

Discipline: HIST - History

Course Number: 101

Course Title: United States History: 1865 to Present

Short Title: United States History: 1865 to

Catalog Description:

This course covers a general survey of United States history with an emphasis on social, political, cultural and economic developments from the Reconstruction period to present times.

Schedule Description:

This course covers a general survey of United States history with an emphasis on social, political, cultural, and economic developments from the Reconstruction period to present times.

Proposed Start: Fall 2010

Rationale:

Methods of Instruction

Methods: Class and/or small group discussion

Other Methods:

Distributed Education

Delivery Methods:

Methods of Instruction: Using a District supported Course Management System, this course will distribute course material to students, receive coursework from students, and create opportunities for discussion between students and instructor, as well as between students themselves. Discussion forums, instructor developed material, presentations, and external links will be used for instruction. Materials from publishers, including graphics, presentations, and textbook supplements will also be used in the online format.

Additionally, material from television course materials (purchased by the District) may be used to augment the instructional materials created and presented by the instructor. The televised programs will be available on KVCR on specific dates and in specific time slots. The same material may be used as a course link where the televised programs will be available through streaming video (Edustream).

Explain Need: Offering this course through an online or telecourse format increases the availability of the course to individuals that can not attend regular meetings on the college campus. Considering the variety of demands our student population have regarding time constraints and scheduling, this online course or telecourse will allow students to work on the course during the hours that are open to their individual schedule. History courses can be used to fulfill general education requirements for graduation and transfer; allowing this US history course to be presented in the online or telecourse format will help students to achieve their educational goals. The online and telecourse delivery of this class supports the mission of San Bernardino Valley College in that it provides access to education to a diverse community of learners.

Evaluation Method: Methods of evaluation can include objective assessments (such as multiple choice, matching, fill in the blanks, or true/false questions), written responses to short answer questions, formal essays, document analysis assignments, and student commentaries regarding historical analysis within a discussion format. Each of these methods is easily accomplished in the asynchronous online format using any number of technologies that are readily available. Telecourses have scheduled monthly meetings to discuss course materials, participate in class or group discussions, view multimedia presentations, or take in class exams. Hybrid classes with scheduled class meetings can use that time for the same purposes as described in the Telecourse meetings. Both telecourses and hybrid classes will be supported with additional materials available online to help support student learning.

Sample Assignments: 1. Students are asked to evaluate a primary source document reflecting the required readings, and then write an analysis of the document in the context of that time period. 2. Students will answer specific questions regarding the weekly course material in a Discussion forum. Students will end their response by posing a secondary question for other students to answer. The instructor will contribute to the discussion by evaluating the accuracy of the answers and commentary given by students within the discussion forum. 3. Students will be given specific documents to analyze that reflect the telecourse materials. In the monthly meeting, students will discuss their responses to the assignment and present their analysis to the class.

Contact Types

Contact Type & Frequency:

Asynchronous Office Hours - When contacted by voice mail or e-mails by students, the instructor will respond within a 24 hour period (except on weekends, holidays, and vacations) so the contact with the student will timely (but not instantaneous). The contact may include questions about grades or the need for help with specific assignments.

Moderating a Bulletin Board - Depending on the format and structure of the class,

students should be able to post a message in an open, public space in an online class. The instructor will respond within a 24 hour period of time (except on weekends, holidays, or vacations) so that the contact will be timely but not instantaneous. The posting of general questions is effective and useful for students, who will all benefit from the instructor (and in some cases, other students) clarifying course requirements.

Synchronous Office Hours - Synchronous office hours are specific hours of specific days when an instructor is available for student contact. This contact can include office hours on campus at a specific location. This contact can also include the availability of the instructor via technological mechanisms such as (but not limited to): telephone, email, audio or video conferencing, or chat rooms.

Announcements - These include posts that update students on assignments, reading requirements, and upcoming exams. They can include written, aural or a video format. This type of contact should regularly, at least once a week, as it reminds students of their responsibilities and the requirements for the course. Announcements can also include general feedback from assessments, including exams, written material, and content posted on the discussion board.

Leading Threaded Discussions - Leading Threaded Discussions are similar to the contact described in "Moderating a Bulletin Board." But more specifically, these leading threaded discussions are initiated by the instructor as they post a question on the discussion board and then moderate the ongoing discussion by students. These discussions are the online versions of discussions in the classroom where students can share their ideas with students and faculty. Additionally, the faculty have the opportunity to correct students if there are misconceptions or inaccuracies regarding their knowledge and understanding of the course material. Typically, there are due dates for these discussions which keep students up to date with the material as it progressed in the class.

Individual Contact w/Students via Email or Phone - Students may need to contact instructors via email or phone in order to discuss specific issues, such as grades. Students may also contact the professor for assistance in writing a specific assignment. In either case, the instructor will use this contact to meet the needs of that particular student. This type of contact is highly effective as it enhances the one-on-one interaction between student and instructor. The frequency of contact is completely dependent on the format created by the individual instructor and the needs of the individual student.

Creating and Moderating Virtual Small Groups - In an online class, instructors have the ability to create small groups for discussions and for completing collaborative assignments. The role of the instructor beyond creating groups, the instructor moderates the discussions while at the same time allowing the creation of more in depth discussions in these learning communities. Typically, there are specific due dates and time tables for these discussions which allows students to progress at a controlled rate through the course materials.

Feedback on Student Work - Instructors are responsible for monitoring student participation and providing feedback for discussions and assignments. Feedback may include comments in response to discussion postings, emails regarding written assignments, or commentary posted within a testing format. The timing of this feedback is at the discretion of the instructor and will reflect the format and schedule of that particular class. Computer generated exams will provide instantaneous feedback for objective exams. For subjective exams or written work, instructors will respond within a

timely basis in order for students to make improvements on future assignments. This feedback can consist of written, aural, or video material.

Facilitating Student-to-Student Contact - This contact can be synchronous or asynchronous, in person or mediated through technology, individual or group, and highly or lightly moderated. Instructors may pose specific questions about the course material for students to discuss with each other in a discussion forum. This allows students to bond with each other and see how students have different perspectives on the course material. The timing and frequency of this contact should reflect the course schedule created by the instructor.

Posting Prepared Instructional Materials - Posting Prepared Instructional Materials - Instructors will present material to students in numerous ways, not unlike the instructional methods in the classroom. Lectures (in written, aural, or video format), videos, presentations, outlines, and question-response assignments can all be used within this online format. Materials can be prepared by the instructor and publisher produced materials can supplement these materials. The timing and format of these postings should reflect the course schedule developed by the instructor.

Appendix I

"Online College" Foundational Document--2003

Online College at SBVC
Instruction Office - October 2003

Background:

Student interest in online classes has increased significantly in the last two years. Online classes are often the first to fill up during registration, and courses that traditionally struggled to meet minimum enrollments in the on-campus format are easily filling to capacity in the online format. This proposal is an attempt to provide programmatic focus for the growing online program and to ensure that instruction in the online classroom meets or exceeds campus expectations for a quality learning experience. The intention is to introduce the program during the spring 2004 semester, and to offer the full contingent of courses and services beginning with the 2004-2005 academic year.

Mission:

The online degree program will provide a gateway to higher education and vocational training for those who cannot or choose not to attend the main campus. The mission of the online degree program will be to prepare students to transfer to four-year colleges and universities through the acquisition of associate degrees, and to provide students with the knowledge and skills needed to succeed in business, industry and the professions through the acquisition of vocational certificates. The faculty and staff working within the online program will share the campus commitment to student success and to teaching and service excellence.

Overview:

Associate degree component

- Courses meeting IGETC requirements will be offered in the online format to enable students to obtain their associate degrees under Option 1a and to transfer to the University of California and California State University systems.
- Courses meeting CSU breadth requirements will be offered in the online format to enable students to obtain their associate degrees under Option 1B and to transfer to the California State University system.

Certificate component

- Beginning in the fall 2004 semester, selected courses will be offered in the online and/or hybrid format to enable students to obtain their vocational certificates while spending less time on campus.

Services

- Students will receive critical campus services in alternative delivery formats. Online services covered will include:
 - Application

- Bookstore
- Career advisement
- Counseling
- Degree audit
- DSP&S
- EOPS
- Financial aid
- Library
- Orientation (to college resources and services)
- Orientation (to learning in an online format)
- Registration
- Transfer Center
- Tutoring
- Writing Center

Courses

- Courses have already been approved or are being developed in alternative delivery formats in all areas needed to cover IGETC and CSU breadth requirements.
- Existing telecourses will be converted to an online format, using DVDs distributed through the telecourse providers, websites and the Etudes delivery platform for instructor/student contact. (Television-based courses will continue to be offered through KVCR as well.)

Promotion

- Existing online courses already have a track record of filling up within the first few days of the registration period.
- While additional marketing efforts will promote the ability to obtain all courses required for the associate degree in an online/hybrid format, and will include:
 - A featured announcement on the cover of the spring 2004 *Schedule of Classes*.
 - A page describing the program in the spring 2004 *Schedule of Classes*.
 - Articles on the campus website.
 - A featured announcement on the college website.
 - A featured announcement in distributed education promotional brochures.
- College counselors will be oriented to the online college program.

Quality issues:

- Consistent with WASC standards, the faculty and administration will strive to maintain an instructional program of high quality and integrity.
- Consistent with WASC standards, the services provided for the online college students will be functionally equivalent to the services provided for on-campus students and will, at the same time, be of high quality and integrity.

- Initially, up to 10 members of the contract faculty will form the core of the online college-within-a-college.
- Faculty members who are teaching their full contract loads online will maintain campus presence through logging onto the campus server and the course management system five days per week. In addition, online contract faculty members will maintain an on-campus presence at least two days per week, will participate in department and division meetings, and will meet other responsibilities of full-time faculty members.
- The balance of the instructors will be adjunct faculty, drawn from both the local area (and, potentially, throughout the country).
- Contract and adjunct faculty will be selected to teach in the online program using the following guidelines:
 - Meets minimum standards to teach in the discipline as defined by the state of California
 - Minimum of two years of successful teaching experience in the discipline
 - Experience in or completion of training in teaching online classes
 - Effective written communication skills
 - Willingness to maintain standards for student contact and timely feedback
 - Willingness to use established technique requirements of the program, including either the Etudes or FirstClass operating systems
 - Willingness to teach to the established course outline of record
- All faculty teaching on-line will be certified through the SBVC professional development training process. Certification shall be granted upon completion of a course of study which includes, at a minimum, software application, pedagogy of teaching on-line, ADA Compliance, and Copyright Compliance. Certification may also be achieved through appropriate experience and demonstrated knowledge of the above.
- Faculty members teaching online will be evaluated in accordance with established district procedures. The administration and collective bargaining unit will work together to identify a student assessment instrument that will address the unique evaluation needs of online instruction.

Access issues:

- Instructional materials will be reviewed for Title 508 access compliance.
- Faculty will work with the DSP&S office to address the needs of students that need accommodations to access online instruction or to be assessed in an online environment.
- Minimum standards for hardware and operating systems will be identified for students.
- Faculty members teaching online will be provided access to hardware and operating systems that will enable them to support their classes.

- The college Technology Plan will be modified to address the need to maintain adequate equipment levels to support the development and improvement of online courses.
- Students will be oriented to the skills necessary to succeed in the online instructional format, and will be given an opportunity to conduct a self-assessment of whether online education is a good match for them before registering for classes.
- Students without home access to technology will be informed of the availability of the open computer lab in the Learning Center.
- College outreach efforts may eventually include the establishment of regional centers where students may access online classes and services. An initial regional center may be located in the mountain communities.

Courses to be offered:

Spring 2004 (and thereafter; all courses currently exist in online format)

Associate Degree:

ART 110
 ECON 201
 ENGL 101 (hybrid)
 ENGL/RELIG 175
 HIST/RELIG 135
 MATH 090
 MATH 095
 PHIL 101
 PHIL 102
 PHIL 103
 PHIL 105
 POLIT 100
 RELIG 101
 SOC 100
 SOC 110
 SOC 130
 SOC 141
 SOC 145
 SPEECH 174
 SPEECH 176

Fall 2004 (and thereafter; existing courses plus courses to be developed or to be converted from telecourses)

Associate Degree:

ASTRON 123
 BIOL 104
 ECON 100
 GEOL 101
 HEALTH 101
 HIST 100
 HIST 101
 HIST 160
 HIST 161
 MATH 102
 OCEAN 101
 PHIL 112
 PHYSIC 101
 PSYCH 100
 RELIG 150
 RELIG 176
 SPEECH 130 (hybrid)

Certificate: Library Technology

Appendix J

Academic Senate Committee Structure

SBVC Committee Structure

Each faculty member to serve on 1 committee for a 2-year cycle starting Fall 2012 and concluding Spring 2014.

Below are the committees, specific membership requirements, and tentative meeting times. Please use this as a guide as fall schedules are prepared in the next month. Senators are expected to call a faculty meeting of their division to determine the best allocation of the division's human resources to the committee work of the college.

Once all of the required faculty committee assignments are made (Accreditation, Matriculation, Curriculum and Program Review), the division should assign no more than 20% of the remaining faculty to any one committee.

This recommendation of the division is delivered to the Executive Committee of the Academic Senate. The Executive Committee is responsible for preparing its recommendation to the President of the college regarding the assignment of faculty committee work.

ACCREDITATION AND STUDENT LEARNING OUTCOMES COMMITTEE

The Committee prepares the self-study, prepares for the accreditation team site visit, follows up on implementation of accreditation recommendations, performs assessments as needed, and prepares any follow-up reports or documentation. The committee monitors the development and assessment process for student learning outcomes in courses, programs, and general education requirements. The committee generates and regularly reviews guidelines and best practices for all aspects of the student learning process.

at least 1 faculty per division (*Monday mornings, 9:30 -11:00*)

MATRICULATION COMMITTEE

The Matriculation Committee is authorized by the Academic Senate to annually review and update the College Matriculation Plan, propose the budget for categorical matriculation funds, provide advice on policies, procedures, and implementation of matriculation components including admission, orientation, assessment, counseling, prerequisites, follow-up, training, and research.

at least 1 faculty per division (*Thursday afternoons, 3:00 – 4:30*)

CURRICULUM COMMITTEE

The Curriculum Committee is authorized by the Academic Senate to make recommendations about the curriculum of the college to the Board of Trustees, including approval of new courses, deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, review of degree and certificate requirements, approval of prerequisites and co-requisites, and assessment of curriculum as needed. ***2 faculty per division*** (*Monday afternoons, 1:00 – 4:00*)

PROGRAM REVIEW COMMITTEE

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

2 faculty per division (*Friday afternoons, 1:00 – 4:00*)

ENROLLMENT MANAGEMENT AND STUDENT EQUITY COMMITTEE

The Enrollment Management and Student Equity Committee serves in an advisory capacity to the President's cabinet regarding enrollment. The Committee is responsible for reviewing internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs, projecting enrollment growth/decline, projecting academic and student support service needs based on enrollment trends. The committee makes recommendations regarding recruitment and retention strategies, in the annual updating of the Enrollment Management Plan. The committee reviews and regularly updates the Student Equity Plan. Both plans are forwarded to College Council for review. (*Thursday afternoons, 2:00 – 3:30*)

FACILITIES & SAFETY COMMITTEE

The Facilities & Safety Committee serves as an advisory committee to college services and operations including, facilities, the appearance of the campus, emergency preparedness, and campus safety training. The committee reviews and submits the Facilities & Capital Outlay Plan to College Council. (*Monday afternoons, 2:00 – 3:30*)

PROFESSIONAL DEVELOPEMENT COMMITTEE

The Professional Development Committee serves as an advisory committee for the college professional development programs, and as a resource for training needs across campus. The committee prepares and implements the state required three-year Human Resources Development Plan, and reviews it annually to assure that campus goals and objectives are being met. The committee allocates staff development funds based on criteria in the plan. Additionally, the committee is responsible for planning, programming and communication of campus professional development programs. The faculty members on the committee serve as the campus sabbatical leave committee and

make recommendations to the college president for proposed leave recipients. The faculty members also serve as the campus flex committee. (*Monday afternoons, 1:00 – 2:30*)

TECHNOLOGY COMMITTEE

The Technology Committee develops the Technology Plan for SBVC and submits it to the SBVC College Council. The Plan recommends methods to assess, purchase, install, and encourage use of new technology; technology funding priorities; and strategies for redistributing current resources. It sets standards and guidelines for the minimum specifications for new technology, for maintaining the current technology in new construction, and to maximize use of District network resources and instructional learning resources. Accessibility to technology will be considered when developing goals, methods, recommendations, guidelines, and standards. The members of this committee serve as liaisons to the District Technology Committees. (*Wednesday Afternoons, 1:00 – 2:00*)

SCHOLARSHIPS

This committee reviews applications for scholarships and makes awards according to guidelines. (*Thursdays 1:00-2:30*)

ARTS , LECTURES, and DIVERSITY COMMITTEE

The Arts, Lectures, and Diversity Committee plans and promotes a series of lectures and cultural events designed to celebrate our diversity and enrich the instructional environment of the college. (*Wednesday mornings, 11:00 – 12:30*)

ONLINE COMMITTEE

The OnLine Committee advises the Vice President of Instruction regarding issues related to online learning at the College. In addition, the committee assists discipline's faculty in the preparation of distance education requests to the Curriculum Committee. The committee serves as a conduit of information among faculty, administration, and students by providing technological vision for issues related to online learning. (*as needed, usually online*)

CAMPUS LIFE AND COMMENCEMENT

The committee monitors and serves as the primary clearing house for student activities on the campus, including Commencement. The committee develops a campus wide master calendar in coordination with the Director of Marketing. (*Thursday mornings, 10:00 – 11:30*)

STUDENT POLICIES & SCHOLASTIC STANDARDS

The Student Policies and Scholastic Standards Committee serves as an advisory committee for the development and implementation of academic policies such as but not limited to petitions related to admissions, probation, disqualification, and graduation requirements. (*Friday mornings, 9:30 – 11:00*)

Appendix K

Comprehensive Quality Control Process for Online Classes

Comprehensive Quality Control Process for Online Instruction: "Preparation, Policy, Practice"

Online classes at SBVC have grown from two sections in January of 1996 to 175 sections in the spring of 2011. Initially there were two instructors teaching online classes. Now over 80 faculty members teach online. In order to ensure that this element of education at SBVC operates at the highest level of quality, the Online Program Committee has developed a Comprehensive Quality Control Process. There are three elements of this process. First, quality is preserved by making sure that the faculty who teach online classes have the requisite skill sets and aptitudes for such delivery. Second, faculty members need to be aware of various policies (from campus policies to accreditation issues to federal law) that need to be observed to maintain quality online instruction. Finally, faculty need to be aware of a rubric that is used for self and peer assessment for the delivery of online teaching. If faculty are prepared to teach online, aware of policies that need to be followed, and informed about "best practices" in the delivery of online education, then the odds increase that online instruction at SBVC will be of high quality across departments and across divisions.

I. Faculty Preparation for Online Instruction

Online teaching requires a different “skill set” than on-ground teaching. These skills and/or aptitudes can be acquired in a variety of ways. To document how our online professors prepare themselves to teach online, please check all of the boxes that apply. And if your preparation is not listed, please describe that preparation in the comment box at the end of the list.

- Formal Training in Online Teaching
 - Class
 - Certificate
 - Other
- Informal Training in Online Teaching
 - Mentored by an experienced online instructor
 - Self-taught
- Completed a course that was taught online
- Completed a degree that was taught online
- Have experience in teaching online
 - 1-5 classes (separate sections)
 - 6-10 classes (separate sections)
 - 11-20 classes (separate sections)
 - 21 or more classes (separate sections)

Other: _____

What professional development opportunities would you like to see available to online faculty? _____

How have your skills or aptitudes for online teaching been enhanced in the last year? _____

II. Policies Regarding Online Teaching/Learning

A. Regular Effective Contact = Regular Substantive Interaction

Title 5 is very much concerned with the quality of courses that use “alternate delivery.” The phrase that is key to quality in Title 5 is “regular effective contact.” That is, for quality education to happen in online classes there has to be evidence of “regular effective contact” between student and instructor and between the students in a class. For accreditation purposes, the Accrediting Commission for Community and Junior Colleges is very concerned that online classes include "regular substantive interaction" between instructors and students. The Online Program Committee at SBVC has stipulated that "regular effective contact" and "regular substantive interaction" are functionally equivalent.

To document how our online professors discharge the responsibility of “regular effective contact” and "regular substantive interaction," please check all of the boxes that apply. And if the contact type is not listed, please describe the kind of contact that you believe you include in your instruction. (The list of contact types below is a part of the curriculum approval process at SBVC.)

Student Initiated Contact:

 Asynchronous Office Hours: When contacted via voice mail or e-mail by a student, the instructor usually responds within 24 hours (except weekends, holidays, and vacations) so the contact with the student will be timely, albeit not instantaneous. This contact is effective because it responds to specific concerns and questions of individual students.

 Moderating a Bulletin Board: Depending on the structure of the class and the function of the specific virtual space, when a student posts a message in an open, public space in an online class, the instructor usually responds within 24 hours (except weekends, holidays, and vacations) so the contact will be timely, albeit not instantaneous. This contact is effective because it responds to specific concerns and questions of individual students, yet the responses are shared in a public arena. So all students can benefit from the question of one student. (There may be spaces created where the instructor will specifically **not** respond to students, where students can have their “own virtual space.” But these instances should be clearly communicated to the student.)

 Synchronous Office Hours: These are specific hours of specific days when a student can interact with an instructor. These can be physical synchronous office hours where the instructor is present on campus in a specific office. But these synchronous office hours could also be times when the instructor is available via various technologies: telephone, e-mail, audio conferencing (i.e. CCCConfer), video conferencing, “chat rooms,” or multi-point multi-interactive programs (i.e. “Vyew” and “Vroom”).

Instructor Initiated Contact:

Announcements: These are posts that update students on the content or the processes of the class. They can be in written, aural, or video format. This type of contact is effective because it demonstrates that the instructor is present in the class and is moderating the progress of the class as a whole and of individual students. This type of contact should be regular. At a minimum, these announcements should happen once each week, unless the course is structured on a self-paced, independent study model. More frequent posting of announcements would almost universally enhance the effectiveness of the contact.

Individual Contact with Students via e-mail or phone: There may be times when individual students need to be contacted by the instructor. These contacts might be for the purposes of checking the status of the student in the institution, reminding the student of responsibilities, asking the student questions about the material, or increasing the role of an individual educator in the academic lives of a student. This type of contact is effective because it enhances the one-on-one interaction between student and instructor. And Chickering and Gamson's "Seven Principles for Good Practice in Undergraduate Education" indicate that this is a primary element in success. Although this type of contact may be regular and periodic, it happens more often on an *ad hoc* basis.

Leading Threaded Discussions: This type of interaction is very much like "Moderating a Bulletin Board," described above. However, leading a threaded discussion is initiated by the instructor and more directly moderated, directing the messages in the threads toward specific learning objectives. This kind of interaction is effective because it directly links the subject matter of the class with the individual students in the class. Usually there are time limits to these discussions, so the responses should be timely and regular, within those time constraints.

Creating and Moderating Virtual Small Groups: Instructors can intentionally create virtual small groups in an online class. Once these groups are created, the instructor can moderate the work and the discussions among the students. This type of interaction combines the general communal elements of Moderating a Bulletin Board and Leading Threaded Discussions (both described above) in a small groups setting where mutual interdependence can be fostered. Thus the contact is effective in creating a sense of social cohesiveness as well as creating a community within which the deepening the understanding of the subject matter can happen. Usually there are time limits and deadlines for group work, so the presence of the instructor should be timely and regular, within those time constraints.

Feedback on Student Work: Instructors are responsible for verifying the participation of the students in the class as well as monitoring their performance status. When faculty give students feedback on their work, this type of contact is effective because it allows the student opportunities to adjust their performance and adjust their understandings or misunderstandings of the material. As in the on-ground classroom, this

contact is crucial in the learning process. The timing of this feedback is at the discretion of the instructor and dependent on the type of learning that is being achieved. But timely appropriate feedback is essential. Computer generated exams can provide immediate feedback. Feedback on written work will not be instantaneous, but students should be made aware of the parameters of the feedback. The feedback can consist of written, aural, or video material.

__Posting Prepared Instructional Material: In an on-ground class, much of the contact between instructors and students is the instructor presenting material to the class, in the form of lectures or handouts or other prepared instructional material. In an online class too, this is one mode of effective contact between the instructor and the student. These materials, combined with publisher produced material or material found on the Internet, create the functional equivalent of the content of the class. The timing of posting these materials is a function of the schedule of the course and should be regular within the parameters of the rhythm of the course.

__Facilitating Student to Student Contact: This contact can be synchronous or asynchronous, in person or mediated through technology, individual or group, and highly moderated or lightly moderated. But instructors may facilitate conversations between students. Instead of the effective regular contact being between instructor and student, in this case the effective regular contact involves interaction between learners. As with on-ground classes, this type of communication is very effective in providing opportunities for students to bond with the material and with members of their class. The timing of this interaction is a function of the schedule of the course and should be regular within the parameters of the rhythm of the course.

__Other: _____

B. Higher Education Opportunity Act of 2008

In the summer of 2008, the Congress passed legislation that includes language with implication for online classes. The implementation of this law is being taken seriously by accrediting agencies. The key issue is knowing that the student who is doing the work in an online class is the student who is getting credit for doing the work in the online class. Although the language of the conference committee that drafted the compromise legislation is clear that using an authentication system with a student login, such as Blackboard, is sufficient to meet the spirit and letter of the law, this checklist below is an opportunity for faculty to reflect on other ways to ensure that the students who are getting credit for a class are, indeed, the students who are doing the work in the class. The statewide Academic Senate has published articles warning of interpreting the law too narrowly at the same time that faculty can embrace the opportunity to reflect on the pedagogy (andragogy) of online learning.

To document how our online professors ensure that the students getting credit for online classes are the students who are doing the work, please check all of the boxes that apply. And if your methods are not listed, please describe them in the comment box at the end of the list.

- Password secured (college and/or district controlled) Course Management Systems (e.g. Blackboard)
- Internal, instructor controlled password protection for exams
- Techniques to limit cheating on exams (i.e. randomized questions, multiple questions from pools, time limits on exams, limited availability of exams...)
- Extensive writing tasks throughout the semester
- Revision of writing tasks throughout the semester
- "Plagiarism training" for students
- "Plagiarism certificate" for students
- "Ethics training" for students
- "Ethics certificate" for students
- Requiring students to use Turnitin
- Informal checking for plagiarism

Other: _____

C. FERPA

"FERPA" is the acronym for the "Family Educational Rights and Privacy Act" of 1974. (Sometimes this is called the "Buckley Amendment.") FERPA requires that educational records be treated in a very specific way to ensure the privacy of students and their records. SBVC's policy regarding FERPA is included in the College Catalog and can be accessed online at SBVC's website.

What are the specific implications of FERPA for online faculty?

Notifying students of their grades via e-mail is a violation of FERPA. Confidentiality is not guaranteed by this means of communication. Further, the posting of grades in any public space on the internet (using the student's name, student number, or social security number) is also prohibited.

Online instructors should only use the Course Management System provided by the District (i.e. Blackboard) to post student grades. This is a password-protected site and is not a violation of FERPA. Final grades should be recorded using the college's protocols for online submission of grades.

Online instructors need to be aware of the students' rights to privacy regarding their educational records.

 I am aware of FERPA regulations and I do not send grades to students via e-mail

D. ADA /508

"Title 5, section 55200. Definition and Application. Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the American with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended."

As you can see, Title 5 is clear that online classes must fulfill the requirements of the Americans with Disability Act and section 508 of the Rehabilitation Act of 1973 (often abbreviated as "ADA" and "508"). These requirements deal with things such as media, format, alternate descriptions, color, tables, html code, and image maps.

The University of Central Florida has a nice resource for online faculty dealing with ADA and 508 compliance.

<http://teach.ucf.edu/pedagogy/accessibility/>

In addition, WebAim has created a checklist to see if your online classes are compliant.

<http://webaim.org/standards/508/checklist>

If you have questions or concerns about your online class meeting requirements for students with disabilities, please contact Ana Bojorquez, SBVC's Assistive Technology Specialist. (909-384-8543 or abojorqu@valleycollege.edu)

- When I include images, I include alternative text or descriptions.
- I don't use images.
- When I use color, that color is not used to convey meaning.
- I don't use color.
- When I use tables, I include row and column headers
- I don't use tables.
- When I use audio files for instructional material, I include transcripts.
- I don't use audio files.
- When I use videos with audio, the audio is captioned.
- I don't use videos with audio.
- I know who to contact on campus to ask questions about ADA and 508 __compliance.
- I don't know who to contact on campus to ask questions about ADA and 508 compliance.

E. Intellectual Property

The District's policy and procedures regarding intellectual property can be found at these links:

Board Policy 3710:

http://www.sbccd.org/%7E/media/Files/SBCCD/District/Board/Board%20Policies/3000/3710_Intellectual%20Property%20Rights.ashx

Administrative Procedure 3710:

http://www.sbccd.org/%7E/media/Files/SBCCD/District/Board/Board%20Procedures/3000/3710_AP.ashx

The Administrative Procedure clearly articulates the rights and responsibilities of the faculty, the district, as well as staff and students. In terms of online faculty, the policy and procedure are clear. Faculty "own" and control the intellectual property created for any course except when the District provides that faculty member "substantial use of district resources" to create something. When requested, the District is responsible for obtaining a written agreement specifying ownership and control rights between the faculty and the District.

____ I was aware of the District's Intellectual Property policy before reading this

____ I was not aware of the District's Intellectual Property policy before reading this

F. Copyright/the TEACH Act

The TEACH Act was passed in 2002 to balance the perspectives of copyright owners and content users in an era where distance education was growing exponentially. Here is a summary of the TEACH act from the Copyright Clearance Center (<http://www.copyright.com/Services/copyrighthoncampus/basics/teach.html>)

TEACH Requirements

In exchange for unprecedented access to copyright-protected material for distance education, TEACH requires that the academic institution meet specific requirements for copyright compliance and education. For the full list of requirements, refer to the TEACH Act at www.copyright.gov/legislation/archive/.

In order for the use of copyrighted materials in distance education to qualify for the TEACH exemptions, the following criteria must be met:

The institution must be an accredited, non-profit educational institution.

The use must be part of mediated instructional activities.

The use must be limited to a specific number of students enrolled in a specific class.

The use must either be for 'live' or asynchronous class sessions.

The use must not include the transmission of textbook materials, materials "typically purchased or acquired by students," or works developed specifically for online uses.

Only "reasonable and limited portions," such as might be performed or displayed during a typical live classroom session, may be used.

The institution must have developed and publicized its copyright policies, specifically informing students that course content may be covered by copyright, and include a notice of copyright on the online materials.

The institution must implement some technological measures to ensure compliance with these policies, beyond merely assigning a password. Ensuring compliance through technological means may include user and location authentication through Internet Protocol (IP) checking, content timeouts, print-disabling, cut & paste disabling, etc.

What TEACH Does Not Allow

The new exemptions under TEACH specifically *do not* extend to:

Electronic reserves, coursepacks (electronic or paper) or interlibrary loan (ILL).

Commercial document delivery.

Textbooks or other digital content provided under license from the author, publisher, aggregator or other entity.

Conversion of materials from analog to digital formats, except when the converted material is used solely for authorized transmissions and when a digital version of a work is unavailable or protected by technological measures.

____ I was aware of the TEACH Act before reading this

____ I was not aware of the TEACH Act before reading this

G. District's Computer Use Policy

The District's Computer and Network use policy is found at:
http://www.sbccd.org/%7E/media/Files/SBCCD/District/Board/Board%20Policies/3000/3720__Computer%20Use%20Policy.ashx

The District's Administrative Procedure for computer and network use is found at:
http://www.sbccd.org/%7E/media/Files/SBCCD/District/Board/Board%20Procedures/3000/3720__AP.ashx

____ I was aware of the District's Computer Use policy before reading this
____ I was not aware of the District's Computer Use policy before reading this

III. "Best Practices"--Online Course Checklist

CSU Chico created a rubric for evaluating online instruction. Initially, this evaluation is a self-evaluation. A faculty member teaching online classes can use this checklist as a tool to ensure that the online class is meeting the high standards set by the rubric. Not every element will apply to every online class. But this checklist is one element in the process of reflecting about high quality online instruction. Next to each item, rate yourself on a scale of 1-10, with 10 being the highest quality. If an item is not applicable to your discipline or your method of online teaching, place "NA" next to the item.

Online Organization and Design

- A. Course is well organized and easy to navigate. Students can clearly understand all components and structure of the course.
- B. Course syllabus identifies and clearly delineates the role the online environment will play in the total course.
- C. Aesthetic design presents and communicates course information clearly throughout the course.
- D. All web pages are visually and functionally consistent throughout the course.
- E. Accessibility issues are addressed throughout the course.

Instructional Design and Delivery

- A. Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.
- B. Course goals are clearly defined and aligned to learning objectives.
- C. Learning objectives are identified and learning activities are clearly integrated.
- D. Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning.
- E. Course provides multiple activities that help students develop critical thinking and problem-solving skills.

Learner Support and Resources

A. Course contains extensive information about being an online learner and links to campus resources.

B. Course provides a variety of course-specific resources, contact information for instructor, department and program.

C. Course offers access to a wide range of resources supporting course content.

Assessment & Evaluation of Student Learning

A. Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.

B. Learning objectives, instructional and assessment activities are closely aligned.

C. Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills.

D. Regular feedback about student performance is provided in a timely manner throughout the course.

E. Students' self-assessments and peer feedback opportunities exist throughout the course.

Innovative Teaching with Technology

A. Course uses a variety of technology tools to appropriately facilitate communication and learning.

B. New teaching methods are applied and innovatively enhance student learning, and interactively engage students.

C. A variety of multimedia elements and/or learning objects are used and are relevant to student learning throughout the course.

D. Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course

Faculty Use of Student Feedback

A. Instructor offers multiple opportunities for students to give feedback on course content.

B. Instructor offers multiple opportunities for students to give feedback on ease of online technology in course.

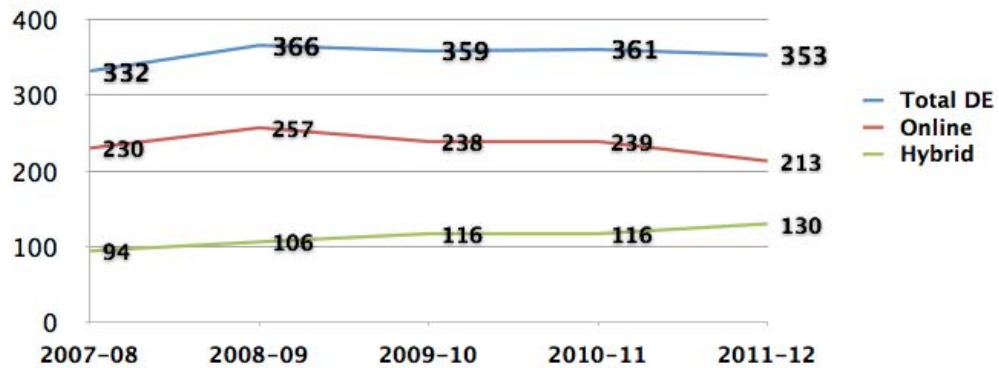
C. Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.

Appendix L

**Selections from the March 9, 2013 SBCCCD
Board Study Session on Online Learning**

Number of SBVC DE Section Offerings

Although the total DE section count declined in recent years, the reduction was concentrated in Online courses. The hybrid section count increased.

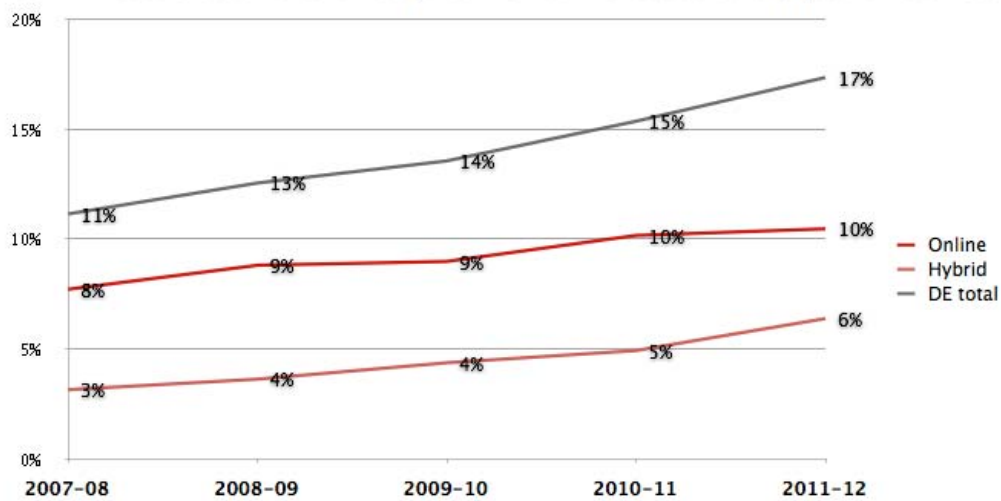


26

This shows a period of stability, not exponential growth, during the height of the California budget crisis.

Percent of SBVC DE Section Offerings

Percent of DE sections offered through SBVC has increased every year since 2007.

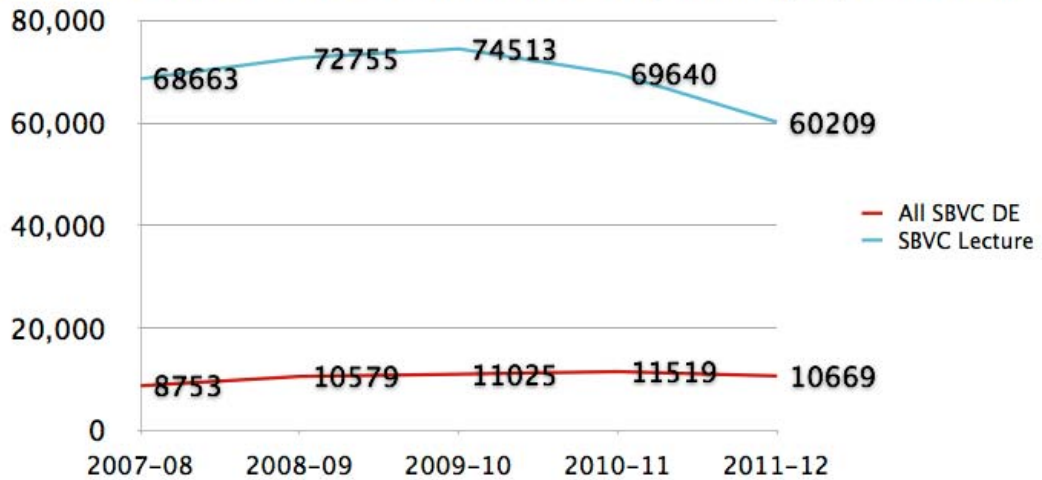


27

Although the number of sections for the college decreased during the height of the budget crisis in California, the percentage of DE offerings has increased.

Enrollment in SBVC DE Sections

Enrollment in lecture courses was 2009-10; the high point for DE

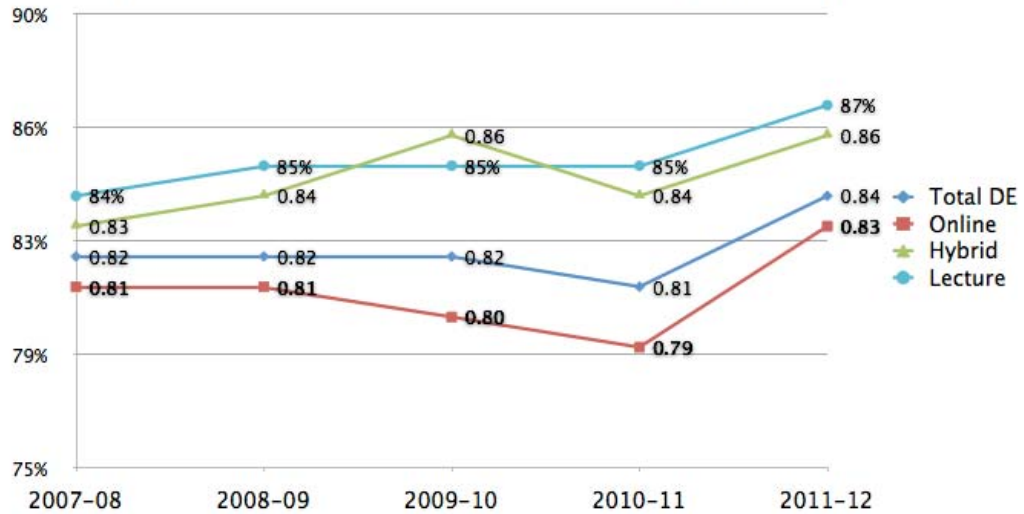


28

Enrollments at the college have decreased because fewer sections were offered. However, DE enrollment is relatively stable, in part because fewer DE sections were cut than on ground sections

SBVC Course Completion Rates

rates for all courses increased between 2010-11 and 2011-12, but online cou

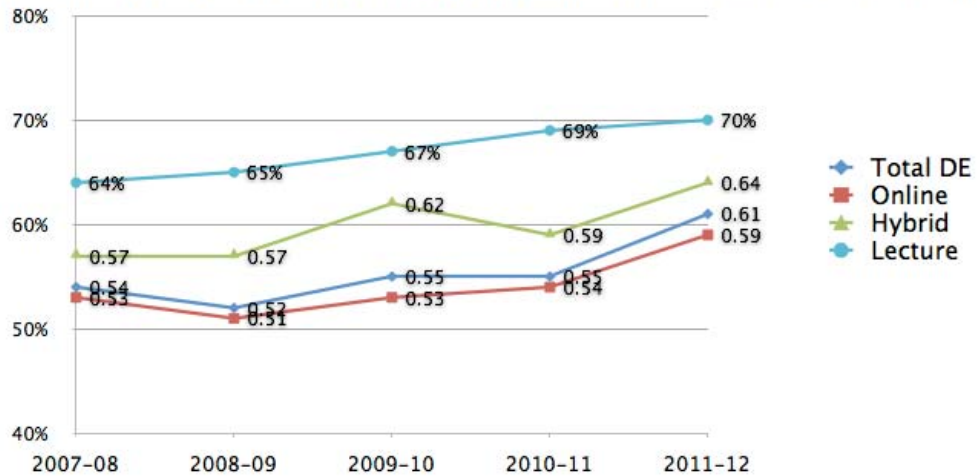


29

DE completion rates are 3% lower than on campus lecture sections. There is a state-wide and even national disparity between DE and non-DE completion rates. There is nothing out the ordinary with SBVC's numbers.

SBVC DE Course Success Rates

Success rates has trended up over the last five years, more so for DE courses (near

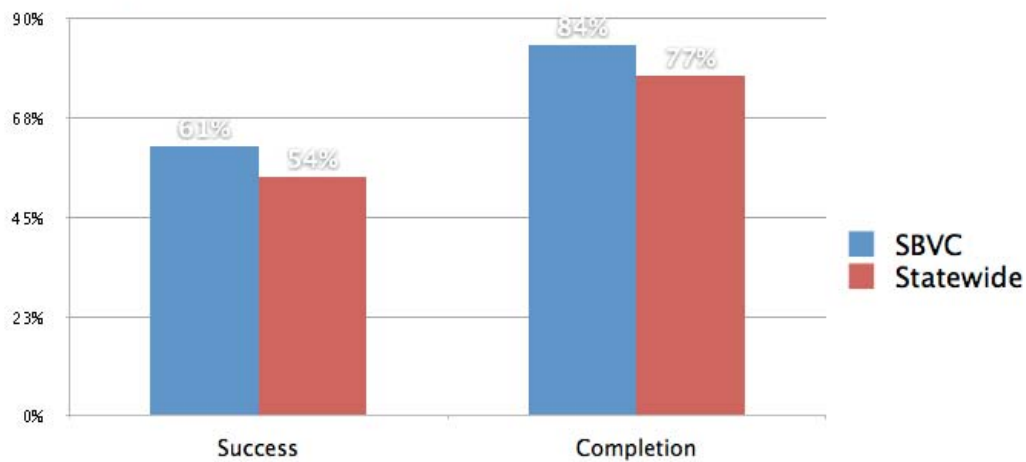


30

DE success rates are 9% lower than on campus lecture sections. There is a state-wide and even national disparity between DE and non-DE success rates. There is nothing out the ordinary with SBVC's numbers.

Comparison to Statewide Averages

2 SBVC had higher DE course success and completion rates than the DE transfer co



31

SBVC had higher DE course success and completion rates (when comparing DE transfer courses) than the state average.

Appendix M

**Section 5.3 and 5.3.1 of the ACCJC Substantive
Change Manual, July, 2013**

Elements for Inclusion in Selected Substantive Changes

5.3 New Instructional Delivery Mode

5.3.1 Considerations for Distance Education Programs

Section 5 of the ACCJC’s Substantive Change Manual (July, 2013) lists the “Elements for Inclusion in Selected Substantive Changes.” Sections 5.3 and 5.3.1 specifically deal with new delivery modes and distance education. Although most of the items in section 5.3 and 5.3.1 were addressed in the narrative of this Substantive Change Proposal, SBVC’s Online Program Committee thought it prudent to include an appendix to clearly indicate where those items were addressed. In addition, some items are “not applicable” to SBVC’s situation. That is indicated here as well.

Elements for Inclusion in Selected Substantive Changes

5.3 New Instructional Delivery Mode

1. A list of programs, degrees and certificates offered in the new delivery mode

Addressed specifically in section A. 1., page 8.

2. Description of the analysis undertaken to determine need for the new instructional delivery mode

Addressed specifically in section C. 2., page 17.

3. Most recent program review if change is conversion from face-to-face program to an online program

Not Applicable. There is no conversion from face-to-face to online for any degree or certificate in this proposal. This proposal is merely to identify to ACCJC the degrees and certificates that have met certain thresholds in terms of units that can be satisfied by courses approved for DE delivery.

4. Evidence of student success and achievement data; comparability with face-to-face delivery student success and achievement data

Addressed specifically in Appendix L, page 150.

5. Evidence of official approval by the governing board

Addressed specifically in section E. 3., page 29.

6. Evidence of sufficient fiscal and physical resources to support and sustain the new delivery mode and an analysis of fiscal impact on the institution’s budget

Addressed specifically in section D. 4. and D. 5, pages 24 and 25.

7. Evidence that delivery systems and modes of instruction are designed to, and do in fact, meet student needs

Addressed specifically in sections A. 3 and C. 4, pages 11 and 18.

8. Evidence that student readiness has been addressed

Specifically addressed in section D. 1., page 21.

9. Description of how outcomes of the need will be assessed and evaluated

Specifically addressed in sections D. 7. and D. 8., pages 26 and 27.

10. Description of how effectiveness, including SLOs and assessment of the delivery mode will be evaluated; how the delivery mode will be reviewed compared with other modes of instruction

See Appendix L, page 150. SLOs addressed in B. 1., page 14. Also, in the spring of 2013, the college began a concerted effort to warehouse SLO data in the electronic database “eLumen.” In this conversion process, what was once an incredibly labor intensive project became relatively easy. The comparison of SLO data from DE sections and non-DE sections began as a pilot in the fall of 2013 and is continuing through 2014. By the fall of 2014 a campus-wide comparison of SLO data (DE and non-DE) will be done each semester.

11. Evidence that DE/CE student attendance in courses/programs is monitored

This is not specifically addressed in the narrative of this Substantive Change Proposal. However, a page of the college’s website demonstrates the Online Program Committee’s awareness of the importance and complexity of this issue. [[Link to SBVC website](#)]

12. Evidence of a policy that defines “regular and substantive interaction” (34 C.F.R. § 602.3.)

Specifically addressed in section B. 2., page 14. Also, the Online Program Committee minutes from August, 2011 demonstrate the decision by the committee to see “regular and substantive interaction” as equivalent to Title 5’s requirement of “regular, effective contact.” [[Link to minutes](#)]

13. Evidence of policies that dictate satisfactory progress in DE/CE courses and programs

This is not specifically addressed in the narrative of this Substantive Change Proposal. However, a page of the college’s website demonstrates the Online Program Committee’s awareness of the importance and complexity of this issue. [[Link to SBVC website](#)]

14. Evidence that the college prepares and monitors DE/CE students to be successful

Specifically addressed in section D. 1., page 21. And see **Appendix L**, page 150.

15. Evidence that data has been analyzed for DE/CE and face-to-face students in order to compare student achievement and attainment of expected learning outcomes

Specifically addressed in **Appendix L**, page 150.

16. Evidence that proctored sites for DE/CE examinations are approved

Not Applicable. There are no proctored sites for online classes. Some courses require proctored exams. But those are proctored on campus by the faculty member teaching the course.

17. Evidence that student support services, i.e. counseling, tutoring, etc., are comparable to face-to-face services

Specifically addressed in section D. 1., page 21.

18. Description of faculty support for the mode of delivery

Specifically addressed in section D. 3., page 24.

19. Description of faculty training implementation that includes content, pedagogy, and instructional technology

Specifically addressed in section D. 3., page 24.

20. Plan for equipment acquisition and maintenance

Specifically addressed in sections C. 1., C. 2., and D. 4., pages 17 and 24.

21. Description of how delivery mode is considered in curriculum development process

Specifically addressed in section B. 2., page 14 , and Appendices G and H. pages 113 through 126.

22. Evaluation of marketing efforts and evidence of their integrity

Not Applicable. There is no distinction of a special population for online and hybrid courses. And there is no marketing effort for DE sections, aside from the information about online classes provided on the SBVC website

23. Evaluation of information provided to students regarding the new delivery mode (e.g., equipment requirements; convenient access to help desk)

Specifically addressed in section D. 1., page 21. And see **Appendix E** for the Online Program Committee's plan to evaluate this information, page 93.

24. Description of college accommodations for students in distance learning courses when required to come to campus

When required to come to campus for orientation sessions or proctored exams, students taking online classes are accommodated in traditional classrooms. There are no special facilities dedicated to online students who need to come to campus to fulfill requirements. Hybrid courses are scheduled in rooms just like courses that are completely on campus.

25. Describe laboratories and other performance based instructional environments

Any laboratory or special facility for performance based courses would use on-campus facilities. There are no labs or performance based instructional environments off campus.

26. Evidence of growth projections and planning for sustainability, including student support services, for the next 2–5 years

Specifically addressed in **Appendix E**, the Online Learning Plan of the Online Program Committee, page 93.

27. Organizational chart showing management structure for the new delivery mode

Not Applicable. The existence of distance education offerings permeates the campus. All divisions on campus have online and/or hybrid classes. So the management of the classes and programs is subsumed in the management structure of the divisions. See section D.2., page 23, for a description of the roles of various committees in the oversight of DE offerings.

28. Adherence to state authorization regulations if appropriate

The U.S. Department of Education released new regulations regarding distance education in October, 2010. One of the new regulations focuses on the need for institutions offering distance education to acquire authorization from any state where the institution has currently enrolled students. Although vacated by court order, the regulation is likely to be reinstated. Furthermore, accreditation standards require that SBVC obey all state laws regarding state authorization if an SBVC online student resides in another state. As the details and interpretation regarding the federal regulation continue to be clarified, San Bernardino Valley College (SBVC) has initiated a processes for identifying relevant students and, when necessary, gaining authorization from other states.

One major reason for authorization laws is the protection of the student. SBVC clearly recognizes this and includes a page on its website that gives students information about complaint resolution. [[Link to SBVC website](#)]

Further, SBVC's Online Program Committee has a plan to address the complex and even daunting issue of State Authorization:

1. Create web page on the SBVC website identifying issue to out of state students and giving them information about filing complaints from their state of residency.
2. Fall, 2012: create a process for identifying non-resident students taking online classes and actually, physically residing in another state. A record of that process for three semesters is included here.

Fall, 2012: 5 non-resident students who provided home addresses in another state. List provided by the District's TESS office. None of those students were enrolled only in online classes; they were enrolled in classes that met physically on SBVC's campus. Confirmed by SBVC's Admissions and Records Office.

Spring, 2013: 5 non-resident students who provided home addresses in another state. List provided by the District's TESS office. None of those students were enrolled only in online classes; they were enrolled in classes that met physically on SBVC's campus. Confirmed by e-mail to students and by administrative co-chair of the Online Program Committee.

Fall, 2013: 7 non-resident students who provided home addresses in another state. List provided by the District's TESS office. None of those students were enrolled only in online classes; they were enrolled in classes that met physically on SBVC's campus. Confirmed by faculty co-chair of the Online Program Committee.

3. Spring, 2013: create a process for identifying the triggers for state authorization in the specific states where SBVC online students reside. [[Link to SHEEO list of triggers](#)]
4. Spring, 2013: create the processes necessary for the office of the Vice President of Instruction to apply for authorization, waivers, or notification; create the process necessary to document for ACCJC the activities surrounding state authorization. Identify non-resident students taking online classes and actually, physically residing in another state; Identify states and triggers; Update SBVC web site with this information, thus creating an open, transparent record of compliance that constitutes evidence for ACCJC; Communicate with the Vice President of Instruction with a recommendation about how to proceed for necessary state authorizations.
5. Fall, 2013--present: monitor the process every semester; monitor the changes in federal regulation; monitor the interpretations of the federal regulations.

5.3.1 Considerations for Distance Education Programs

Growth Projections

- Recent history (2-5 year span) of distance learning on the campus
- Increase in the number of courses offered online

- Increase in the number of faculty teaching online courses
- Increase in the number of students taking online courses

See Appendix L, page 150, for the information covering the last several years of DE offerings at SBVC. Any future growth or contraction of DE offerings will occur as a natural function of the college attempting to achieve its mission. See section A. 2., page 10.

Increasing Expectations

Institutional processes that impact student access and completion of online programs:

- Admissions -- Available to all students online
- Orientation -- Available to all students online
- Registration -- Available to all students online
- Advising -- Available to all students online
- Financial aid -- Available to all students online
- Course delivery -- Available to all students online
- Communication with students -- Available to all students online and via e-mail
- Tutoring services -- Available to all students online in some subjects
- Graduation applications -- Available to all students online
- Transcript requests -- Available to all students online
- Student survey collection and analysis -- Online Student Satisfaction Survey conducted every spring for students taking online and hybrid classes

Student Success/Student Achievement Data

- Class size
Class size for DE sections is the same as face-to-face sections.
- Student retention and withdrawal rates/data
See Appendix L, page 150.
- Student course completion rates/data
See Appendix L, page 150.
- Online pass rate compared with face-to-face pass rate
See Appendix L, page, 150.
- Student learning outcomes data and assessment
Addressed in B. 1., page 14. Also, in the spring of 2013, the college began a concerted effort to warehouse SLO data in the electronic database “eLumen.” In this conversion process, what was once an incredibly labor intensive project became relatively easy. The comparison of SLO data from DE sections and non-DE sections began as a pilot in the fall of 2013 and is continuing through 2014. By the fall of 2014 a campus-wide comparison of SLO data (DE and non-DE) will be done each semester.
- Use of student data collection and analysis for improvement
See Appendix L, page 150.

Quality Assurances

- Academic integrity; course content between online and face-to-face courses
See section B.2., page 14.
- Faculty online teaching capability
See section D.2., page 23.
- Student capability for online instruction
See section D.1., page 21.
- Faculty and student support services
See section D.1, page 21 and section D. 3., page 24.
- Faculty and student learning assessment systems
See section D. 4., page 24.
- Integration with institutional mission
See section A.2., page 10.
- Student authentication
Section G, Standard II. A., page 39.
- Faculty resources
See section D.3., page 24.
- Technical support
See section D.1., page 21.
- Evaluation of faculty, course and program effectiveness and quality
See section D.2., page 21. See Appendix E., page 93.