SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

CURRICULUM COMMITTEE ▮ AGENDA

Wednesday, March 1, 2017 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, *Chair*	Maral Hyeler	Emin Menachekanian	Redelia Shaw
Jennifer Merlic, *Vice Chair*	Sasha King	Estela Narrie	David Shirinyan
Eve Adler	William Konya	James Pacchioli	Mark Tomasic
Brenda Antrim (non-voting)	Jing Liu	Adrian Restrepo (AS)	Odemaris Valdivia
Christina Gabler	Emily Lodmer	Elaine Roque	Audra Wells
Saori Gurung (AS)	Georgia Lorenz	Gita Runkle	Joshua Withers

Interested Parties:

Maria Bonin	Vicki Drake	Steven Myrow	Estela Ruezga
Patricia Burson	Kiersten Elliott	Stacy Neal	Linda Sinclair
Dione Carter	Pete Morris	Patricia Ramos	Esau Tovar
			Julie Yarrish

Ex-Officio Members:

Fran Chandler   Terrance Ware Jr. (AS)

A G E N D A

(Items for information are listed numerically; items for action are listed alphabetically)

I.   Call to order
II.   Public Comments*
III. Approval of Minutes..3
IV.   Chair's report:

V.   Information Items:
      (Course Updates)
      1. CIS 30 Microsoft Excel
      2. CIS 40 InDesign
      3. CS 80 Internet Programming
      4. ECE 2 Principles and Practices of Teaching Young Children
      5. ECE 19 Teaching in a Diverse Society
      6. ECE 22 Practicum in Early Childhood Education
      7. ECE 64 Health, Safety, and Nutrition for Young Children

VI.   Action Items
      (Consent Agenda)
      a. CHEM 19 added as an elective option to List A in Kinesiology AA-T
      b. ECE 4 Language and Literature for the Young Child (course update and removal of prerequisites: ECE 2, PSYCH 11; addition of PSYCH 11 as a skills advisory)
      c. ECE 5 Math and Science for the Young Child (course update and removal of prerequisites: ECE 2, PSYCH 11; addition of PSYCH 11 as a skills advisory)
      d. ECE 8 Creative Experiences – Art, Music, and Movement (course update and removal of prerequisites: ECE 2, PSYCH 11; addition of PSYCH 11 as a skills advisory)
      e. ECE 9 Introduction to School-Age Child Care (course update and removal of PSYCH 11 from prerequisites and addition of PSYCH 11 as a skills advisory)
      f. ECE 41 Administration 1: Programs in Early Childhood Education (removal of prerequisites: ECE 2, ECE 11, ECE 22, PSYCH 11)

*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.

g.   ECE 46 Infant and Toddler Development (course update and removal of PSYCH 11 from prerequisites and addition of PSYCH 11 as a skills advisory)
h.   ET 21A Character Design (change in instructional hours from 2 lecture, 1 lab, 2 arranged to 2 lecture, 2 lab, 1 arranged; no change in units)
i.   ET 21B Environment Design (change in instructional hours from 2 lecture, 1 lab, 2 arranged to 2 lecture, 2 lab, 1 arranged; no change in units)
j.   ET 21C Prop and Vehicle Design (change in instructional hours from 2 lecture, 1 lab, 2 arranged to 2 lecture, 2 lab, 1 arranged; no change in units)
k.   Journalism AS title change to Journalism - Multimedia Storytelling

(Distance Education)

VII.   New Business:
- Forthcoming Requisite Changes
- Catalog Restructuring

VIII.   Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Jennifer Merlic (x. 4616) or Irena Zugic (x. 4403) if you are unable to attend this meeting.

CURRICULUM COMMITTEE ❙ MINUTES

Wednesday, December 7, 2016 ❙ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, *Chair*	Sasha King	Estela Narrie	Odemaris Valdivia
Jennifer Merlic, *Vice Chair*	William Konya	James Pacchioli	Joshua Withers
Eve Adler	Jing Liu	Elaine Roque	
Brenda Antrim (non-voting)	Emily Lodmer	David Shirinyan	
Maral Hyeler	Georgia Lorenz	Mark Tomasic	

Members Absent:

Christina Gabler	Emin Menachekanian	Adrian Restrepo (AS)	Audra Wells
Saori Gurung (AS)	Darryl-Keith Ogata	Gita Runkle	

Others Present:

Fariba Bolandhemat	Dana Nasser	Cesar Rubio	Tammara Whitaker
Matthew Hank	Deborah Perret	Sal Veas	

M I N U T E S

(Items for information are listed numerically; items for action are listed alphabetically)

I.   **Call to order:**
The meeting was called to order at 3:17pm.

II. **Public Comments:**
None.

III. **Approval of Minutes:**
The minutes of November 30, 2016 were approved as presented. (Mark Tomasic and David Shirinyan abstained; Emily Lodmer, Georgia Lorenz, and Elaine Roque not present for vote)

IV. **Chair's report:**
- Guido reported that the Executive Committee of the Academic Senate decided not to put the recently approved noncredit courses on the agenda for approval (with the exception of ECE NC 900). The other courses will likely be placed on the agenda for approval after further discussion of noncredit.

V.   **Information Items:**

(Course Updates)
1. PSYCH 11 Child Growth And Development

VI. **Action Items:**

(Consent Agenda)
a. ESL 20A Advanced Grammar Workshop (removal of prerequisites: ESL 11A and ESL 11B)
b. ESL 20B Advanced Grammar and Editing (title change and removal of prerequisites: ESL 11A and ESL 11B)

Motion made by: David Shirinyan   **Seconded by:** Emily Lodmer
The motion passed unanimously.

3

(New Courses)

    c.   ACCTG 17 Income Tax Preparation (CTEC-Approved) – presented by Cesar Rubio and Sal Veas
       (Approved with title revision and other minor changes)
          Motion made by: Georgia Lorenz   **Seconded by:** Sasha King
          The motion passed unanimously.

    d.   BUS 8 Law for the Entrepreneur – presented by Dana Nasser and Sal Veas
       (Approved with title revision)
          Motion made by: Odemaris Valdivia   **Seconded by:** Elaine Roque
          The motion passed unanimously.

    e.   DANCE 11 Beginning Hip Hop Dance – presented by Mark Tomasic
       (Approved without skills advisory)
          Motion made by: David Shirinyan   **Seconded by:** Emily Lodmer
          The motion passed unanimously.

    f.   DANCE 12 Intermediate Hip Hop Dance – presented by Mark Tomasic
          Motion made by: David Shirinyan   **Seconded by:** Emily Lodmer
       Skills Advisory: DANCE 11
          Motion made by: Elaine Roque   **Seconded by:** David Shirinyan
          The motion passed unanimously.

    g.   KIN PE 12 Olympic-Style Weightlifting – presented by Matthew Hank
       (Approved with a revised course number and minor changes)
          Motion made by: David Shirinyan   **Seconded by:** Mark Tomasic
       Skills advisory: KIN PE 11B or previous experience in weightlifting
          Motion made by: Georgia Lorenz   **Seconded by:** David Shirinyan
          The motion passed unanimously.

    h.   VAR PE 11A In-Season Intercollegiate Strength and Conditioning – presented by Matthew Hank
          Motion made by: Odemaris Valdivia   **Seconded by:** William Konya
          The motion passed unanimously.

    i.   VAR PE 11B Off-Season Intercollegiate Strength and Conditioning – presented by Matthew Hank
          Motion made by: Odemaris Valdivia   **Seconded by:** William Konya
          The motion passed unanimously.

(Course Reinstatement)

    j.   AD JUS 1 Introduction to Administration of Justice – presented by Dana Nasser and Sal Veas
          Motion made by: Odemaris Valdivia   **Seconded by:** James Pacchioli
          The motion passed unanimously. (Georgia Lorenz and Elaine Roque not present for vote)

    k.   AD JUS 2 Concepts of Criminal Law – presented by Dana Nasser and Sal Veas
          Motion made by: Odemaris Valdivia   **Seconded by:** James Pacchioli
          The motion passed unanimously. (Georgia Lorenz and Elaine Roque not present for vote)

(Distance Education)

    l.   COSM 64 Salon Management – presented by Deborah Perret
          Motion made by: David Shirinyan   **Seconded by:** Estela Narrie
          The motion passed unanimously. (Joshua Withers abstained; Georgia Lorenz and Elaine Roque not present for vote)

4

(Program Revisions)

m. Changes to degrees and certificates as a result of courses considered on this agenda
    a. Addition of Business 8 as an elective to Business AS
    b. Addition of Dance 11 and 12 as electives to Dance AA and as electives to Dance Teacher Department Certificate under "World Dance"
    c. Addition of KIN PE 12 as an elective to Athletic Coaching under both "Required Fitness Courses" and "Sports Area: List B"
    d. Addition of KIN PE 12 as an elective to Kinesiology AA-T under "Movement Based courses: Individual Sports"
    e. Addition of VAR PE 11A and 11B as electives to Athletic Coaching AS under "Required Fitness Courses"
       Motion made by: Georgia Lorenz   **Seconded by:** Elaine Roque
       The motion passed unanimously.

(Policy Revisions)

n. AR 5150 Continuing Education – presented by Guido
    Approved with suggested amendments found below

    Add Title 5 § 55151 and § 58164 references to first sentence of 2nd paragraph.

    Strike: Noncredit course and program proposals are developed in collaboration with and with the approval of instructional departments. Proposals for noncredit courses and programs are considered for approval according to Administrative Regulations 5110 and 5111.

    Replace with: Departmental faculty originate and submit proposals for new noncredit courses or programs or for changes to existing noncredit courses or programs via SMC's curriculum management system. Proposals for noncredit courses and programs are considered for approval according to Administrative Regulations 5110 and 5111.

       Motion made by: William Konya   **Seconded by:** Odemaris Valdivia
       The motion passed unanimously.

VII. **Adjournment**
      The meeting adjourned at 5:26pm.

Santa Monica College
Course Update (NON-Substantial Changes)
Expanded Course Outline for CS 80 - Internet Programming

Course Cover	
Discipline	CS-COMPUTER SCIENCE
Course Number	80
Full Course Title	Internet Programming
Catalog Course Description	This course covers the basic technologies used to program Web-based applications. Topics include: HTML5, Cascading Style Sheets (CSS), XML and JavaScript, along with a basic survey of the latest extensions on JS.
Rationale	Emerging technology that is very relevant to the course content should be added. Existing content needs to be updated.
Proposed for Distance Ed	Yes

Course Unit/Hours		
Credit Hours	Min: 3.00	
Weekly Lecture Hours	Min: 3.00 (Sem: 54)	
Total Semester Instructional Hours	54.00	
Load Factor	1.00	
Repeatability	May be repeated 0 time(s)	
Grading Methods	Letter Grade or P/NP	

Transfer/General Ed
Transfers to CSU

Pre/Corequisites & Advisories
Prerequisite CS 3

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Create Web pages using the HTML5.
2. Set the style of Webpages using Cascading Style Sheet (CSS).
3. Design and implement basic client-side and server-side scripts using JavaScript, PHP, Ruby on Rails, ASP, and JavaServer Faces.
4. Create data documents using the Extensible Markup Language (XML).
5. Understand the basic technologies and services of the Internet.
6. Describe, setup, and use Web servers such as Apache and Microsoft Internet Information Services (IIS).
7. Demonstrate basic database manipulation using JQuery and JSON.
8. Describe and use many of today's Web 2.0 Rich Internet Application development methodologies.

Course Content	
10%	Introduction to the Internet; Web browsers
15%	HTML5
10%	Cascading Style Sheets (CSS)
35%	JavaScript, JSON, JQuery
10%	XML
10%	Ajax and Web servers
10%	Database and PHP
Total: 100%	

Methods of Presentation	
Methods	Lecture and Discussion
Other Methods	Lecture and discussion of concepts and technologies for solving Internet-related problems; demonstration of development tools and examples; examination of XHTML and scripts used in the problem solution.

Methods of Evaluation	
Methods	• 40% - Exams/Tests 4 Tests • 40% - Homework 10 Assignments • 20% - Projects • 100% - Total

Appropriate Textbooks
Textbooks such as the following are appropriate:
1. John Duckett. *Web Design with HTML, CSS, Javascript and jQuery*, ed. John Wiley and Sons Inc, 2014, ISBN: 978-1118907443.
2. Harvey M. Deitel and Paul J. Deitel. *Internet & World Wide Web: How to Program*, 5th ed. Prentice Hall, 2012, ISBN: 978-0-13-215100-9.

Assignments
Sample Assignment

Assignment 4:

Part 1: Write a CSS rule that makes all text 1.5 times larger than the base font of the system and colors the text red.

Part 2: Write a CSS rule that places a background image halfway down the page, tiling it horizontally. The image should remain in place when the user scrolls up or down.

Part 3: Write a CSS rule that gives all h1 and h2 elements a padding of 0.5 ems, a dashed border style, and a margin of 0.5 ems.

Part 4: Write a CSS rule that changes the color of all elements containing attribute class="green-Move" to

green and shifts them down 25 pixels and right 15 pixels.

Assignment 7:

7.11 Drivers are concerned with the mileage obtained by their automobiles. One driver has kept track of several tankfuls of gasoline by recording the number of miles driven and the number of gallons used for each tankful. Develop a script that will take as input the miles driven and gallons used (both as integers) for each tankful. The script should calculate and output HTML5 text that displays the number of miles per gallon obtained for each tankful and prints the combined number of miles per gallons obtained for all tankfuls up to this point. Use prompt dialogs to obtain the data from the user.

7.12 Develop a script that will determine whether a department-store customer has exceeded the credit limit on a charge account. For each customer, the following facts are available:

a) Account number

b) Balance at the beginning of the month

c) Total of all items charged by this customer this month

d) Total of all credits applied to this customer's account this month

e) Allowed credit limit

The script should input each of these facts from a prompt dialog as an integer, calculate the new balance (= beginning balance + charges - credits), display the new balance and determine whether the new balance exceeds the customer's credit limit. For customers whose credit limit is exceeded, the script should output HTML5 text that displays the message "Credit limit exceeded."

Student Learning Outcomes
1. Students create Web pages using HTML5 and CSS.
2. Students add interactivity to Web pages using Javascript, JSON and JQuery.

Minimum Qualification	
Minimum Qualifications:	Computer Science (Masters Required)

Distance Ed Distance Education Application	
Delivery Methods	Online/Web-based

Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions	
Student-Instructor Interaction	Students post messages in a threaded discussion each week. Students are required to uniquely address a new question posted every week. Questions and comments are also posted to the threaded discussion. Students may email the instructor on matters that are more related to a specific student than to the class as a whole.
Student-Student Interaction	Students post messages on the threaded discussion every week. Students are encouraged to answer each other's questions. The

	instructor always comments on the correctness and completeness of posted answers.	
Student-Content Interaction	Lectures in the form of animated slides and short videos explain the content being covered, in addition to assigned reading material from the book and other resources each week.	

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Chat Rooms	Once a week there will be a live chat/conference room with a white board.	10%
Discussion Boards	Students post questions, answers and comments weekly or more often.	10%
Online Lecture	Video and slides in addition to written documents and assigned readings from the book are available on a weekly basis.	30%
Exams	Quizzes every other week or more often, two midterms and a final exam.	10%
Written assignments	Programming and written assignments will be required every other week or more often.	25%
Other (describe)	Students will be required to research the web for interface design features as they develop their interactive websites. They must post their findings for everyone in class to review and learn from.	15%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)
Streaming captioned videos will demonstrate basic programming and computer organization concepts. Animated slides will cover the basic topics covered. Selected readings from the textbook will be required and highlighted. An online documents summarizing the weekly topics to be covered will connect students to the learning resources as well as the discussions and assigned work.
Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college?s existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
Any Course Management System (CMS), such as Canvas, should have the needed technological support to deliver the contents of the course. Any basic training on a CMS should be sufficient for an instructor to deliver the course.
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
An online support help-desk is needed to help students will login and access issues.

Tutoring services online.
Links to counseling.
Links to the SMC online Library.

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

The course management system must be Section 508 compliant. All videos, images and text will be delivered using Section 508 compliant methods.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

A unit covering Variables and Data Types:
1. Animated slides covering what a variable is, how to declare it and use it.
2. A captioned video will demo code where a variable is declared then later used to store data, and later to show an output value.
3. A quiz will test the students knowledge of what the data types are, and the correct syntax to use to declare a variable.
4. A document will be under the unit to summarize the data types and their memory usage.
5. A discussion question will require each student to post a message showing how they would declare a variable and use it in a particular real-life application of code.

Assessment Best Practices

5%-**Students work in 2-3 person per group to develop one project** - Project.
29%-**Two midterms with code writing questions will test students ability to write code.** - Exams and tests.
29%-**Final exam tests students' comprehensive knowledge of course content.** - Final Exam.
20%-**Students design, plan and write programming assignments.** - Homework
7%-**Students post answers to discussion questions and post their own and answer others' questions.** - Class Participation.
10%-**Quizzes of T/F, MC questions and short essay question will be conducted weekly or bi-monthly.** - Quizzes

Santa Monica College
DE for EXISTING courses
Expanded Course Outline for POL SC 51 - Political Philosophy

Course Cover	
Discipline	POL SC-POLITICAL SCIENCE
Course Number	51
Full Course Title	Political Philosophy
Cross Listed Course	PHILOS 51
Catalog Course Description	In this inter-disciplinary course students examine fundamental ideas about politics in the writings of major Western philosophers from the ancient to the contemporary period, and use those ideas to consider and debate current political issues. Students may receive credit for either Philosophy 51 or Political Science 51, but not both.
Rationale	Offering this online will better serve all the students who might want to take this course. For example, this is a class taken by students wanting to transfer to UCLA and major in Poli Sci. If a student needs this class, but cannot take it at the times offered (8 am and 9:30 am), she would be able to take it in a way that fits her schedule.
Proposed for Distance Ed	Yes

Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Transfer/General Ed
Transfers to UC Transfers to CSU
IGETC Area:
- IGETC Area 3: Arts and Humanities   3B: Humanities   - IGETC Area 4: Social and Behavioral Sciences   4H: Political Science, Government & Legal Institutions
CSU GE Area:
- CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages   - C2 - Humanities

SMC GE Area:	
Pre/Corequisites & Advisories	
Skills Advisory Eligibility for English 1	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Read, analyze and interpret the writings of classical and modern political theorists in the West.	
2. Understand the theoretical foundations of enduring political questions, and the knowledge claims that underlay political theorizing.	
3. Identify and evaluate the changing roles of Western political theory, and the relation between theory and practice.	
4. Apply analytical and interpretive frameworks to particular theories and concepts.	
5. Write clear, cogent and critical analysis of the contexts, contents and implications of particular political theories, and use those theories to analyze and debate current political issues.	

Course Content	
5%	Introduction to Political Philosophy
30%	Ancient Political Philosophers (e.g., Socrates, Plato, Aristotle)
40%	Modern Political Philosophers (e.g., Hobbes, Locke, Rousseau, Mill, Marx)
25%	Contemporary Political Philosphers (e.g., Nietzche, Arendt, Habermas, Nussbaum, Foucault)
Total: 100%	

Methods of Presentation	
Methods	Group Work Lecture and Discussion Service Learning

Methods of Evaluation	

Methods	• 20% - Exams/Tests
	• 10% - Final exam
	  Essay
	• 20% - Homework
	  Writing Assignments
	• 10% - Other
	  Debates and Presentations
	• 10% - Quizzes
	• 30% - Written assignments
	  Debate Papers
	• 100% - Total

Appropriate Textbooks

Textbooks such as the following are appropriate:
1. Okin, Susan Moller, Satz, Debra. *Women in Western Political Thought*, Reissue ed. Princeton U P, 2013, ISBN: 9780691158341.
2. Cahn, Stephen M. *Classics of Moral and Political Philosophy*, 2nd ed. Oxford U P, 2011, ISBN: 9780199791156.
3. Cahn, Steven M. *Political Philosophy: The Essential Texts*, ed. Oxford U P, 2015, ISBN: 9780190201081.
4. DeLue, Steven M., Dale, Timothy. *Political Thinking, Political Theory and Civil Society*, 3rd ed. Pearson, 2008, ISBN: 9780140444254.
5. Deutsch, Kenneth L., Fornieri, Joseph R. *An Invitation to Political Thought*, 1st ed. Cengage, 2008, ISBN: 9780534545635.
6. Thiele, Leslie. *Thinking Politics: Perspectives In Ancient, Modern, and Postmodern Political Theory*, 2nd ed. Chatham House, 2002, ISBN: 9781889119519.
7. Plato, Cooper, John M., Grube, G. M. A., Trans. *The Trial and Death of Socrates*, 3rd ed. Hackett Publishing, 2001, ISBN: 9780872205543.
8. Cohen, Mitchell, Fermon, Nicole. *Princeton Readings in Political Thought*, 1st ed. Princeton U P, 1996, ISBN: 9780691036892.
9. Sophocles, Fagles, Robert, Knox, Bernard, Trans. *Three Theban Plays: Antigone, Oedipus The King, Oedipus at Colonus*, 1st ed. Penguin Books, 1984, ISBN: 9780140444254.
10. Scrouton, Roger. *The Palgrave MacMillan Dictionary of Political Thought*, 1st ed. Palgrave Macmillan, 2007, ISBN: 9781403989529.

Assignments

Sample Assignment

Debate Question:

Considering the arguments of the philosopher you choose, who should have power in your place, to do what and why is that just? You will argue with Aristotle or Hobbes. If you choose to argue with Aristotle, Hobbes will inform your opposition. If you argue with Hobbes, Aristotle will inform your opposition.

Debate Question:

Considering the arguments of the philosopher you choose, who should have power in your place, to do what and why is that just? You will argue with Mill or Marx. If you choose to argue with Mill, Marx will inform your opposition. If you choose to argue with Marx, Mill will inform your opposition.

Student Learning Outcomes

1. Exhibit, through their behavior and course work, strong academic behaviors as well as a heightened sense of personal efficacy and communal responsibility, evidenced by their timeliness, regular attendance, participation in class activities, adherence to the College Honor Code, and awareness of their opportunities and obligations as political thinkers.

2. Demonstrate through oral and/or written work knowledge of the course content: the

fundamental philosophical claims and political implications contained in the political philosophies of major Western thinkers from the ancient to the contemporary period.

3. Utilize the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions concerning the work of certain political philosophers and the current political implications of their work.

4. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Minimum Qualification

Minimum Qualifications:	Philosophy (Masters Required) Political Science (Masters Required)

Distance Ed
Distance Education Application

Delivery Methods	Online/Web-based

Guidelines and Questions for Curriculum Approval of a Distance Education Course
Student Interactions

Student-Instructor Interaction	Instructor will participate in threaded discussions with students. Instructor will be available via email and in weekly online office hours (live chat) to respond to student questions. A discussion board will be available for students to post general questions and comments about material, course requirements, assignments, and other relevant topics. Both students and instructors will be able to respond to posts.
Student-Student Interaction	Student will be expected to participate in threaded discussions weekly. Participation in these discussions will focus on commenting on the work of classmates. A discussion board will be available for students to post general questions and comments about material, course requirements, assignments, and other relevant topics. Both students and instructor will be able to respond to posts.
Student-Content Interaction	Students will spend 3-4 hours per week on the course, viewing lecture slides and videos, posting to threaded discussions, writing papers, and completing assignments. The instructor will also incorporate online videos, news segments, YouTube clips, and other multimedia tools that will help enrich the course material for students and help deepen their understanding of the material.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Study and/or Review Sessions	Students will evaluate the philosophers' ideas, commenting on strengths, weaknesses, interesting aspects of the philosophies. Students will share their ideas with small groups and the groups will	10%

	share their ideas with the rest of the class. The instructor and other students in the class will comment on the postings.	
Online Lecture	Students will view slide presentations and/or videos that support and emphasize the key concepts from the readings.	20%
Discussion	Students will discuss with each other how to apply key quotations from the texts to evaluate and address political issues or problems	15%
Class Debate	Students will present the arguments from their papers and respond to critiques of those arguments.	5%
Written assignments	Students will write weekly topic sentences, using the philosophies to address the key questions in the class. The instructor will provide feedback on the substance and style of these assignments.	20%
Other (describe)	Students will write at two to three essays, using philosophers studied in that section of the course to make a political argument.	30%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The content of the online version of this course is the same as the on-ground version. The course is organized to cover political philosophers throughout history, beginning with Ancient Greek philosophers and ending with contemporary philosophers. Students read primary texts from each philosopher. Each philosopher constitutes a separate unit in the course. Lectures will be delivered via slides. To assess comprehension of each philosopher, after each philosopher is completed, students will respond to a key question of the course in terms of that philosopher. Instructor will grade responses. Students will write two to three papers, applying and assessing the political philosophies in terms of how they can help students evaluate and address a political problem. Students also will use their papers to debate their responses to the key question in the course.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college?s existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

The instructor will be familiar with the DE platform used by the college, e.g. Canvas. The instructor will know how to post lectures, create discussion boards, and link to online content. The instructor should keep up with advances in DE by taking workshops and utilizing Canvas Central. The instructor will also take the appropriate steps to ensure that the course is ADA compliant

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Students will have access to the Canvas help desk. Links to online counseling, the library, the bookstore, tutoring, and the Wellness Center will be provided.

15

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

The instructor will work with the relevant staff members in DE and DSC to ensure that the course is ADA compliant. This will include captioning graphics, videos, and other necessary materials. Only accessible texts will be used.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Objective: Write clear, cogent and critical analysis of the contexts, contents and implications of particular political theories, and use those theories to analyze and debate current political issues.

Assignment:
1) Read Plato's "Republic" in the Cahn text.
2) Observe the slide lecture for Plato
3) Write and post a short response to the following question: what would Plato argue is a just resolution of the political issue you have chosen and who should have the power to determine that?
4) Respond to the posts of at least two of your classmates.

Assessment Best Practices

20%-**discussion boards** - Students will respond to question posed by the instructor on the discussion boards each week; they will respond to postings made by their classmates
20%-**Short, weekly writing assignments** - students will respond to weekly prompts related to the course material and the key questions of the course
10%-**quizzes** - Students will take regular quizzes on the readings and lectures
40%-**Papers** - Students will write two to three papers in which they use the political philosophies to make an argument about how best to understand and address a political problem.
10%-**debates** - Students will present the arguments from their papers, critique others' arguments, and defend their own arguments from others' critiques.