



Curriculum Committee Agenda

Wednesday, September 4, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Dana Nasser, <i>Chair</i>	Sheila Cordova	Nick Mata	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	Guido Davis Del Piccolo	Emin Menachekanian	Lydia Strong
Brenda Antrim	Gary Huff	Jennifer Merlic	Toni Trives
Garen Baghdasarian	Sasha King	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Jae Lee	Estela Narrie	A.S. Representative
Dione Carter	Jamar London	Lee Pritchard	A.S. Representative

Interested Parties:

Clare Battista	Rachel Demski	Stacy Neal	Esau Tovar
Maria Bonin	Vicki Drake	Patricia Ramos	Tammara Whitaker
Patricia Burson	Kiersten Elliott	Estela Ruezga	A.S. President
Susan Caggiano	Maral Hyeler	Scott Silverman	

Ex-Officio Members:

Nathaniel Donahue

(Information items are listed numerically; action items are listed alphabetically)

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes.....3
- V. Chair’s Report

VI. Information Items

- 1. Representative Training
- 2. Redesign of the Student Experience

(Courses: Non-Substantial Changes)

- 3. DANCE 33A Intermediate Ballet 3A
- 4. DANCE 33B Intermediate Ballet 3B
- 5. DANCE 34A Advanced Ballet 4A
- 6. DANCE 34B Advanced Ballet 4B
- 7. DANCE 43A Intermediate Contemporary Modern Dance 3A
- 8. DANCE 43B Intermediate Contemporary Modern Dance 3B
- 9. DANCE 44A Advanced Contemporary Modern Dance 4A
- 10. DANCE 44B Advanced Contemporary Modern Dance 4B
- 11. BUS 35 Customer Relationship Management

VII. Action Items

(Courses: New)

- a. HEALTH 20 Introduction to Gerontology11
- b. HEALTH 21 Aging and Older Adulthood13
- c. HEALTH 22 Aging and the Life Course.....15

(Courses: Substantial Changes)

- d. ANIM 3A Introduction to 3D Animation (formerly ET 24A; remove advisory ET 11) 17

(Courses: Distance Education)

- e. AD JUS 2 Concepts of Criminal Law 21
- f. ANIM 3A Introduction to 3D Animation 19
- g. LIBR 1 Library Research Methods 27
- h. NUTR 4 Healthy Lifestyle: Food and Fitness 33

(Programs: Revisions)

- i. Changes to degrees and certificates as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

X. Adjournment

Please notify Dana Nasser (x4841) or Jason Beardsley (x8054) if you are unable to attend this meeting.



Curriculum Committee Minutes

Wednesday, May 29, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, <i>Chair</i>	Sheila Cordova	William Konya	Dana Nasser
Jennifer Merlic, <i>Vice Chair</i>	Christina Gabler	Jae Lee	Yvonne Ortega
Eve Adler	Gary Huff	Jing Liu	Lee Pritchard
Wynn (Robert) Armstrong	Maral Hyeler	Estela Narrie	Audra Wells
Jason Beardsley	Sasha King		

Members Absent:

Guido Davis Del Piccolo	Eric Hwang	Lydia Strong	Toni Trives
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Others Present:

Nate Brown	Israel Fonseca	Judith Marasco	Brianna Simmons
Susan Caggiano	Chris Fria	Salvador Santana	Howard Stahl
Rachel Demski	Jennifer Lee	Steven Sedky	Odemaris Valdivida
Brian Eskridge	Walt Louie		

(Information items are listed numerically; action items are listed alphabetically)

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:06 pm. Motion to approve the agenda with the understanding that this includes approving all items listed under the consent agenda (no consent agenda items were pulled for further discussion).

Motion made by: Christina Gabler; **Seconded by:** Sheila Cordova
The motion passed unanimously. *(Sasha King not present for vote)*

II. Public Comments

None

III. Announcements

A special thank you from Dana Nasser, Jennifer Merlic, and the committee to Brenda Antrim. Brenda has been a fantastic Curriculum Chair, helpful, kind, and an incredible resource.

IV. Approval of Minutes

Motion to approve the minutes of the May 1 and May 15 meeting together as a block, with no revisions to either meetings minutes.

Motion made by: Sheila Cordova; **Seconded by:** William Konya
The motion passed unanimously.

V. Chair’s Report

All courses and programs from the 5/15 Curriculum meeting passed at Senate 5/28. The Senate will meet for a special session on Tuesday, June 4, from 11:10 to 11:50 (between finals in that classroom), specifically to address curriculum from today’s meeting.

Special thanks for their service to Wynn Armstrong, Christina Gabler, William Konya, and Jing Liu, who will be stepping down from the committee as their terms end, and warm thanks to Audra Wells who will be continuing on for another three years.

Special thanks also to Jenny Merlic, who will be turning Vice Chair duties over to Jason Beardsley next year, and a preemptive welcome to Dana Nasser, who has shadowed me this year and will be stepping in as Curriculum Chair next year.

VI. Information Items

1. Redesign of the Student Experience
Reminder of final program mapping day on Friday, May 31
(Consent Agenda)
2. COSM 10A Related Science 1A
3. COSM 10B Related Science 1B
4. COSM 11A Hair Cutting 1
5. COSM 11B Hair Styling 1
6. COSM 11C Hair Coloring 1
7. COSM 11D Permanent Wave 1
8. COSM 11E Curly Hair Techniques 1
9. COSM 16 Nail Care 1
10. COSM 18 Skin Care 1
11. COSM 20 Related Science 2
12. COSM 21A Hair Cutting 2
13. COSM 21B Hair Styling 2
14. COSM 21C Hair Coloring 2
15. COSM 21D Permanent Waving 2
16. COSM 21E Curly Hair Techniques 2
17. COSM 28B Skin Care 2B
18. COSM 30 Related Science 3
19. COSM 31A Hair Cutting 3
20. COSM 31B Hair Styling 3
21. COSM 31C Hair Coloring 3
22. COSM 31E Curly Hair Techniques 3
23. COSM 38 Skin Care 3
24. COSM 40 Related Science 4
25. COSM 41B Hair Styling 4
26. COSM 42 Men's Hair Styling
27. COSM 50A Related Science 5
28. DANCE 21A Beginning Asian Pacific Dance
29. ECE 11 Child, Family and Community
30. MEDIA 19 Broadcasting Workshop
31. POST 1 Digital Media Workflow Management
32. POST 2 Digital Audio Fundamentals
33. POST 20 Digital Audio Editing
34. POST 22 Digital Music Production
35. 2D Animation Department Certificate
36. 3D Animation Department Certificate
37. 3D Modeling Department Certificate
38. 3D Rendering Department Certificate
39. African and Middle Eastern Studies Department Certificate
40. Asian Studies Department Certificate
41. Business Entrepreneurship Department Certificate
42. Business International Department Certificate

43. Business Logistics and Supply Chain Management Department Certificate
44. Business Management Department Certificate
45. Business Marketing Department Certificate
46. Business: Sales and Promotion Department Certificate
47. Dance Teacher (Pre K-Grade 5) Department Certificate
48. Digital Effects Department Certificate
49. Digital Publishing Department Certificate
50. Esthetician Department Certificate
51. Game Development Department Certificate
52. Information Systems Management Department Certificate
53. Latin American Studies Department Certificate
54. Mobile Apps Development – Android Department Certificate
55. Mobile Apps Development – iPhone Department Certificate
56. Nail Care Department Certificate
57. Networking Department Certificate
58. Salon Business Department Certificate
59. Small Business Tax Practice Department Certificate
60. User Experience Design Department Certificate
61. Visual Development Department Certificate
62. Web Design Department Certificate
63. Website Creator Department Certificate
64. Website Development Management Department Certificate
65. Women's, Gender, and Sexuality Studies Associate in Arts Degree

VII. Action Items

(Courses: New)

- a. DANCE 21B Intermediate Asian Pacific Dance (Skills Advisory: DANCE 21A)
Motion to approve DANCE 21B and skills advisory as a block with minor revisions
Motion made by: Christina Gabler ; **Seconded by:** Maral Hyeler
The motion passed unanimously.
- b. DANCE 26A Beginning Salsa Dance
Motion to approve DANCE 26A with minor revisions
Motion made by: Christina Gabler; **Seconded by:** Maral Hyeler
The motion passed unanimously.
- c. HEALTH 81 Fundamental Skills for Health Care Professionals
Motion to approve HEALTH 81 with minor revisions
Motion made by: Audra Wells; **Seconded by:** Dana Nasser
The motion passed unanimously.
- d. HEALTH 84 Applied Skills for Health Care Professionals (Corequisite: HEALTH 84L)
Motion to approve HEALTH 84 with minor revisions
Motion made by: Audra Wells; **Seconded by:** Dana Nasser
The motion passed unanimously.

Motion to approve HEALTH 84 corequisite HEALTH 84L with no revisions
Motion made by: Maral Hyeler; **Seconded by:** Estela Narrie
The motion passed unanimously.
- e. HEALTH 84L Applied Skills for Health Care Professionals Lab (Corequisite: HEALTH 84)
Motion to approve HEALTH 84L with minor revisions
Motion made by: Audra Wells; **Seconded by:** Dana Nasser

The motion passed unanimously.

Motion to approve HEALTH 84L corequisite HEALTH 84 with no revisions

Motion made by: Maral Hyeler; **Seconded by:** Estela Narrie

The motion passed unanimously.

- f. KIN PE 35A Beginning Wushu/Kung Fu
Motion to approve KIN PE 35A with minor revisions
Motion made by: Gary Huff; **Seconded by:** Maral Hyeler
The motion passed unanimously.
- g. KIN PE 35B Intermediate Wushu/Kung Fu
Motion to approve KIN PE 35B with minor revisions
Motion made by: Gary Huff; **Seconded by:** Maral Hyeler
The motion passed unanimously.
- h. KIN PE 45D Competitive Softball
Motion to approve KIN PE 45D with minor revisions
Motion made by: Gary Huff; **Seconded by:** Maral Hyeler
The motion passed unanimously.
- i. KIN PE 50B Intermediate Water Polo
Motion to approve KIN PE 50B with minor revisions
Motion made by: Gary Huff; **Seconded by:** Maral Hyeler
The motion passed unanimously.
- j. KIN PE 50D Competitive Water Polo
Motion to approve KIN PE 50D with minor revisions
Motion made by: Gary Huff; **Seconded by:** Maral Hyeler
The motion passed unanimously.
- k. KOREAN 9 Korean Civilization and Literature (Skills Advisory: ~~ENGL-21B~~ Eligibility for English 1)
Motion to approve KOREAN 9 with minor revisions
Motion made by: Audra Wells; **Seconded by:** Eve Adler
The motion passed unanimously.

Motion to approve KOREAN 9 with change of skills advisory to: Eligibility for English 1;
Department to provide a revised skills advisory sheet post-meeting
Motion made by: Sasha King; **Seconded by:** Estela Narrie
The motion passed unanimously.
- l. RES TH 2L Applied Respiratory Fundamentals Laboratory (Corequisite: RES TH 2)
Motion to approve RES TH 2L with minor revisions; addition of "Laboratory" to end of course name
Motion made by: Sheila Cordova; **Seconded by:** Maral Hyeler
The motion passed unanimously.

Motion to approve RES TH 2L corequisite RES TH 2
Motion made by: Estela Narrie; **Seconded by:** Dana Nasser
The motion passed unanimously.
- m. RES TH 21 Respiratory Care Sciences (Corequisite: RES TH 60)
Motion to approve RES TH 21 with minor revisions

Motion made by: Sheila Cordova; **Seconded by:** Maral Hyeler
The motion passed unanimously.

Motion to approve RES TH 21 corequisite RES TH 60

Motion made by: Estela Narrie; **Seconded by:** Dana Nasser
The motion passed unanimously.

- n. RES TH 21L Respiratory Care Sciences Laboratory (Corequisite: RES TH 60)
Motion to approve RES TH 21L with minor revisions
Motion made by: Sheila Cordova; **Seconded by:** Maral Hyeler
The motion passed unanimously.

Motion to approve RES TH 21L corequisite RES TH 60

Motion made by: Estela Narrie; **Seconded by:** Dana Nasser
The motion passed unanimously.

- o. RES TH 30L Application of Adult Critical Care Monitoring and Diagnostics (Corequisite: RES TH 30)
Motion to approve RES TH 30L with minor revisions; addition of “Laboratory” to end of course name
Motion made by: Sheila Cordova; **Seconded by:** Maral Hyeler
The motion passed unanimously.

Motion to approve RES TH 30L corequisite RES TH 30

Motion made by: Estela Narrie; **Seconded by:** Dana Nasser
The motion passed unanimously.

(Courses: Substantial Changes)

- p. ANIM 30 Intermediate 3D Animation (Skills Advisory: ANIM 3, changed hours)
Motion to approve changes to ANIM 30 with minor additional revisions
Motion made by: Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously.

- q. ESL 19A English Fundamentals 1 (Prerequisite: ESL 11A, changed hours/units)
Motion to approve changes to ESL 19A with minor additional revisions
Motion made by: William Konya; **Seconded by:** Sasha King
The motion passed unanimously.

Motion to approve ESL 19A prerequisite ESL 11A with minor additional revisions

Motion made by: Estela Narrie; **Seconded by:** Eve Adler
The motion passed unanimously.

- r. ESL 19B English Fundamentals 2 (Prerequisite: ESL 19A, changed hours/units)
Motion to approve changes to ESL 19A with minor additional revisions
Motion made by: William Konya; **Seconded by:** Sasha King
The motion passed unanimously.

Motion to approve ESL 19B prerequisite ESL 19A with minor additional revisions

Motion made by: Estela Narrie; **Seconded by:** Eve Adler
The motion passed unanimously.

- s. DMPOST 3 Digital Video Fundamentals (changed hours; removed Skills Advisory)
Motion to approve changes to POST 3 with minor revisions and change of all POST course names to DMPOST (to stand for “Digital Media Post Production”) due to possible

confusion of POST standing for “Peace Officer Standards and Training”; all prior changes to course names from previous meetings to be brought forth as non-substantial changes at the first meeting of Curriculum committee in the Fall

Motion made by: Maral Hyeler; **Seconded by:** Sheila Cordova

The motion passed unanimously. (*William Konya and Lee Pritchard not present for vote*)

- t. DMPOST 4 Digital Image Fundamentals (changed hours; removed Skills Advisory)
Motion to approve changes to POST 4 with minor revisions and change of all POST course names to DMPOST
Motion made by: Maral Hyeler; **Seconded by:** Sheila Cordova
The motion passed unanimously. (*William Konya and Lee Pritchard not present for vote*)
- u. DMPOST 21 Digital Audio For Games (Skills Advisory: POST 2, changed hours)
Motion to approve changes to POST 21 with minor revisions and change of all POST course names to DMPOST
Motion made by: Maral Hyeler; **Seconded by:** Sheila Cordova
The motion passed unanimously. (*William Konya and Lee Pritchard not present for vote*)
- v. DMPOST 30 Digital Video Editing (Skills Advisory: POST 2, changed hours)
Motion to approve changes to POST 30 with minor revisions and change of all POST course names to DMPOST
Motion made by: Maral Hyeler; **Seconded by:** Sheila Cordova
The motion passed unanimously. (*William Konya and Lee Pritchard not present for vote*)
- w. DMPOST 31 Digital Compositing (Skills Advisory: POST 4, changed hours)
Motion to approve changes to POST 31 with minor revisions and change of all POST course names to DMPOST
Motion made by: Maral Hyeler; **Seconded by:** Sheila Cordova
The motion passed unanimously. (*William Konya and Lee Pritchard not present for vote*)
- x. DMPOST 60 Post-Production Studio (Skills Advisory: POST 24 or 32, changed hours)
Motion to approve changes to POST 60 with minor revisions and change of all POST course names to DMPOST
Motion made by: Maral Hyeler; **Seconded by:** Sheila Cordova
The motion passed unanimously. (*William Konya and Lee Pritchard not present for vote*)
- y. RES TH 2 Respiratory Therapy Fundamentals (changed hours/units)
Motion to approve changes to RES TH 2 with minor additional revisions
Motion made by: Sheila Cordova; **Seconded by:** Maral Hyeler
The motion passed unanimously.
- z. RES TH 30 Adult Critical Care Monitoring and Diagnostics (changed hours/units)
Motion to approve changes to RES TH 30 with minor additional revisions
Motion made by: Sheila Cordova; **Seconded by:** Maral Hyeler
The motion passed unanimously.

(Courses: Distance Education)

- aa. COM ST 21 Argumentation

Motion to approve COM ST 21 distance education component with minor revisions

Motion made by: Dana Nasser ; **Seconded by:** Jae Lee

The motion passed unanimously.

(Courses: Global Citizenship)

- bb. AHIS 17 Arts of Asia—Prehistory to 1900

Motion to approve AHIS 17 Global Citizenship component with minor revisions and change of course name to “Arts of Asia”

Motion made by: Estela Narrie; **Seconded by:** Audra Wells

The motion passed unanimously.

cc. KOREAN 9 Korean Civilization and Literature

Motion to approve KOREAN 9 Global Citizenship component with minor revisions

Motion made by: Gary Huff; **Seconded by:** Sheila Cordova

The motion passed unanimously.

(Programs: New)

dd. Business Information Worker 2 Associate in Science/Certificate of Achievement

Motion to approve Business Information Worker 2 Associate in Science/Certificate of Achievement with no revisions

Motion made by: Dana Nasser; **Seconded by:** William Konya

The motion passed unanimously.

ee. Communications and Media Studies in Spanish Certificate of Achievement

Motion to table Communications and Media Studies in Spanish Certificate of Achievement for consideration at a future meeting due to questions regarding program name, recommended course, and non-CTE narrative

Motion made by: Christina Gabler; **Seconded by:** Estela Narrie

The motion passed unanimously. *(William Konya and Lee Pritchard not present for vote)*

ff. Digital Audio Post-Production Certificate of Achievement

Motion to approve Digital Audio Post-Production Certificate of Achievement with no revisions

Motion made by: Audra Wells; **Seconded by:** Dana Nasser

The motion passed unanimously. *(William Konya and Lee Pritchard not present for vote)*

gg. Digital Media Foundation Certificate of Achievement

Motion to approve Digital Media Foundation Certificate of Achievement with no revisions

Motion made by: Audra Wells; **Seconded by:** Dana Nasser

The motion passed unanimously. *(William Konya and Lee Pritchard not present for vote)*

hh. Digital Video Post-Production Certificate of Achievement

Motion to approve Digital Video Post-Production Certificate of Achievement with no revisions

Motion made by: Audra Wells; **Seconded by:** Dana Nasser

The motion passed unanimously. *(William Konya and Lee Pritchard not present for vote)*

(Programs: Revisions)

ii. African and Middle Eastern Studies Certificate of Achievement

Motion to approve African and Middle Eastern Studies Certificate of Achievement with no additional revisions

Motion made by: Audra Wells; **Seconded by:** Maral Hyeler

The motion passed unanimously. *(William Konya and Lee Pritchard not present for vote)*

jj. Asian Studies Certificate of Achievement

Motion to approve changes to Asian Studies Certificate of Achievement with no additional revisions

Motion made by: Audra Wells; **Seconded by:** Maral Hyeler

The motion passed unanimously. *(William Konya and Lee Pritchard not present for vote)*

- kk. Digital Media Associate in Science
Motion to approve changes to Digital Media Associate in Science with no additional revisions
Motion made by: Audra Wells; **Seconded by:** Dana Nasser
The motion passed unanimously. (*William Konya and Lee Pritchard not present for vote*)

- ll. Entrepreneurship Certificate of Achievement
Motion to approve changes to Entrepreneurship Certificate of Achievement with no additional revisions
Motion made by: Christina Gabler; **Seconded by:** Jason Beardsley
The motion passed unanimously.

- mm. International Business Certificate of Achievement
Motion to approve changes to International Business Certificate of Achievement with no additional revisions
Motion made by: Christina Gabler; **Seconded by:** Jason Beardsley
The motion passed unanimously.

- nn. Latin American Studies Certificate of Achievement
Motion to approve changes to Latin American Studies Certificate of Achievement with no additional revisions
Motion made by: Audra Wells; **Seconded by:** Maral Hyeler
The motion passed unanimously. (*William Konya and Lee Pritchard not present for vote*)

- oo. Marketing Certificate of Achievement
Motion to approve changes to Marketing Certificate of Achievement with no additional revisions
Motion made by: Christina Gabler; **Seconded by:** Jason Beardsley
The motion passed unanimously.

- pp. Website Development Management Certificate of Achievement
Motion to approve changes to Website Development Management Certificate of Achievement with no additional revisions
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously.

- qq. Changes to degrees and certificates as a result of courses considered on this agenda
Motion to approve all changes to programs as a result of this agenda
Motion made by: Estela Narrie; **Seconded by:** Christina Gabler
The motion passed unanimously. (*William Konya, Lee Pritchard, and Audra Wells not present for vote*)

VIII. New Business

None

IX. Old Business

None

X. Adjournment

The meeting was adjourned at 5:23 pm.

Santa Monica College
New Course: HEALTH OCCUPATIONS 20, Introduction to Gerontology

Units	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	April 2019
Proposed Start:	Fall 2019
Transferability:	Transfers to CSU, UC (pending)
IGETC Area:	Area 4G: Interdisciplinary, Social & Behavioral Sciences (pending)
CSU GE Area:	Area D7 - Interdisciplinary Social and Behavioral Science (pending)
SMC GE Area:	Area II-B: Social Science (Group B) (pending)
Degree Applicability:	Credit - Degree Applicable
Grading Methods:	Letter Grade or P/NP
Repeatable:	No
Load Factor:	1.00
Library:	Library has adequate materials to support course Yes
TOP Code:	1309.00 - Gerontology*
SAM Code:	C – Clearly Occupational
Minimum Qualifications:	Health (Master's Required)

Rationale

In Los Angeles County, the number of jobs related to gerontology is expected to increase by 47% over the next five years. More than 6,400 job opportunities will be available annually for this group of occupations through 2021 due to new job growth and replacement needs.

I. Catalog Description

This is an introductory interdisciplinary course on aging. The core content will include the social, psychological, and biological changes associated with aging; ethical, legal and policy issues; and relevant information about programs and services for older adults. Completion of Introduction to Gerontology, Aging and Older Adulthood, and Aging and the Life Course leads to a certificate in Gerontology that will prepare students for entry-level positions and/or continued study at a four-year college or university.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Introduction To Aging: A Positive, Interdisciplinary Approach, 1, Sugar, J., Rieskse, R., Holstege, H., Faber, M., Springer Publishing Company, LLC © 2014, ISBN: 978-0-8261-0880-7;

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Describe the categories of older people: the young old, the aged, and the oldest old, and articulate how their different characteristics uniquely impact society.
2. Describe the physiological, psychological and sociological changes associated with aging.
3. Discuss the daily living needs of older adults and identify appropriate programs and services to meet these needs.
4. Discuss legal and ethical issues relating to aging and end-of-life decisions.
5. Assess social and cultural attitudes on aging and how they impact social policy regarding older adults.
6. Discuss how to report, prevent and detect elder abuse and neglect.

7. Explain the unique contributions older adults can make to the social environment.

IV. Methods of Presentation:

Projects, Visiting Lecturers, Group Work, Lecture and Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
30.00%	Growing older in the 21 st Century
20.00%	Diverse living conditions of older people
20.00%	Social support systems
15.00%	Older people at risk
15.00%	Public policy issues
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Class Participation
15 %	Exams/Tests
15 %	Final exam
30 %	Group Projects
20 %	Oral Presentation
100 %	Total

VII. Sample Assignments:

1. Describe the diverse living conditions of older people and list 3 housing options.
2. List four agencies that support aging adults and explain the service that each provides.

VIII. Student Learning Outcomes

1. Describe the aging population with respect to expected growth, family/social support systems, income and employment, living arrangements and health status
2. Discuss the physiological, psychological and sociological changes associated with aging.

Santa Monica College
New Course: HEALTH OCCUPATIONS 21, Aging and Older Adulthood

Units	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	April 2019
Proposed Start:	Fall 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Grading Methods:	Letter Grade or P/NP
Repeatable:	No
Load Factor:	1.00
Library:	Library has adequate materials to support course Yes
TOP Code:	1309.00 - Gerontology*
SAM Code:	C – Clearly Occupational
Minimum Qualifications:	Health (Master's Required)

Rationale

In Los Angeles County the number of jobs related to gerontology is expected to increase by 47% over the next five years. More than 6,400 job opportunities will be available annually for this group of occupations through 2021 due to new job growth and replacement need.

I. Catalog Description

Presented from a gerontological perspective, this course will introduce students to a contemporary understanding of a broad range of topics related to older adulthood and the psychology of aging. Topics covered include biological and psychological theories of aging, sensation perception, memory, intellectual functioning, cognition, personality and coping, social relationships, lifestyles and retirement, mental health and psychotherapy, and death and bereavement. Completion of Introduction to Gerontology, Aging and Older Adulthood, and Aging and the Life Course leads to a certificate in Gerontology that will prepare students for entry-level positions working with older adults and/or continued study at a four-year college or university.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Aging and Older Adulthood, 4, Erber, J., Wiley-Blackwell, John Wiley and Sons Inc © 2019, ISBN: 13: 978-1119438496;

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Describe the demographic characteristics of the older population.
2. Recognize normal age changes in intelligence and cognitive abilities including those that may impact late-life functioning.
3. Demonstrate knowledge of signs, symptoms and the impact of common cognitive and mental health problems in late life (e.g., dementia, depression, grief and anxiety).
4. Apply research knowledge about aging to practical problems faced by older adults.
5. Explain how aging affects personality, interpersonal relationships and mental health.
6. Identify different research designs and methodological issues particularly important when studying aging.

- Demonstrate an understanding of older persons' potential for wisdom, creativity, life satisfaction, resilience, vital involvement and meaningful engagement.

IV. Methods of Presentation:

Projects, Group Work, Lecture and Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.00%	Introduction /Theory and Method in Studying Aging and Older Adulthood
10.00%	Biological Aging and Health
10.00%	Sensation, Perception, Attention, Memory and Intellectual Functioning
10.00%	Cognition and Problem Solving in the Everyday World
10.00%	Personality and Coping
10.00%	Social Interaction
10.00%	Employment, Retirement, and Living Arrangements
10.00%	Mental Health, Psychopathology, and Therapy
10.00%	Coping with Death, Dying, and Bereavement
10.00%	Aging in the future
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Class Participation
15 %	Exams/Tests
15 %	Final exam
30 %	Group Projects
20 %	Oral Presentation
100 %	Total

VII. Sample Assignments:

- Describe the signs, symptoms and the impact of common cognitive and mental health problems in late life (e.g., dementia, depression, grief and anxiety). Choose one.
- Explain how negative stereotypes about aging negatively impact older adults.

VIII. Student Learning Outcomes

- Recognize changes in sensation/perception, health, and cognition with aging.
- Explain how aging affects personality, interpersonal relationships and mental health.
- Describe the different research designs and methodological issues used with older adult populations.

Santa Monica College
New Course: HEALTH OCCUPATIONS 22, Aging and the Life Course

Units	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	April 2019
Proposed Start:	Fall 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Grading Methods:	Letter Grade or P/NP
Repeatable:	No
Load Factor:	1.00
Library:	Library has adequate materials to support course Yes
TOP Code:	1309.00 - Gerontology*
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Minimum Qualifications:	Health (Master's Required)

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In Los Angeles County, the number of jobs related to gerontology is expected to increase by 47% over the next five years. More than 6,400 job opportunities will be available annually for this group of occupations through 2021 due to new job growth and replacement needs.

I. Catalog Description

This course presents an objective view of the realities of aging and is examined from a gerontological perspective. Topics covered include diversity, global aging and the life course, public policy, social institutions, aging-related programming initiatives, employment and lifelong learning, economic, gender and racial/ethnic differences, enhanced health and independence. Completion of Introduction to Gerontology, Aging and Older Adulthood, and Aging and the Life Course leads to a certificate in Gerontology that will prepare students for entry-level positions working with older adults and/or continued study at a four-year college or university.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Aging, Society, and the Life Course, 5, Morgan, L., Kunkel, S., Springer Publishing Company © 2016, ISBN: 13: 978-0826121721;

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Describe the changing population profile in the US and globally.
2. Recognize stereotypes towards older adults.
3. Assess the impact of inequality on individual and group life opportunities throughout the lifespan/course impacting late-life outcomes.
4. Identify how an older population mutually influences and is impacted by local and global policies.
5. Contrast aging demographics globally among developed and developing countries
6. Demonstrate an understanding of the diversity of the older population based on: age, functioning, gender, culture, language, religion, immigration status and other variables.
7. Recognize older persons' potential for wisdom, creativity, life satisfaction, resilience, vital involvement and meaningful engagement.

IV. Methods of Presentation:

Projects, Group Work, Lecture and Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.00%	Studying Aging and Society
10.00%	Demographic perspectives on an aging world
10.00%	Social context of aging individuals
10.00%	Personal and institutional context of aging and the family
10.00%	Work and retirement in the life course
10.00%	Economics and the Aging of Society
10.00%	Aging and health
10.00%	Government and aging in America
10.00%	Global aging
10.00%	Baby Boomers and the dynamics of aging in the future
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Class Participation
15 %	Exams/Tests
15 %	Final exam
30 %	Group Projects
20 %	Oral Presentation
100 %	Total

VII. Sample Assignments:

1. Observe how older adults are portrayed in the media (e.g., television commercials, movies and marketing ads.) and discuss the impact it has on our society.
2. Describe 3 policies and/or programs for the aging and evaluate their overall effectiveness.

VIII. Student Learning Outcomes

1. Identify how diversity (e.g., gender and ethnicity) affects the experience of aging.
2. Describe 3 policies and/or programs for the aging and evaluate their overall effectiveness.

Santa Monica College
Substantial Change and Distance Education: ANIMATION 3A, Introduction to 3D Animation

Units	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	72.00

Date Submitted:	August 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Not Degree Applicable

Rationale

Part of a major update of ET certificates and degrees. Minor content updates and addition of DE component.

I. Catalog Description

This course provides a basic introduction to 3D animation, and is intended for anyone who would like to gain a general understanding of 3D software. ANIM 3A is not equivalent to ANIM 3, 3D Fundamentals, but students who have completed ANIM 3 may wish to use this course as a review.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Instructor provides online tutorials and projects.

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Use the Maya software interface in a proficient manner.
2. Demonstrate an understanding of 3D concepts and terminology.
3. Animate a simple 3D character.
4. Apply traditional animation techniques to 3D animation.

IV. Methods of Presentation:

Lecture and Discussion, Projects

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.00%	Overview of 3D animation pipeline & Maya interface
20.00%	Maya animation basics
20.00%	Hierarchies and path animation
30.00%	Character animation
10.00%	Constraint animation & camera staging
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Class Participation
30 %	Final Project
40 %	Projects - 4 projects at 10% each
100 %	Total

VII. Sample Assignments:

Bouncing Ball: Use Maya's basic animation toolset to create and preview a 60-frame animation of a bouncing ball. Apply the traditional animation techniques of "squash" and "stretch" where appropriate.

Jump Animation: Use the basic character rig provided by the instructor to create a 90-frame animation of a forward jump demonstrating the fundamental concepts of posing and timing.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Students will demonstrate mastery of the course content by creating simple 3D object and character animations.

ANIM 3A Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills “effective contact between faculty member and student” required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services.

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

This course will begin with a detailed information about the course and methods of communication. The instructor will post an announcement for each weekly course project along with frequent reminders of upcoming due dates. Each project will include a discussion board where students and the instructor can provide comments, input and feedback. The instructor will provide constructive feedback on the projects along with the numerical scores, and promptly respond to communication from students via email or the project discussion board.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will engage in weekly discussion boards where they can answer questions and provide feedback to each other on the current project. Students will also be asked at the start of the course to introduce themselves and engage in a general discussion regarding current examples of 3D animation.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Students will interact with the course content through weekly modules and discussion boards related to each project. The course is designed specifically to be offered during intersessions, and the scope has been limited to ensure that all students can successfully complete each project on a weekly basis. Students will spend the majority of the time each week working through written instructions and supplemental videos for each project. Questions and comments will be addressed daily in the discussion board related to each project.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Online lecture notes will introduce students to the core concepts of each weekly project.	40.00%
Videos	Each weekly project will be structured as a written tutorial with companion videos that demonstrate the proper process.	40.00%
Discussion Boards	Each weekly project will have a dedicated discussion board to facilitate student-instructor and student-student interaction.	20.00%

2. Instruction: 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.)

This course is organized through weekly modules, gradually building in complexity up to a final project that incorporates all of the previously introduced concepts. The format provided for each module is consistent: learning objectives, written instructions, supplemental online video demonstrations, and project files. In addition, each project will have a dedicated discussion board to address comments and questions. The required software is free for students, and the scope of each project is managed to ensure that the software can run effectively on most types of desktop and laptop computers.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor- student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
40.00%	Projects	Projects are assessed using individual rubrics. There will be four projects in total, each worth 10%.
30.00%	Discussion Boards	Students will be assessed on their participation in the weekly discussion boards for both individual posts and peer responses.
30.00%	Final Project	Students will be assessed on their application of the core concepts introduced in the previous projects, and will be given twice as long to complete the project.

4. Technology: 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.) Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that course material is accessible is also vital.

5. Student Support: 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 should be informed of ways to contact technical support services.

6. Accessibility: 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.) 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.

All videos with an audio component will be closed captioned. Written lecture notes and instructions will be provided in both PDF and plain text formats.

7. Online Strategies: 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.) 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. 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.).

Apply traditional animation techniques to 3D animation. Students will use the basic animation toolset in Autodesk Maya to create a 60-frame animation of a bouncing ball by setting a series of keyframes on the translation and scale of a 3D sphere. An emphasis will be placed on controlling timing via the Graph Editor and applying traditional animation concepts such as "squash" and "stretch".

Santa Monica College
Distance Education for: ADMINISTRATION OF JUSTICE 2, Concepts of Criminal Law

Units	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	July 2019
Transferability:	Transfers to CSU, UC
IGETC Area:	4H: Political Science, Government & Legal Institutions
CSU GE Area:	D8 - Political Science, Government, and Legal Institutions
SMC GE Area:	Area II-B: Social Science (Group B) (pending review)
Degree Applicability:	Credit - Degree Applicable

Rationale

This is a resurrection of our Administration of Justice course offerings as part of our CTE training. These classes were very popular with both prospective and current police officers. In addition, these courses serve as skill building continuing education for professionals in the field. We expect there to be a large demand for these classes due to the growth of job opportunities in the Administration of Justice field. Additionally, these courses tie in well with the logistics and insurance courses that we offer in our department. For example, a knowledge of criminal procedure is vital for individuals pursuing job positions in the transportation security industry and in the insurance fraud investigation area. Finally, 11 out of the 18 CSU campuses which offer Criminal Justice Programs are impacted. We anticipate that our Administration of Justice courses will follow this trend in generating a high level of interest. We are requesting that an online section be added in that all of our Administration of Justice classes are full and there is a great demand for such classes online.

I. Catalog Description

This course examines the doctrines of criminal liability in the United States. It covers topics which include the sources of law, the elements of a crime, the classification of crime, the nature of credible evidence, the adversary system, criminal defenses and related subjects. The course utilizes case studies to ascertain and analyze the concepts of criminal law. It also provides a foundation for upper division criminal justice courses.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

Criminal Law for the Criminal Justice Professional, 4th, Garland, Norman M, McGraw-Hill Education © 2018, ISBN: 9781260230383;

III. Course Objectives

Upon completion of this course, the student will be able to:

Explain the objectives, characteristics and nature of criminal law.

Identify the sources of criminal law including case law and applicable statutes such as the California Penal Code.

Describe how criminal law has evolved and developed. Explain the historical foundations and identify the changes in philosophy.

Analyze the adversary system and relevant procedural rules.

Demonstrate an understanding of the key terms and theories of criminal law.

Identify and distinguish between offenses which are against the person, property and those which are against morals and public welfare. State the basic elements of a crime.

Categorize crimes according to their severity and distinguish between the behaviors which constitute felonies, misdemeanors and infractions. Demonstrate an understanding of the relationship between the severity of the crime and the applicable punishment.

Analyze the concepts of lesser included offenses.
 Analyze capacity to commit crime, causation and culpability.
 Critically analyze various components of the criminal justice system including the adjudicative process, police procedures and corrections.
 Describe various defenses and justifications. Distinguish between the burden of proof in criminal cases and the less stringent burden of proof in civil cases.

IV. Methods of Presentation:

Lecture and Discussion, Other Methods: Case Studies

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.00%	<u>Historical Background of Criminal Law</u> the origins and the philosophical development of criminal law; the role of the judiciary in its development purposes and functions of the law definitions and theories of criminal law sources of the law (statutory and common law), case interpretation overview of the structure and operation of the criminal justice system procedural v. substantive law
5.00%	<u>Laws of Arrest</u> reasonable suspicion constitutional protections searches and seizures detention
20.00%	<u>Fundamentals of the Adversarial System</u> basics of criminal procedure presumption of innocence evidentiary analysis and credibility roles of prosecutor, defense attorney, judge and jury
25.00%	<u>Criminal Law Classifications/ Elements of a Crime</u> Civil v. criminal law severity of crimes (felonies, misdemeanors, petty offenses) state v. federal ex post facto laws, penalties elements of a crime specific v. general intent causation lesser included offenses attempts to commit a crime principals and accomplices
25.00%	<u>Offenses against Persons, Property, Morals and Public Welfare</u> Homicide (elements and degrees) physical crimes such as battery, assault, sex crimes, false imprisonment crimes against property: arson, burglary, robbery and variations of theft white-collar crime crimes against safety, order and morality: prostitution, drug related crimes
10.00%	<u>Criminal Justifications and Defenses</u> Self-defense, necessity and duress Defenses based upon the lack of capacity to commit a crime (insanity, infancy and intoxication)

100.00%	Total
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VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
5 %	Class Participation
60 %	Exams/Tests - 3 unit exams.
10 %	Oral Presentation
15 %	Quizzes
10 %	Written assignments - Assignments include the review of landmark criminal law decisions and an analysis of their application today.
100 %	Total

VII. Sample Assignments:

Criminal Procedure Analysis:

Sample Assignment #1: Students will review a case involving an important constitutional protection such as the 4th Amendment. A student may decide to research one of the cases involving the controversial search of cell phones. The student will review the case and break it down into elements such as the issue(s), rule, reasoning and decision. He or she will then provide a critical analysis of the impact that this decision is expected to produce. This analysis should also include an alternative ruling if the result is not considered beneficial.

Case Study:

Sample Assignment #2: Students will research a U.S. Supreme Court case opinion involving a criminal offense. In an oral presentation, students will present their research of the case to the class. This discussion should include an analysis of the elements of the subject crime as well as its classification. Additionally, students will critically evaluate the significance of the decision and its effect on future cases. The presentation should be between five to six minutes.

VIII. Student Learning Outcomes

Given a set of facts, identify any potential crimes that are implicated from the fact pattern and state whether the crimes would be categorized as misdemeanors or as felonies.

Explain the difference between a specific and a general intent crime.

Demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.

AD JUS 2 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills "effective contact between faculty member and student" required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services.

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

The course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key Criminal Law concepts and how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground classroom. Additionally, constructive feedback will be provided on the homework essays along with the numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will engage in weekly discussion boards where they will be required to reply to at least two student's posts in the class. For example, in the first module, students are asked to introduce themselves and reply to at least two students in the class. From the beginning, a sense of community is established in the virtual classroom. Throughout the class, they will engage in discussions regarding different issues pertaining to Criminal Law. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground class.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

This course is organized through weekly course modules. A substantial amount of material is provided so that students can learn the criminal law material and concepts. The content includes the following: learning objectives, lecture notes, supplemental videos, PowerPoints, links to relevant articles and case studies and discussion boards to help students check their understanding of the concepts. Finally, students will take three exams, complete homework assignments and write essays.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards will be posted to promote student-teacher interaction and student-to-student interaction on a variety of criminal law issues.	30.00%
Study and/or Review Sessions	Prior to an exam, the instructor will ask students to post any questions they have about the material on the ensuing exam. The study session will then be based upon reviewing these questions.	10.00%
Online Lecture	Students will be asked to read lecture notes or watch a video on how to distinguish between criminal offenses which are against the person, property and those which are against the public welfare. They will be asked to take notes and be prepared to participate in a discussion board concerning this area. Additionally, students are encouraged to post any questions they have about the topic on the "General Questions" discussion board so that the instructor can address them. Students can also join in on the discussion.	35.00%
Written assignments	Students will write at least two essays on criminal law issues and/or cases. Prior to their due dates, we will have discussions via the "General "Questions" discussion board regarding the assignments. Individualized feedback will also be provided via email.	10.00%
Peer Feedback	In preparation for their writing assignments, students can share topic ideas. They can also discuss where to look for finding valuable sources for their topics such as the "U.S. Supreme Court" website which houses U.S. Supreme Court decisions.	15.00%

2. Instruction: 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 course is organized through modules that focus on the different topics covered in the Concepts of Criminal Law course. To provide consistency and insure that quality of instruction is provided, the following format is provided for each module: learning objectives, lecture notes or video, PowerPoint summary slides, discussion board assignments and links to relevant articles or cases, where appropriate.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor- student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
10.00%	Quizzes	Short quizzes on various topics to help students check their understanding.
20.00%	Writing Assignments	Students will prepare essays which analyze a criminal law issue and/or prepare a case study.
10.00%	Discussion Board Assignments	After reading the textbook or watching a video, students will answer questions regarding the material. They are graded based upon the responsiveness of their answers and the support provided.
60.00%	Three Exams at 20% each	Students will take tests which consist of multiple-choice and/or essay questions.

4. Technology: 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.)

Instructors should have completed training on the learning management system in place and received the appropriate certification. They should be knowledgeable about the technical support available as well as how to make the material accessible.

5. Student Support: 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.)

Links to the following services should be provided: online tutoring, the bookstore and tutorials for online classes.

6. Accessibility: 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.) 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 will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multimedia will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Online Strategies: 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.) 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. 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.).

"Identify the sources of criminal law including case law and applicable state statutes such as the California Penal Code." After students are asked to review the learning objective, students are asked to research the California Penal Code and find an example of a "white collar crime". Students are then asked to participate in a threaded discussion where they share the results of their research.

Santa Monica College
Distance Education for: LIBRARY STUDIES 1, Library Research Methods

Units	1.00
Total Instructional Hours (usually 18 per unit):	18.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	36.00

Date Submitted:	July 2019
Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit - Degree Applicable

Rationale

Research Methods is very popular with students who need one transferable academic unit, and the faculty believe there will be a ready population for this class delivered online.

I. Catalog Description

This course is designed to introduce students to library research and resources available in academic libraries. Through effective use of resources in a variety of formats, students learn to access information to meet their research needs. Topics include: finding, evaluating and citing sources. Recommended for all students.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Library 1 Workbook, OER edition, SMC Library Faculty, SMC © 2019;
2. MLA Handbook for Writers of Research Papers, 8th, Modern Language Association, MLA © 2016;

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Differentiate between and use appropriate resources (books, articles, interviews, etc) to successfully research topics.
2. Evaluate and choose appropriate information sources for different projects.
3. Demonstrate appropriate proficiency in using information technologies for research.

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources, Projects

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.00%	The Research Process/Academic Integrity/Plagiarism
10.00%	Books/Library Classification Systems/Evaluation
10.00%	Reference Sources
20.00%	Academic and Popular Periodicals
20.00%	Specialized and Discipline-specific Resources
20.00%	Online Resource Evaluation

5.00%	Citation Styles
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Exams/Tests - 3-5 exams
20 %	Final exam
20 %	Final Project
30 %	Homework - 5-8 assignments
100 %	Total

VII. Sample Assignments:

- 1: Using the books you found related to your research topic in Assignments 3 and 4, write two (2) bibliographic citations in MLA style.
- 2: Find a scholarly article from a discipline-specific database to support your research topic and fill out the worksheet for that database.

VIII. Student Learning Outcomes

1. Retrieve a full-text scholarly article from an aggregator database using appropriate limiters.
2. Use electronic and print resources to find appropriate materials, and create a bibliography in MLA format.

LIBR 1 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills "effective contact between faculty member and student" required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services.

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

The course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students. The instructor will post regular announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course.

Constructive feedback will be provided on the homework worksheets and exams in addition to grades. The instructor will respond to communication from students via email and through the "general questions" discussion board.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will engage in weekly discussion board groups, centered on the resources being covered that week, where they will be required to reply to at least two students in the class. The first discussion will cover topic selection for the final Works Cited page, allowing students to brainstorm from the beginning, fostering a sense of community. Throughout the class, they will discuss specific database or research resource strategies. They will be able to participate in the "general questions" discussion board where they can help each other with questions as well as share other questions about the course content, final works cited project, or specific research resources, the same as they would in an on-ground classroom.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

The class is organized through weekly course modules, covering the research process, refining topics, evaluating sources, citing various forms of information, and navigating research resources including databases and government websites. Course modules break down each resource and concept, including a downloadable document of the 'lecture' for each module and multiple examples. Students will complete resource-specific worksheets and build a works cited page from the databases, e-books, and websites covered throughout the course, with feedback at each stage of the works cited. Finally, students will take two exams and at least three quizzes.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Discussion boards will be used extensively for this course. Each student will have an individual topic, and all students will use the same research resources at the same time in the modules (i.e. specific databases or targeted reference works). Discussion boards will allow feedback to the students as a whole on areas that need improvement (i.e. common citation errors, search strategy questions) as well as provide a forum for peer learning in areas that benefit from multiple perspectives (i.e. information evaluation).	15.00%
Study and/or Review Sessions	Review is an integral part of research instruction and citation improvement. These sessions may include information that will be on upcoming quizzes, search strategies for specific databases, reading strategies for specialized reference books, format 'fixes' for citations, etc. A significant part of the students' work will be review and reiteration of principles covered in the course, to support successful completion of the MLA Works Cited final project, understanding necessary for high attainment on the tests, and a continuing deepening of their understanding of search strategies and information evaluation. Research is an iterative process requiring constant review.	15.00%
Online Lecture	Search strategies, evaluation processes, and specific research tools will require step-by-step explication. This will include all steps of the research process, from articulating a topic, to determining appropriate resources on that topic, to completing a Works Cited correctly to avoid charges of plagiarism. Approximately a dozen or more specialized databases, 3-6 print reference resources, and a proliferating array of online resources may be presented in depth, allowing students to retrieve and evaluate necessary information from them, and cite them correctly.	30.00%
Exams	3-5 quizzes, mid-term and final exams. Mid-term and final are intended to be open-book and cumulative; quizzes cover specified modules only and build toward the mid-term and final.	15.00%
Written assignments	Each specialized reference resource (print, database, or online) has an accompanying worksheet that guides students through retrieving and citing information available via that resource. Explanation of the worksheets, importance of specific elements of the resource, and correcting citations are all part of this activity, which may include elements from other areas (i.e. chat, email, discussion boards). These citations are then added to an in-progress final Works Cited project, so the work the students do all through the course builds toward this project.	20.00%
Videos	Videos on resource evaluation, search strategies, correct citation, academic integrity, and information literacy, as well as other topics, may be used to stimulate students' curiosity and assist in understanding.	5.00%

2. Instruction: 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.)

Course content is arranged to mirror the research process, from general/broad to specific/narrow. Students will learn about important concepts including academic integrity, evaluation of resources for academic purposes, general and specific reference resources, academic and popular periodicals, and how to incorporate these resources into the research process. (35%) From there, students will choose a topic and explore specific

resources including specialized reference works, discipline- and topic-specific databases, and online resources. (40%) Evaluation of various online resources, and completing an MLA Works Cited page using the sources found over the course of the class, completes the course. MLA is chosen as the citation format to complement the requirement to create an MLA Works Cited in English 1, and support students' efforts in that and similar research courses. (25%) To provide consistency and insure that quality instruction is provided, the following format is provided for each module: learning objectives, lecture slides with notes, discussion board assignments and/or worksheets delineating information retrieval from the specific resource under study and creating a correct citation for it, and links to relevant articles and websites as needed. Modules are weekly, accompanied by slides, discussion boards, and review opportunities, including feedback individually and to the class as a whole. Three quizzes are given, spaced out to follow each major area of content as outlined above, plus a mid-term and final exam with prior review via discussion boards and included in slides. Worksheets accompany specific databases or other resources throughout the course. Activity Description Percent hours Homework 5-8 assignments – worksheets for specific research resources, including instruction on the resource in the module before the homework assignment, and feedback given individually via the Gradebook and collectively via the discussion boards. These assignments assist the students with retrieving appropriate information found in the resource and constructing MLA citations. These citations are then used to build the Works Cited final project. 30% Final exam and Mid-term Final exam and mid-term exam – cumulative, open-book exams. Review will be provided via slides and discussion board before the exam. Feedback after the mid-term will be provided via Gradebook for individuals and discussion boards for the class as a whole on areas needing review to successfully complete the rest of the course (i.e. common citation errors made by a majority of the students). 20% Quizzes 3-5 quizzes/tests, consisting of multiple choice and/or true/false questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. Review for the quizzes will be included in the module prior to the quiz, and feedback in the module after the quizzes. Feedback is provided via the comments section in the Grade book for individuals, and on the discussion boards for the class as a whole. 30% Final Project MLA Works Cited including ten citations, covering reference books, database articles, and online resources gathered over the course of the class. 20%

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
30.00%	Worksheets	A minimum of 5-8 assignments – worksheets for specific research resources, including instruction on the resource in the module before the homework assignment, and feedback given individually via the grade book and collectively via the discussion boards. Assessment is based on correct retrieval and evaluation of specific, identified information, and creation of a correctly-formatted MLA citation. These citations are then used to build the Works Cited final project.
20.00%	Mid-term and Final exams	Final exam and mid-term exam – cumulative, open-book exams, multiple choice and true/false questions. Review will be provided via slides and discussion board before the exam. Feedback after the mid-term will be provided via grade book for individuals and discussion boards for the class as a whole on areas needing review to successfully complete the rest of the course (i.e. common citation errors made by a majority of the students).
30.00%	Quizzes	3-5 quizzes/tests, consisting of multiple choice and true/false questions, covering specific modules only (not cumulative). Prior to tests, students are asked to post questions regarding the material on the discussion board. Review for the quizzes will be included in the module prior to the quiz, and feedback in the module after the quizzes. Feedback is provided via the comments section in the grade book for individuals, and on the discussion boards for the class as a whole.

20.00%	Final Works Cited Project	A Works Cited in Modern Language Association format, including ten citations, covering reference books, database articles, and online resources gathered over the course of the class. Assessment will be based on formatting of the Works Cited as a whole and of the individual citations; inclusion of any corrections given over the course of the class on previous assignments; timeliness and presentation of the project.
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4. Technology: 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.)

Instructors should be trained on the learning management system in place. Professional development in the area of online teaching and the current LMS is highly encouraged. They should also be aware of technical support available for faculty, and ensure that all material is accessible. Content competency includes all aspects of research resources available via the Library (books, databases, search tools, and online resources), information evaluation, and citation tools. Keeping current of technical advances and changes in the field of information retrieval and evaluation is critical.

5. Student Support: 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.)

In addition to the District provided links to college wide resources, links to the following services should be provided: library chat reference, online tutoring and tutorials for online classes, student support such as counseling and financial aid. Students should be informed of the technical support phone number and other ways to contact support services.

6. Accessibility: 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.) 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.

All audio and visual material such as slides or streaming content, if provided, will be closed captioned, and all text will be compliant with reader software. Any materials posted will be reviewed to ensure compliance is met.

7. Online Strategies: 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.) 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. 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: Evaluate and choose appropriate information sources for different projects. Activity: Using the _Current Biography_ database, retrieve information on a person of importance to your topic (i.e. if your topic is fashion merchandising, choose a famous designer; if it is business, choose an outstanding executive, etc). Fill out the Current Biography worksheet using either .doc or PDF format. Include biographical information, any awards or professional recognition given, and why this person is considered notable in their field. Include an MLA citation at the end. Deliver it to the instructor via the drop box in Canvas (LMS). Add this citation to your Works Cited final project, in progress. For extra credit, retrieve, link, and cite a web resource (i.e. professional or industry webpage, TED talk, etc) featuring this person. This web resource may also be used as one of the ten citations in your final project.

Santa Monica College
Distance Education for: NUTRITION 4, Healthy Lifestyle: Food and Fitness

Units	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	April 2019
Transferability:	Transfers to CSU
CSU GE Area:	E - Lifelong Understanding and Self-Development (pending review)
Degree Applicability:	Credit - Degree Applicable

Rationale

We currently offer a variety of nutrition science courses. This course is the only course that is not offered in an online/hybrid format. This course in a DE format will provide and expand opportunities for all students in order to accommodate a variety of student schedules. This will assist in capturing more students from remote locations and expand to serve broader student populations

I. Catalog Description

This course will help individuals to develop knowledge of how to eat healthy for fitness, health and sport. Nutrition and physical assessments will guide the development of these life style skills. The dangers of disordered eating and body dysmorphia will be discussed. Individuals will learn how to evaluate the latest weight loss, fitness and dietary supplement fads.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Nutrition an Applied Approach, 4th, Thompson Janice, Pearson © 2018, ISBN: 0321910397;
2. Excerpts from Hopson, Janet, Get Fit Stay well, 4th edition, will also be included in the text to create a custom textbook

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Identify nutrients and recognize their role in achieving a healthy level weight and fitness.
2. Recognize and separate scientific evidence from popular weight loss/fitness/supplement fads or claims.
3. Record baseline life style practices, compare practices to current recommendations and set safe and healthy weight and fitness goals.
4. Discuss and utilize behavior change strategies in weight loss and fitness.
5. Analyze various body composition techniques
6. Explain the health benefits of fitness
7. Identify the factors that influence fuel use during physical activity and they types of fuel required to support the activity
8. Identify the factors that influence an athlete's fluid needs.

IV. Methods of Presentation:

Projects, Lecture and Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
6.10%	Attitude and Behavior Modification
8.00%	Exchange List for Weight Management
6.30%	Body Composition Assessment
15.00%	Weight Loss and Weight Gain through Proper Nutrition
6.30%	Disordered Eating: Anorexia Nervosa, Bulimia & Pica
6.00%	Dietary Supplements & Ergogenic Aids
6.30%	Dietary Guidelines and Consumer Nutrition
6.00%	Energy Metabolism
30.00%	Roles of macronutrients and micronutrients during exercise
10.00%	Role of water and electrolytes during exercise
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
10%	Class Participation
25%	Exams/Tests
25%	Final exam
15%	Projects
15%	Quizzes
10%	Written assignments
100%	Total

VII. Sample Assignments:

Assignment #1: Students will assess physical activity by tracking physical activity for a designated length of time and evaluate the strengths and weaknesses of their current program. Students will submit an analysis of the physical activity and assessment of their current program.

Assignment #2: Students will create a diet using the Exchange Lists System. The diet includes at minimum, total calories, grams of carbohydrates, fats and proteins.

VIII. Student Learning Outcomes

1. Students will assess their physical activity at baseline and end of the semester to determine any changes in their activity level
2. Students will assess their current diet and evaluate the strengths and weaknesses of the diet in reference to their activity level
3. Scientifically evaluate and critique nutrition trends using peer-reviewed research articles

NUTR 4 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills “effective contact between faculty member and student” required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services.

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

Following the standards developed by the California Community College Online Education Initiative, the instructor will interact with students prior to the start of the course as well as throughout the course. This will include resources provided to students to successfully start the course, a wide variety of communication tools such as email, video conferencing, Q&A sections and assessment feedback. Instructors are expected to interact frequently (i.e., a response time of 24-48 hours excluding weekends and holidays).

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will interact with each other throughout the course to develop life skills such as teamwork, cooperation, census-building, and negotiation. Threaded discussions are provided throughout the course where students are required to post a response to the instructor-led prompt, review other group members responses and provide thoughtful, concise comments.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Students are encouraged to log in to their course daily and contribute to the online community. This includes review of video lectures, responding to Q&A discussion boards, completing interactive assignments and threaded discussions. Each weekly module includes a variety of interactive assessments.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Threaded Discussions	Students will respond in groups to a discussion prompt related to the weekly course content	20.00%
Discussion Boards	Discussion boards provide students with a place to ask general and technical questions. Both instructors and students are able to address questions in this area.	5.00%
Online Lecture	Online lecture videos are provided for each weekly modules. This includes relevant articles and videos.	40.00%
Chat Rooms	The use of video conferencing is used for office hours and appointments for all students and those requiring more interaction with faculty. Students are also provided the opportunity to log on and meet other students during group office hours.	5.00%
Exams	Exams and quizzes are required throughout the semester including as an example of formative assessments. Exams and quizzes include a variety of questions both knowledge based, analysis and application questions	30.00%

2. Instruction: 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.)

Modules will be designed to review course content as determined by the Course Outline of Record. Modules will include video lectures, weekly assignments including threaded discussions, and a variety of both formative and summative assessments. Quizzes and exams are given throughout the course. Projects are also given to allow students to apply course concepts and analyze personal data. The course is managed through a Learning Management System. Student projects require the use of a diet and physical activity software program to generate data-driven reports as defined in the SLOs of the course.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor- student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
15.00%	Physical Activity project	Students are required to analyze their current physical activity level, enter data, generate reports and interpret the data. Long term and short term goals are developed to implement positive health behavior change.
20.00%	Midterm and exams	Exams will be provided throughout the course to determine level of comprehension of course content
15.00%	Weekly quizzes	Quizzes include chapter and comprehension quizzes. Quizzes can include video quizzes and article quizzes designed to test for comprehension and critical analysis of what is read or viewed in a video.
20.00%	Final exam	Comprehensive exam is provided to determine overall mastery of the subject matter.
15.00%	Discussions	Threaded discussions will assess participation in the course as well as develop writing skills based on an instructor-led prompt.
15.00%	Diet analysis project	Students are required to analyze their current diet, enter data, generate reports and interpret the data. Long term and short term goals are developed to implement positive health behavior change.

4. Technology: 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.)

Online instructors should be familiar with the Learning Management system and are encouraged to participate in professional development focused on online instruction. Instructors are provided resources and training opportunities through the California Community College Online Education Initiative such as @One training including courses in online assessments, building an online community as well as creating accessible course content.

5. Student Support: 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 are provided links to other campus resources such as SMC library, citation style guidelines, the science Learning Resource Center online tutoring opportunities, Center for Wellness and Well being, academic counseling as well as career services. Links are also provided for programs of particular interest such as study abroad opportunities. Nutrition and Dietetic professional organization sites provided as a resource for transfer school opportunities.

6. Accessibility: 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.) 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 will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multimedia will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Online Strategies: 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.) 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. 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.).

Students will assess their current diet and evaluate the strengths and weaknesses of the diet in reference to their activity level. Sample assignment: Using an online database, students will enter their baseline data for three days of food and beverage intake. Reports will be created. Students will analyze the data comparing their intake to the general guidelines taught in the course. Students will develop short term and long term goals to establish positive health behaviors. Students will also discuss general findings in their discussion groups and provide peers with other suggestions to improve their dietary intake.