



1900 Pico Boulevard Santa Monica, CA 90405  
310.434.4611

# Curriculum Committee Agenda

Wednesday, March 17, 2021, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/91257879329>

Or iPhone one-tap (US Toll): +16699006833,91257879329# or +13462487799,91257879329#

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+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 312 626 6799 (US Toll)

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Meeting ID: 912 5787 9329

International numbers available: <https://cccconfer.zoom.us/u/aetY56cjDn>

Or Skype for Business (Lync):

<SIP:91257879329@lync.zoom.us>

**Members:**

Dana Nasser, <i>Chair</i>	Sheila Cordova	Estela Narrie	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	Guido Davis Del Piccolo	Yvonne Ortega	Lydia Strong
Brenda Antrim	Sharlene Joachim	Quyen Phung	Esau Tovar
Fariba Bolandhemat	Emin Menachekanian	Patricia Ramos	Audra Wells
Susan Caggiano	Jennifer Merlic	Brandon Reilly	Kelsey Molle (A.S.)
Aur�lie Chevante-Aksoy	Jacqueline Monge	Scott Silverman	

**Interested Parties:**

Stephanie Amerian	Rachel Demski	Maral Hyeler	Estela Ruezga
Maria Bonin	Kiersten Elliott	Laura Manson	Tammara Whitaker
Dione Carter	Tracie Hunter	Stacy Neal	A.S. President

**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 ..... 5
- V. Chair’s Report
- VI. Information Items

1. Redesign of the Student Experience

*(Non-Substantial Changes)*

2. CS 43 Windows Network Administration
3. OFTECH 23 Medical Billing (Medisoft)
4. ENGL 10 Race and Ethnicity in Literature of the U.S.
5. MUSIC 36 History of Rock Music
6. PSYCH 11 Child Growth and Development

*(Technical Corrections in META)*

7. ART E00 Survey of Art
8. ART E06 Artistic Expression through Gardening
9. ART E15 Drawing
10. ART E16 Life Drawing Studio
11. ART E19 Painting
12. ART E20 Drawing and Painting
13. ART E21 Painting/Drawing, Oil and Acrylic
14. ART E22 Watercolor
15. ART E24 Calligraphy II
16. ART E30 Watercolor Studio
17. ART E55 Sculpture
18. ART E80 Jewelry Making
19. BILING E01 Literature in Spanish
20. BILING E02 French Literature
21. BILING E03 Literature from Around the World
22. CT E00 The Fix-It Class - Repair Almost Anything
23. ENGL E20 Literature: The Novel
24. ENGL E22 Short Story
25. ENGL E23 Shakespeare
26. ENGL E24 Bible as Literature
27. ENGL E25 Literature: The American Novel
28. ENGL E27 Poetry and Fiction
29. ENGL E29 Greek Literature
30. ENGL E30 Creative Writing
31. ENGL E33 Autobiography
32. ENGL E34 Writing for Publication
33. ENGL E37 Writing Seminar
34. ESL 902 English as a Second Language Level 2
35. ESL 903 English as a Second Language Level 3
36. ESL 904 English as a Second Language Level 4
37. ESL 905 English as a Second Language Level 5
38. ESL 906 English as a Second Language Level 6
39. ESL 911 Beginning Listening and Speaking
40. ESL 913 Intermediate Listening and Speaking
41. ESL 915 Advanced Listening and Speaking
42. ESL 961 Beginning Reading and Writing
43. ESL 963 Intermediate Reading and Writing
44. ESL 965 Advanced Reading and Writing
45. ESL 971 Beginning ESL Vocabulary
46. ESL 973 Intermediate ESL Vocabulary
47. ESL 975 Advanced ESL Vocabulary
48. ESL 980 ESL US Citizenship Test Preparation
49. ESL 994 ESL for College and Career Pathways-Introduction
50. ESL 995 ESL for College and Career Pathways-Effective Communication
51. HEALTH E21 Yoga Health and Safety Principles and Practices for Older Adults
52. HEALTH E22 Chi Gong Principles and Practices for Older Adults
53. HEALTH E23 T'ai Chi Principles and Practices for Older Adults

54. HEALTH E24 Physical Fitness Principles and Practices for Older Adults
55. HEALTH E25 Strength and Stamina Training Principles and Practices for Older Adults
56. HEALTH E30 Personal Safety - Fall Prevention
57. HEALTH E34 Stress Reduction for Older Adults
58. HEALTH E38 Joint Health and Mobility For Older Adults
59. HEALTH E80 Introduction to SMC Fitness Center
60. HEALTH E63 Body Conditioning After a Stroke
61. HME EC E01 Sewing Lab
62. HME EC E52 Restaurant Critic - Dining Wisely: Healthy Eating Choices for Older Adults
63. HME EC E71 Needlecrafts II
64. HUMDEV E06 Enjoy Life - Understanding Our Mind, Body, and Brain for Senior Adults
65. HUMDEV E15 Theater - History of Comedy
66. HUMDEV E17 Senior Seminar - Luisa R.G. Kot Concert Series
67. HUMDEV E22 Senior Seminar: Through a Jewish Lens - Art, Culture & Entertainment
68. HUMDEV E24 Bereavement Support
69. HUMDEV E25 Dealing with Hearing Impairment
70. HUMDEV E27 Exercising the Brain
71. HUMDEV E28 Communication After a Stroke (Computer Based)
72. HUMDEV E50 Communication After a Stroke
73. MUSIC E00 Concert Band
74. MUSIC E02 Guitar for Older Adults
75. MUSIC E03 "The Merits" - Vocal Ensemble
76. MUSIC E04 Voice Training
77. MUSIC E06 Gospel Community Chorus
78. MUSIC E10 Spanish Folk Singing
79. MUSIC E30 Opera Appreciation
80. MUSIC E32 Music Appreciation
81. MUSIC E34 Lyric Chorus
82. MUSIC E51 Piano and Music Theory for Older Adults
83. OCC E00 Basic Computer Training
84. OCC E01 Word Processing
85. OCC E10 Using Data Files
86. OCC E20 Using the Internet Safely
87. PHOTO E00 Digital Photography I
88. PHOTO E10 Digital Photography II
89. POL SC E00 Current Events
90. PSYCH E33 Living as a Single Person
91. TH ART E01 Principles of Acting
92. TH ART E02 Theater Arts Appreciation
93. TH ART E05 Reader's Theater
94. TH ART E30 Dramatic Interpretation Through Movies

## VII. Action Items

### *(Courses: New)*

- |  |    |
|--|----|
| a. ECE 921 Parenting: Together in Nature .....               | 14 |
| b. MUSIC 27/ECE 81 Music for Early Childhood Education ..... | 19 |

### *(Courses: Substantial Changes)*

- |   |    |
|---|----|
| c. CIS 40 InDesign (Change to Skills Advisory: from "CIS 4, ENGL 1 or BUS 31"; to "CIS 1")..... | 21 |
|---|----|

### *(Courses: Distance Education)*

- |  |    |
|--|----|
| d. ECE 921 Parenting: Together in Nature (Hybrid and AODECO) ..... | 16 |
| e. GEOL 32 Introduction to Physical Oceanography with Lab .....    | 28 |

### *(Courses: Approved for Online Delivery in Emergency Contexts Only)*

- |  |    |
|--|----|
| f. VAR PE 54W Varsity Tennis for Women ..... | 35 |
|--|----|

g.	VAR PE 56V Varsity Track and Field for Men .....	39
h.	VAR PE 56W Varsity Track and Field for Women .....	44
i.	VAR PE 57V Varsity Volleyball for Men.....	49
j.	VAR PE 57W Varsity Volleyball for Women .....	54
k.	VAR PE 59W Varsity Beach Volleyball for Women .....	60

*(Programs: Revisions)*

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

VIII. New Business

IX. Old Business

- Guided Pathways Discussion..... 63

X. Adjournment

*Please notify Dana Nasser or Jason Beardsley by email if you are unable to attend this meeting.*



1900 Pico Boulevard Santa Monica, CA 90405  
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# Curriculum Committee Minutes

## Wednesday, March 3, 2021, 3:00 p.m.

### Zoom Meeting

**Members Present:**

Dana Nasser, <i>Chair</i>	Aurélie Chevant-Aksoy	Jennifer Merlic	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	Sheila Cordova	Jacqueline Monge	Scott Silverman
Brenda Antrim	Guido Davis Del Piccolo	Estela Narrie	Briana Simmons
Fariba Bolandhemat	Sharlene Joachim	Quyen Phung	Esau Tovar
Susan Caggiano	Emin Menachekanian	Patricia Ramos	Audra Wells

**Members Absent:**

Yvonne Ortega	Lydia Strong	Kelsey Molle (A.S.)
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**Others Present:**

Rachel Demski	Walter Meyer	Perviz Sawoski	Howard Stahl
Gillian Grebler	Brenda Rothaupt	Vicky Seno	Sal Veas
Jon Michael Huls			

*(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 3:03 pm. Motion to approve the agenda with revision to remove MUSIC 27 (VII. g.) and HIST 47 (VII. t.) from consideration on this agenda.

**Motion made by:** Jason Beardsley; **Seconded by:** Estela Narrie

The motion passed unanimously.

**II. Public Comments**

None

**III. Announcements**

None

**IV. Approval of Minutes**

Motion to approve the minutes of February 24 with no revisions.

**Motion made by:** Susan Caggiano; **Seconded by:** Scott Silverman

The motion passed unanimously.

**V. Chair’s Report**

The Chair announced that Garen Baghdasarian would no longer be serving on the Committee. She thanked him for his dedication to the Committee and years of service. Yvonne Ortega will be serving in his place. Many thanks to Yvonne for joining the Committee.

She recognized the committee members for their continued service during these challenging times.

**VI. Information Items**

1. Redesign of the Student Experience

*(Non-Substantial Changes: SLO Updates)*

2. HIST 12 The United States History Since Reconstruction
3. LIBR 1 Library Research Methods

## VII. Action Items

*(Courses: New)*

- a. BUS 34C Digital Marketing Analytics  
Motion to approve BUS 34C with revision to catalog description to spell out “ROI” (“return on investment.”)  
**Motion made by:** Susan Caggiano; **Seconded by:** Audra Wells  
The motion passed unanimously.
- b. CIS 30T Tableau Desktop Essentials  
Motion to approve CIS 30T as a block with CS 79X (VII. c.), CS 82A (VII. d.), CS 82B (VII. e.), CS 82C (VII. f.) with revision to proposed start date for CS 82A, CS 82B, and CS 82C from Fall 2021 to Winter 2022 due to UC transfer approval timelines.  
**Motion made by:** Estela Narrie; **Seconded by:** Audra Wells  
The motion passed unanimously.
- c. CS 79X Data Science on Azure (Skills Advisory: CS 79A)  
Passed as a block with CIS 30T (VII. b.)  
  
Motion to approve CS 79X skills advisory of CS 79A with no revisions.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Estela Narrie  
The motion passed unanimously.
- d. CS 82A Introduction to Data Science  
Passed as a block with CIS 30T (VII. b.)
- e. CS 82B Principles of Data Science (Skills Advisory: CS 82A)  
Passed as a block with CIS 30T (VII. b.)  
  
Motion to approve CS 82B skills advisory of CS 82A with no revisions.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Audra Wells  
The motion passed unanimously.
- f. CS 82C R Programming (Skills Advisory: CS 82A)  
Passed as a block with CIS 30T (VII. b.)  
  
Motion to approve CS 82C skills advisory of CS 82A with no revisions.  
**Motion made by:** Sharlene Joachim; **Seconded by:** Estela Narrie  
The motion passed unanimously.
- ~~g. MUSIC 27 Music for Early Childhood Education~~
- h. TH ART 48A Introduction to Acting Shakespeare  
Motion to approve TH ART 48A with revisions to course description, third course objective (change “Develop a thorough” to “Develop a fundamental”), and change of proposed start date from Fall 2021 to Fall 2022, due to UC transfer, IGETC, and CSUGE approval timelines.  
**Motion made by:** Jason Beardsley; **Seconded by:** Susan Caggiano  
The motion passed unanimously.

*(Courses: Substantial Change)*

- i. AHIS 71 African American Art History (updated: course description, SLOs, course objectives, course

content, methods of presentation, methods of evaluation, textbooks, assignments)

Motion to approve changes to AHIS 71 with no additional revisions.

**Motion made by:** Sharlene Joachim; **Seconded by:** Briana Simmons

The motion passed unanimously.

*(Courses: Distance Education)*

- j. AHIS 71 African American Art History  
Motion to approve distance education for AHIS 71 with no revisions.  
**Motion made by:** Estela Narrie; **Seconded by:** Aurélie Chevante-Aksoy  
The motion passed unanimously.
- k. BUS 34C Digital Marketing Analytics  
Motion to approve distance education for BUS 34C with no revisions.  
**Motion made by:** Susan Caggiano; **Seconded by:** Guido Davis Del Piccolo  
The motion passed unanimously.
- l. CIS 30T Tableau Desktop Essentials  
Motion to approve distance education for CIS 30T as a block with CS 79X (VII. m.), CS 82A (VII. n.), CS 82B (VII. o.), and CS 82C (VII. p.) with revision to “Instructor’s Technical Qualifications” for CS 79X, CS 82A, and CS 82B to remove language referring to faculty training (instead copy language from CIS 30T/CS 82C.)  
**Motion made by:** Susan Caggiano; **Seconded by:** Fariba Bolandhemat  
The motion passed unanimously.
- m. CS 79X Data Science on Azure  
Passed as a block with CIS 30T (VII. l.)
- n. CS 82A Introduction to Data Science  
Passed as a block with CIS 30T (VII. l.)
- o. CS 82B Principles of Data Science  
Passed as a block with CIS 30T (VII. l.)
- p. CS 82C R Programming  
Passed as a block with CIS 30T (VII. l.)
- q. SST 905 Organics Recycling  
Motion to approve distance education for SST 905 with no revisions.  
**Motion made by:** Audra Wells; **Seconded by:** Aurélie Chevante-Aksoy  
The motion passed unanimously.

*(Courses: Global Citizenship)*

- r. AHIS 2 Western Art History II  
Motion to approve Global Citizenship for AHIS 2 with no revisions.  
**Motion made by:** Briana Simmons; **Seconded by:** Audra Wells  
The motion passed unanimously.
- s. AHIS 71 African American Art History  
Motion to approve Global Citizenship for AHIS 71 with revision to add course objective of: “Demonstrate an understanding that African American Art is almost always in dialog with other cultures/paradigms by discussing examples of this relationship.”  
**Motion made by:** Estela Narrie; **Seconded by:** Susan Caggiano  
The motion passed with the following vote: Y: 17; N: 1 (Guido Davis Del Piccolo); A: 0

*(Courses: Deactivation)*

- t. ~~HIST 47 The Practice of History~~

*(Programs: New)*

- u. Data Analyst Department Certificate  
Motion to table the Data Analyst Department Certificate based on feedback from the committee, recommending changing the program type to Certificate of Achievement.  
**Motion made by:** Estela Narrie; **Seconded by:** Sheila Cordova  
The motion passed unanimously.
- v. Data Science Certificate of Achievement  
Motion to approve Data Science Certificate of Achievement with no revisions.  
**Motion made by:** Jason Beardsley; **Seconded by:** Fariba Bolandhemat  
The motion passed unanimously.

*(Programs: Revisions)*

- w. Computer Business Applications AS/Certificate of Achievement
  - Replace CIS 67 with BUS 34A in “Track 1: Social Media Specialist”; no change to unitsMotion to approve changes to Computer Business Applications AS/Certificate of Achievement with no additional revisions.  
**Motion made by:** Sheila Cordova; **Seconded by:** Audra Wells  
The motion passed unanimously.
- x. Early Intervention/Special Education Assistant AS/Certificate of Achievement
  - Rename of program (was “Early Intervention Assistant”)
  - Update to program description and Program Learning Outcomes languageMotion to approve changes to Early Intervention/Specialist Education Assistant AS/Certificate of Achievement with no additional revisions.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Audra Wells  
The motion passed unanimously.
- y. Social Media Assistant Certificate of Achievement
  - Remove CIS 51; add DMPOST 3 or MEDIA 20; no change to unitsMotion to approve changes to Social Media Assistant Certificate of Achievement with no additional revisions.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Aurélie Chevant-Aksoy  
The motion passed unanimously.
- z. Changes to degrees and certificates as a result of courses considered on this agenda
  - BUS 34C will be included in the forthcoming Digital Marketing Certificate of Achievement
  - CIS 30T will be a required course for the Data Science Certificate of Achievement
  - CS 79X will be an elective course for the Data Science Certificate of Achievement
  - CS 82A will be a required course for the Data Science Certificate of Achievement
  - CS 82B will be a required course for the Data Science Certificate of Achievement
  - CS 82C will be an elective course for the Data Science Certificate of Achievement
  - TH ART 48A will be added to the Theatre AA degreeMotion to approve the changes to degrees and certificates listed above as a result of courses considered on this agenda.  
**Motion made by:** Estela Narrie; **Seconded by:** Aurélie Chevant-Aksoy  
The motion passed unanimously.

## VIII. New Business

- Guided Pathway Program Map Approval Process Proposal (*see pages 6-9*)  
Presented by Jason Beardsley, Audra Wells, and Guido Davis Del Piccolo

Maps are about looking at Curriculum through the student experience lens.

In addition to having a document that’s helpful for our current and prospective students, as well as



counselors and faculty, a big part has been the meaningful collaborations – when we're mapping programs, it brings up a lot of great conversations. For counseling faculty, it was very helpful to have those conversations about how to advise students, to really look at the sequencing of courses.

Many programs have put through changes, as a result of those mapping days, through viewing their programs through a new lens – seeing it through the student experience.

It's important to figure out the logistics, to make mapping an integral part of the approval process. Additionally, can we offer trainings for faculty who may not have been a part of the original mapping days, and raise awareness across the campus, so maps are a topic being discussed in departments, even before a new course or program is entered into META.

**IX. Old Business**

None

**X. Adjournment**

Motion to adjourn the meeting at 5:07 pm

**Motion made by:** Jason Beardsley; **Seconded by:** Jennifer Merlic

The motion passed unanimously.

## Overview of “Program Mapping Process” moving forward:

An embedded process is necessary going forward to ensure proposed program maps for new and revised programs are created and vetted prior to the program and/or new courses coming to the Curriculum Committee for vote. Alignment of the curriculum approval process for new and revised maps and programs will ensure that program maps remain current and accurate, and that the program map (and, thus, the student perspective) be considered at the time of curriculum development. Ideally, the new or revised Program map will accompany new courses or programs when they go to the Curriculum Committee for vote.

## Proposed Process:

To ensure a coordinated approach, the Counseling Department Curriculum Committee Representative will be notified via META upon “Launch” of a new proposal in the following Approval Workflows:

- Course: NEW or Reinstate
- Course: SUBSTANTIAL Change
- Program: New Degree/Certificate
- Program: NON-Substantial Change
- Program: SUBSTANTIAL Change

Using an electronic form, the following questions will be asked of the Originator and Sponsoring Department(s) Curriculum Rep(s) and Chair(s):

### COURSES:

#### New Course:

- Does this new course replace any “Program Requirement (PR)” or “Restricted Elective (RE)” currently on any program map?
  - If yes, program map revisions are to be created in consultation with the Counseling Department Curriculum Representative and are to be considered for approval simultaneously with the new course.
- Does this new course need to be added as a PR or RE to any program map?
  - If yes, program map revisions are to be created in consultation with the Counseling Department Curriculum Representative and are to be considered for approval simultaneously with the new course.

#### Course (Substantial) Revision (units, hours, requisite):

- Does this substantial revision impact any program map?
  - If yes, program map revisions are to be created in consultation with the Counseling Department Curriculum Representative and are to be considered for approval simultaneously with the course revision.

If the answer to any of the above questions is “YES”, the New or Revised Course proposal will be placed on the Curriculum Committee’s agenda for approval only when accompanied by any appropriate program map(s).

## **PROGRAMS:**

To ensure the smoothest approach, the Counseling Department Curriculum Committee Representative should be contacted as early as possible in the construction of program or program revisions (even before “Launch” in META).

### **New Program (16+ units or requires multiple semesters):**

- A new program map must be created in consultation with the Counseling Department Curriculum Representative

### **Program Revision:**

- A revised program map must be created in consultation with the Counseling Department Curriculum Representative

The New or Revised Program proposal will be placed on the Curriculum Committee’s agenda for approval only when accompanied by any appropriate program map(s).

**In all instances (course or program), any resulting program map will become “active” only when the courses and/or programs are officially made “active” in META. Therefore, the Counseling Department Curriculum Committee Representative is to be notified regarding Chancellor’s Office approval decisions.**

## Guiding Principles for Program Maps

### What are Program Maps?

Programs maps are intended to give students a framework for a specific course of study, if they are unsure where to begin, or if they have not yet begun their studies and are exploring options. Program maps allow students to compare different programs and have a transparent understanding of requirements.

Program maps for AA/AS/ADT/Transfer/Certificate of Achievement (CoA) outline the sequence of courses that a student should take, including general education and/or transfer major requirements (if applicable). Maps provide the student valuable information with which to begin a conversation with a Counselor.

Each Associate degree and/or Certificate of Achievement has been mapped as a result of the collaborative work that took place at multiple mapping days. These “mapping teams” were comprised of Discipline faculty, Counseling faculty, Curriculum representatives and students. The maps were organized into Areas of Interest and each map was vetted by a 2-member Counselor Vetting Team. Final maps were vetted by the Redesign Team and Counseling Mapping Lead, in consultation with appropriate faculty and Department Chairs, and approved by each Department.

### Guiding Principles of Maps:

- Maps are not educational plans (which are tailored to individual student goals, needs and unique circumstances). Maps are intended as the most time efficient guideline for a specific program and used in the educational planning process with Counselors.
- General Education (GE) courses and Restricted Electives (RE) have remained “wide open” in most cases to allow for choice. In some cases, when discipline faculty (or articulation agreements) suggest specific RE’s, those will be noted in the Comments/Notes column (L).
- There are disclaimers on all published maps indicating that there may be a better path for a particular students’ goals, thus emphasizing the importance of creating a customized Educational Plan with the assistance of a Counselor.
- Typically, 2 courses per semester have been noted as being “appropriate” for intersession. Many times, we have designated GE courses as appropriate for intersession. If Program Requirements (PR’s) have been noted as “appropriate for intersession”, they have been confirmed by discipline faculty as being consistently offered during short sessions and recommended in a short-term format.

- Typically, an SMC Associate degree was mapped using the SMC local GE pattern. In some cases, IGETC or CSU GE was used based on the goals of most of our students for that major. That is, the map leads the student towards completion of an Associate degree and/or Certificate of Achievement as well as transfer requirements for that program/major.
- In some cases, but not all, Career Education (CE) Programs that offer an Associate degree and CoA were included on the same map and the CoA was prioritized in the first 1-3 semesters as appropriate. This demonstrates reasonably efficient opportunity to “scale up” to degree completion and/or transfer (if applicable). There are a few cases when separate maps were developed for CoA’s and degrees. These were decided upon by discipline faculty and the mapping team.
- Official posted advisories and pre-requisites are included on all Program maps, and those advisories and pre-requisites were added to the 2-year map accordingly.
- Sequencing of courses for the part-time student is an important aspect of published maps. The PR’s and RE’s are sequenced in EACH semester as to prioritize which courses should be taken first SHOULD a student complete their studies at a slower/part-time pace.
- Gateway courses are noted on each map and exist in the first 1-2 semesters for each Program. These are courses that introduce the field of study for students who are deciding on their major.

#### **Assumptions of Maps:**

- Eligibility of ENGLISH 1 and MATH 21/54/2. Support courses were NOT included; therefore, course advisement will adjust given these unique student needs.
- No enrollment in intersessions.
- No outside credits earned.
- Completion of the IGETC UC foreign language requirement in high school.
- Eligibility to enroll in foreign language level 2 for the major in a foreign language.

**Santa Monica College**  
**NEW COURSE: ECE - NONCREDIT 921, Parenting: Together in Nature**

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

<b>Date Submitted</b>	June 2020
<b>Degree Applicability</b>	Noncredit
<b>TOP/SAM Code</b>	1305.60 - Parenting and Family Education* / D - Possibly Occupational
<b>Proposed Start</b>	Spring 2021
<b>Minimum Qualifications</b>	Child Development/Early Childhood Education (Masters Required)
<b>Library</b>	Library has adequate materials to support course
<b>Program Impact</b>	None

**Rationale**

Parenting course:

Nature is all around us and there are numerous ways to discover and enjoy nature. Evidence shows that nature has positive outcomes when children have frequent and many opportunities to play outdoors. Through these play opportunities, children become capable, grow their autonomy, self-esteem, and problem-solving skills. A sense of place is cultivated when we highlight nature in the neighborhood. Conserving nature begins with connecting and interacting with nature. Through nature play, parents and caregivers can promote that connection to nature. Each session will feature creative, interactive experiences developed to connect children and caregivers to the natural world

**I. Catalog Description**

In this family playgroup experience, parents will learn about the social, emotional, physical, and cognitive development of young children, the importance of play, and strategies that support a strong foundation for future learning, within the context of nature-based experiences with their child. Parents will learn to create safe, healthy, and inclusive environments from which to observe and interact with their child. In addition, they will share ideas, resources, and information while participating with other families in informal discussion groups. The skills learned in this class promote positive parenting attitudes and healthy parent-child relationships.

**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-selected materials related to parenting, child development, and nature-based practices.,

**III. Course Objectives**

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

1. Identify developmental ages and stages for young children
2. Describe the importance of play for children
3. Observe children and interpret behavior within the context of development
4. Develop positive strategies for building trust and autonomy with children
5. Understand how they can support their children's development through a variety of nature experiences.

**IV. Methods of Presentation:**

Field Experience, Observation and Demonstration, Lecture and Discussion

## V. Course Content

<u>% of Course</u>	<u>Topic</u>
20%	Importance of Play for a developing child
30%	Benefits of interacting with nature
10%	Interrelationships of community, home and school
15%	Parent/caregiver interactions
15%	Ways to promote language, cognitive, physical and social and emotional development using nature experiences
10%	Building self-esteem and self-confidence for both parent/caregiver and child(ren)
100%	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>
60 %	Class Participation
20 %	Other - Discussion
20 %	Other - Reflection Journals
100 %	Total

## VII. Sample Assignments:

**Scavenger Hunt:** Parent/Caregiver and Child(ren) using a laminated visual list will go on a nature walk looking for the items in the environment. Collecting them in a basket. Then they can use their loose parts to create abstract designs. Mini discussion with parents about Process experiences.

**Color Wheel:** This activity encourages children and adults to really notice their surroundings This activity is an exercise in mindfulness. Each family is given a color wheel and they will go on a nature walk looking for items that match one of the colors. They will put a clip on the color they spot on their walk. Mini Discussion: Open-ended Questions, WHY they support children's thinking. What would happen if you \_\_\_\_\_? What does it look/feel/smell like?

## VIII. Student Learning Outcomes

1. Recognize and support the social, emotional, physical, and cognitive developmental characteristics of young children while engaged in nature play.

# DE Application

## 1. Course: New: ECE NC 921 - Parenting: Together in Nature

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### Delivery Method

- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only ("AODECO") *[Select this option if the course will meet its learning objectives in an online environment during emergencies but will not regularly be scheduled in an online format.]*

### DE Contact/Interaction Guidelines and Best Practices

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55204), which mandates "regular and effective" contact between instructor and students, and among students, courses must include the following interactions:

#### 1a. Instructor - Student Interaction

The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students and how students can acquire the materials needed for each session.

The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation.

Weekly ZOOM Check-ins

Provide virtual office hours along with telephone option

#### 1b. Student - Student Interaction:

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding parenting, child development, and nature experiences.

Small group activities/discussions - 3-4 times during the course ( groups would be divided by children's age range for example 18-24 months / 25 35 months or ZOOM breakout rooms

Asynchronous Threaded Discussion - 1-2 weekly,

#### 1c. Student - Content Interaction:

Students will interact with course content on a weekly basis through readings, videos, discussions, and/or reflective assignments.

#### 1d. Distance Ed-Interactions

##### **Discussion Boards**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of early childhood nature-related topics, requiring students to comment on classmate's postings.

**Percentage of Online Course Hours** 2.00

##### **Videos**

The instructor made videos will show parents activities to do with their child(ren)

**Percentage of Online Course Hours** 5.00



### **Written assignments**

Reflective assignments, Observation assignments, and article reviews. These assignments could be submitted using audio or video features in the LMS.

**Percentage of Online Course Hours** 3.00

### **Online Lecture**

ZOOM Sessions where families will do nature learning experiences with their children, hopefully in an outdoor environment

**Percentage of Online Course Hours** 90.00

## 2. Organization of Content

The course will be divided into weekly modules, including an assignment and objective page sharing with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, or videos,

## 3. Assessments

### **Class Participation**

**Percent of Grade** 90.00

Showing up for the Zoom sessions with their children

### **written assignment**

**Percent of Grade** 10.00

Reflective assignments, article review. discussion posts

## 4. Instructor's Technical Qualifications

Instructors should have completed training on the learning management system in place and received the appropriate

certification, where applicable.

The instructor should be knowledgeable of accessibility resources on and off-campus.

Familiar with LMS tools and willingness to stay current as technology changes every day.

## 5. Student Support Services

Department website, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Child Development Training Consortium, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, SMC Reading Lab, SMC Writing Lab, Child Care

## 6. Accessibility Requirements

Videos will be closed captioned, PDF will be converted to a CANVAS page, when appropriate. Pages will use the Rich Text Editor

Images will have alt text.

## 7. Representative Online Lesson or Activity

Course Objective #5: Understanding how they can support their children's development through a variety of nature experiences.

Step One: Benefits of Nature for Kids, Bright Horizon article

Step Two: Share with Instructor any ideas that you think you want to try with your child(ren) based on what you read or what idea was sparked after reading this article. Are there any barriers that will prevent you from this activity.

Step Three: Submission can be either written, video, or audio.

## Distance Education Quality

### Quality Assurance

- 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

- 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**  
**New Course: MUSIC 27, Music for Early Childhood Education (same as ECE 81)**

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

<b>Date Submitted</b>	May 2019
<b>Transferability</b>	Transfers to CSU
<b>Degree Applicability</b>	Credit - Degree Applicable
<b>TOP/SAM code</b>	1004.00 – Music / E - Non-Occupational
<b>Proposed Start</b>	Fall 2020
<b>Minimum Qualifications</b>	Music (Masters Required); Master's in Music OR Bachelor's in music AND Master's in Humanities OR equivalent
<b>Library</b>	List of suggested materials has been given to Librarian
<b>Program Impact</b>	Proposed for inclusion in a forthcoming degree or certificate: Music Teacher Certificate of Achievement

**Rationale**

Currently, most of the music studio teachers teach young children on an individual basis, but are not trained or comfortable with teaching infant and toddlers in a group setting. The new class will help them acquire the ability to extend their teaching practices, and therefore, be more versatile and successful in the music teaching field. In addition, this course is also ideal for students pursuing an early childhood education degree.

**I. Catalog Description**

This course is an introduction to teaching music classes for children ages infancy through age 6 in a group setting. Various music teaching techniques and teaching materials will be explored.

**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. Music Play: The Early Childhood Music Curriculum Guide for Parents, Teachers and Caregivers, Valerio, W., H. Reynolds, A., M. Bolton, B., M. Taggart, C., C. Gordon, E., E., Alec and Ed Harris GIA Publications, Inc. © 1998, ISBN: 1-57999-027-4;
2. Music Learning and Teaching in Infancy, Childhood, and Adolescence: An Oxford Handbook of Music Education, Volume 2, McPherson, G., E. Welch, G., F. eds. , Oxford University Press © 2018, ISBN: 9780190674595;

**III. Course Objectives**

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

1. Understand and examine the value of music education in helping young children develop their emotional, physical and intellectual abilities.
2. Describe the stages of primary music development in young children.
3. Develop and evaluate lessons that are age and developmentally appropriate using teaching techniques and strategies explored, such as Dalcroze, Kodaly, Orff methods.

**IV. Methods of Presentation:**

Critique, Field Experience, Group Work, Lecture and Discussion, Observation and Demonstration, Online instructor-provided resources, Projects, Visiting Lecturers

## V. Course Content

<u>% of Course</u>	<u>Topic</u>
10%	Music development in young children aged from infancy to age 6.
5%	Parents and Caregiver education
10%	Materials search: Finding appropriate song selections, recordings for movements and dancing, listening examples, music games.
20%	Observation of on-site, off-site early childhood music classes, and video recordings of music classes. Write critiques on each class observed.
10%	Research early childhood teaching methods
20%	Plan and teach one music activity (2-3 times a semester)
20%	Prepare 45 minute lesson plans including multi-activities such as songs, rhythms, movements, listening, and tonal patterns.
5%	Explore business aspects of music teaching for early childhood music, for example: how to begin offering early childhood music classes in the student's desired business locale.
100%	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 - Attendance, preparedness, group discussions
20 %	Final Project - Lesson plan for a 45 minute music class for early childhood
10 %	Homework - Read/watch assigned materials (articles, books and videos)
20 %	Performance - Teach one music activity, 2-3 times a semester
10 %	Projects - Create your own music class business start-up kit. Create your own parent/care giver education mini library
20 %	Written assignments - Music classes observation critiques
100 %	Total

## VII. Sample Assignments:

1. Observe the video recording of a master teacher teaching a music class. Write your own critique and answer the questions provided by the instructor.
2. Design a business card/flyer for your studio using the template provided by the instructor.

## VIII. Student Learning Outcomes

1. Articulate the benefit and importance of music for early childhood and be able to assess children's musical developmental stages.
2. Construct age and developmentally appropriate music activities and lesson plans.

**Santa Monica College**  
**Substantial Change: COMPUTER APPLICATIONS 40, InDesign**

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

<b>Date Submitted:</b>	August 2020
<b>Transferability:</b>	Transfers to CSU
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Skills Advisory(s):</b>	CIS 1

**I. Catalog Description**

Digital publishers design and produce everything from newsletters and brochures to books and magazines for their clients and employers. In this class, students will develop the skills to integrate text and graphics to design high-quality business publication documents and layouts. Students will create and edit graphics, scan text and images and prepare projects for print or for the Web. Hands-on experience is provided. This class covers the objectives necessary for the Adobe Certified Associate (ACA) in Print & Digital Media Publication Using Adobe InDesign certification.

**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. Adobe InDesign Classroom in a Book, 2020 release, Kordes and Dejarld, Adobe Press © 2021, ISBN: 978-0-13-687028-9;
2. Adobe InDesign. Adobe, Creative Cloud ed.
3. Microsoft Office 365 or Microsoft Office 2019  
Adobe Reader

**III. Course Objectives**

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

1. Demonstrate how to Import and move text
2. Use paragraph features to control alignment
3. Design text blocks and text (rotate, flip, skew)
4. Use the control Palettes
5. Demonstrate how to Import and place graphics
6. Apply the contrast and lightness of graphics
7. Use drawing tools, manipulate text and graphics on a layout
8. Use InDesign to create Web publications
9. Use and create Styles Palette
10. Demonstrate how to create tabs and tables on a document
11. Assemble publications into a book, including creation of a table contents and index
12. Demonstrate how to prepare, package, and export documents for print or digital

**IV. Methods of Presentation:**

Online instructor-provided resources, Projects, Other (Specify), Lecture and Discussion, Observation and Demonstration, Critique

Other Methods: Introduce students to new features in InDesign. Instructor guided and individual hands-on practice using textbook exercises and "real world" examples will be provided in the classroom, giving students the opportunity to ask questions, clarify concepts, and receive individual guidance. Homework assignments are designed to assist students in mastering previously learned skills and explore new concepts prior to their presentation in class.

## V. Course Content

<u>% of Course</u>	<u>Topic</u>
5%	Exploring the InDesign Workspace
10%	Working with Text
5%	Setting up a Document
5%	Working with Frames
10%	Working with Color
10%	Placing and Linking Graphics
10%	Creating Graphics
10%	Working with Effects
5%	Working with Tabs and Tables
10%	Making Books, Tables of Contents, and Indexes
10%	Exploring Advanced Techniques
10%	Preparing, Packaging, and Exporting Documents
100%	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
20 %	Exams/Tests - There will be a midterm exam and a final exam.
45 %	Homework - There will be 10 to 12 weekly homework assignments.
15 %	Projects - There will be four special class projects and a final portfolio project.
10 %	Quizzes - There will be 10 to 12 Practice Theory Quizzes.
100 %	Total

## VII. Sample Assignments:

**Assignment 1:** Portfolio Project In this project, you will examine the layout that you worked on within the lessons of this chapter. You are encouraged to critique the layout from a design perspective, to comment on the elements that you think are effective, and to suggest ways that the presentations may be improved.

**Assignment 2:** Project Builder 2 You are a designer at a design firm that specializes in travel. A client comes in with a disk that contains a layout that she created in InDesign. She says that it's the basic layout for a brochure that she wants to create and that she wants you to use it as a template for future layouts. You open the file and decide that it's best to move the basic elements only layers.

## VIII. Student Learning Outcomes

1. Given job related cases, students will integrate text and graphics to design high-quality business publication documents and layouts that can be used in various applications. As assessed by: projects and exams.
2. Given job related cases, students will create various InDesign layouts, add graphics, scan text and other images and prepare projects for print or for the Web. As assessed by: projects and exams.

**ADVISORY Checklist and Worksheet: CIS 40**  
**Proposed Advisory: CIS 1**

**SECTION 1 - CONTENT REVIEW:**

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		<b>X</b>	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		<b>X</b>	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		<b>X</b>	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		<b>X</b>	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		<b>X</b>	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		<b>X</b>	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		<b>X</b>	

**ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: CIS 40**

*(It is recommended that the student to be able to do or understand the following BEFORE entering the course)*

A)	Identify the components of a computer; explain how a computer works; describe computer input and output; and identify input and output devices as well as mobile devices.
B)	Identify and explain system software, including Windows and OS X operating systems and applications software, including word processing, spreadsheet, presentation and database programs.
C)	Explain how computers are used in business as well as their use in business communication, including email, as well as describe business information systems.
D)	Demonstrate the use of operating systems, web browsers, web-based word processing and spreadsheet applications, coding, and web-based social media applications.

**EXIT SKILLS (objectives) FROM: CIS 1**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Identify the components of a computer; explain how a computer works; describe computer input and output; and identify input and output devices as well as mobile devices.
2.	Identify and explain system software, including Windows and OS X operating systems and applications software, including word processing, spreadsheet, presentation and database programs.
3.	Explain how computers are used in business as well as their use in business communication, including email, as well as describe business information systems.
4.	Demonstrate the use of operating systems, web browsers, web-based word processing and spreadsheet applications, coding, and web-based social media applications.

		ENTRANCE SKILLS FOR: CIS 40							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: CIS 1	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

**Santa Monica College**  
**Distance Education: GEOLOGY 32, Introduction to Physical Oceanography with Lab**

<b>Units:</b>	4.00
<b>Total Instructional Hours (usually 18 per unit):</b>	108.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	3.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours</b>	108.00

<b>Transferability:</b>	Transfers to CSU, UC (pending review)
<b>IGETC Area:</b>	5A: Physical Science (pending review) 5C: Physical or Biological Science LABORATORY (pending review)
<b>CSU GE Area:</b>	B1 - Physical Science (pending review) B3 - Laboratory Sciences (pending review)
<b>Degree Applicability:</b>	Credit – Degree Applicable

**I. Catalog Description**

This course describes the physical and geological aspects of oceanography. Lecture topics include the origin of the oceans, plate tectonics, seafloor topography, waves, beaches, estuaries, lagoons, and lakes. Lab content will reinforce lecture topics giving students an opportunity to apply their knowledge with hands-on experience along with a greater degree of understanding the physical and chemical properties of the oceans and atmosphere.

**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. Essentials of Oceanography, 13th , Trujillo , Pearson © 2019, ISBN: 978-0134891521;
2. Ocean Studies, Joseph Moran, AMS Online © 2019;
3. Investigating Oceanography, Sverdrup and Kudela, McGraw Hill © 2016;
4. Webb. Introduction to Oceanography, Rebus Community, Roger Williams University
5. A lab manual, written by the instructor, will be required for the lab content.

**III. Course Objectives**

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

1. Demonstrate a greater awareness of the oceanic environment as illustrated by identifying the various types of waves, beach erosional and depositional features, and oceanic currents.
2. Describe marine resources and explain public policy impacts on management of the marine environment.
3. Explain accurately oceanographic phenomena such as tsunamis and the worldwide climatic and economic impact of ENSO events.
4. Describe how ocean currents affect the climate of adjacent land masses.
5. Communicate effectively to a general audience a scientific concept related to oceanography.
6. Work effectively within a group to complete a project on a timeline.

**IV. Methods of Presentation:**

Lecture and Discussion, Lab, Observation and Demonstration, Field Trips, Projects, Experiments, Visiting Lecturers, Group Work, Field Experience

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
4%	History of Oceanography
10%	Origin of the Earth, Oceans, and Plate Tectonics



4%	Continental Margin Topography
4%	Deep Sea Topography
4%	Reefs
6%	Continental Margin Sediments and Changes in Sea Level
6%	Deep Sea Sediments
8%	Oceanographic Equipment
8%	Waves
6%	Tides
8%	Beaches and Coastal Structures
4%	Estuaries, Deltas, and Lagoons
4%	Chemistry of Seawater
4%	Physical Properties of Seawater
4%	Coastal Sand Dunes
8%	Circulation and Water Masses
4%	Sea Ice
4%	How ocean and atmosphere circulation impact climate
100%	Total

**Vb. Lab Content:**

<u>% of course</u>	<u>Topic</u>
7.00%	Plate Tectonics
8.00%	Marine Charts/ Navigation
7.00%	Bathymetry
8.00%	El Niño Southern Oscillation (ENSO)
8.00%	Marine Sediments
7.00%	Seawater Chemistry
7.00%	Surface currents
8.00%	Thermohaline circulation
7.00%	Nearshore environments
8.00%	Coastal Processes
7.00%	Primary Productivity and Ecology
8.00%	Marine Pollution
10.00%	Climate Change, seawater pH, and alkalinity
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 - Three midterm exams will be administered, each worth 10% of the grade.
10 %	Final exam
10 %	Final Project - Science communication project which will be completed in groups of 2-3 students. Students will pick a course topic and create either a video (PSA, advertisement, commercial, documentary style) approximately 3 minutes long. Written projects should be 1000-2000 words and could include a written article for a science communication journal, a blog post, or a comic.
10 %	Homework - Homework to supplement class activities will be assigned. This will include Scientist Spotlights which highlight diverse scientists working in Oceanography. The addition of these biographies will increase the classroom sense of communities as students will see a set of scientists who are more diverse than those they see daily on the SMC campus.
40 %	Lab Reports
100 %	Total

**VII. Sample Assignments:**

**Coastal Processes Assignment:**

NAME \_\_\_\_\_ Welcome to the Santa Monica Beach! Today we are going to make direct observations of the beach and collect data related to the concepts we discussed in class. PART ONE: BEACH ANATOMY 1. Sketch the coastal region from the cliffs to the shore line and label the features you see below (use the figure below to help you identify the features). Include the markers we see in Santa Monica like PCH. 2. Comparing your sketch to the figure above, what features are missing on the beach in Santa Monica? Why (or why not)? 3. What type of shoreline is this? (Erosional or depositional) Why? PART TWO: SAND 1. Take a small handful of sand and put it on the circle on your paper- you want a single layer of grains. What are the sizes of grains that you see? 2. What makes up the sand? Identify as many particles as you can. 3. Using a magnet, drag it through the sand. What do you see on the magnet? What color are the minerals and what could they be? 4. Dig a trench about 3 feet long by 2 feet deep- sketch the side of the trench (the pattern you see in the sand). Describe the pattern that you see. PART THREE: Longshore Current 1. What direction does the longshore current move on the west coast? 2. Using an orange (provided by your Professor), throw it into the ocean and observe its path. Sketch the path below- indicate with arrows the way the orange moves onto the beach and back out into the surf. Why is the longshore current moving that direction? 3. As you look to the north and the south of the Santa Monica Pier (waaay up the beach), what do you notice about the width of the beach? How does it change? 4. Walk up to the pier and to the end of it (over the ocean). What man-made structure can you see in the ocean to the right of the pier? How might this structure influence wave energy and the movement of sand? PART FOUR: Waves 1. Working with a partner, count the number of waves that pass a fixed point over the course of one minute. 2. Determine wave period (T) by finding a fixed point and timing how long it takes a wave to move past (crest to crest). 3. What type of waves are you observing- spilling breakers, plunging breakers, or surging breakers?

**Marine Sediments:**

NAME \_\_\_\_\_ INTRODUCTION Sediment – particles of organic or inorganic matter that accumulate in a loose, unconsolidated form. Sediment can be classified by particle size, or by source (such as terrigenous, biogenous, or hydrogenous). Most sediments on the ocean floor are a mixture of biogenous and terrigenous particles, with an occasional component of hydrogenous sediments. 1. Examine the igneous rock granite in the three trays. What happens to this rock as it is weathered? What happens to sediment once it reaches the ocean? Let's do a simple experiment to find out. HOW FAST DOES SEDIMENT SETTLE THROUGH THE WATER? Settling Experiment Turn the jar upside down then place it back on the table. Watch and record what happens as outlined below: 1.

How long does it take for the gravel to settle? 2. How long does it take for the sand to settle? 3. How long does it take for approximately 2 cm of silt to accumulate? Wait long enough for the silt layer to be easily distinguished (at least two minutes). 4. Calculate the settling velocity for the sand layer. Use the equation  $\text{rate} = \text{distance}/\text{time}$  5. Calculate the settling velocity for the silt layer. 6. Write a one or two - sentence hypothesis about the relationship between grain size and settling rate. Now that we have a sense of how sediment will settle and accumulate in a small tube, let's look at accumulation in the ocean. . . . .

**CALCULATING RATES OF SEDIMENTATION IN THE OCEAN**

Location	Type of sediment	Sedimentation rate
How many years to deposit 100 meters of sediment? (How long is 100m? Look at the meter stick!)		
Off the coast of the northeastern United States	Terrigenous	10cm/ 1000yr
Further off shore in the North Atlantic	Biogenic ooze	5cm/ 1000yr
Central Pacific	Red Clay	0.1cm/ 1000yr

7. Now that you have witnessed sedimentation in a small settling tube, compare to some real-life examples. Calculate the number of years it takes to deposit 100 meters of sediment for each of the locations in Table 1. Record your answers in Table 1. (easy!) 8. Examining your answers in Table 1, why do you think sedimentation rates change in this manner?

### **VIII. Student Learning Outcomes**

1. Students will demonstrate an understanding of the Earth's coastal shorelines by developing the skills necessary to identify beach erosional and deposition features, coastal sand dunes, and lagoons. In addition, students will recognize the interaction of waves and tides on a shoreline, and how the chemical and physical properties of seawater cause ocean currents.
2. Students will demonstrate an understanding of how the oceans and the ocean basins formed, the topography of the sea floor, and the where sediments found on the seafloor come from.
3. Students will demonstrate an understanding of the importance of communicating science to a broad audience by successfully completing a group project that focuses on this very task.

# DE Application

## 1. Course: New: GEOL 32 - Introduction to Physical Oceanography with Lab

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### Delivery Method

- Fully Online

### DE Contact/Interaction Guidelines and Best Practices

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55204), which mandates "regular and effective" contact between instructor and students, and among students, courses must include the following interactions:

#### 1a. Instructor - Student Interaction

There will be frequent instructor student interactions. Each week students will be greeted by a Canvas Announcement outlining that week's activities. Announcements will include pre-recorded videos pertinent to that week, including pre-recorded lectures and/or videos relevant to the concepts introduced, virtual lab demonstrations, where applicable, and a virtual walkthrough of aspects of the week that require more detailed explanation. The instructor will be available during regularly scheduled office hours each week on zoom. Students will use the ConferNow function in Canvas to sign-up for specific time slots during office hours. Additional office hours will be scheduled, if needed for student convenience. The course will have a Q&A Discussion Board where the instructor and students may communicate readily about course content and questions concerning weekly activities. The instructor will also be available through email; all emails sent M-F will be replied to within 48 hours (holidays excepted).

#### 1b. Student - Student Interaction:

Students will interact with one another via threaded discussion boards. Virtual discussion boards will provide multiple opportunities for students to interact with one another and with the instructor in the course. Discussion boards will be used in assignments where student interaction is a core aspect of the assignment, and they will be used as informal spaces to study, collaborate on course work, share resources, organize meetings, and discuss questions related to the course. In addition, a virtual student lounge will be created to encourage students to interact more on a personal level.

#### 1c. Student - Content Interaction:

The course is organized into weekly modules that include pre-recorded videos introducing lecture content, discussion boards, guided chapter review questions, chapter quizzes, lab exercises, and lab quizzes. On occasion, additional assignments are offered to provide additional learning opportunities. The chapter quizzes will provide a low-stakes opportunity for students to test their mastery and understanding of the course material before exams. Lab quizzes will assess students' comprehension of core aspects of each week's lab. Students will also be provided with extra credit opportunities that encourage student engagement. All video content will have closed captioning to go with the audio portion.

#### 1d. Distance Ed-Interactions

### **Threaded Discussions**

Students will respond weekly to a threaded discussion. This will be a space for the instructor to check comprehension, answer questions as needed, and for students to provide peer-to-peer instruction.

**Percentage of Online Course Hours** 15.00

### **Exams**

Three exams will be given. Each exam will cover 3-5 chapters. These exams will be administered via Canvas or similar learning management software.

**Percentage of Online Course Hours** 15.00

### **Other (describe)**

Weekly reading quizzes will be administered via canvas quiz function. These quizzes will serve as low-stakes opportunities for student to demonstrate familiarity with the weekly learning concepts.

**Percentage of Online Course Hours** 15.00

### **Online Lecture**

Weekly videos will introduce students to the material and explain the fundamental concepts for the week. These videos will also include short introductions to the weekly lab assignment and, when needed, a virtual walkthrough of any other aspects of the week (i.e. assignments, discussion boards, etc.) that require a more detailed explanation.

**Percentage of Online Course Hours** 20.00

### **Other (describe)**

Weekly labs accompany each lecture. Labs are an opportunity for students to engage more deeply with the material through exercises designed to help students think critically and apply their knowledge (i.e. create bathymetric maps of the local seafloor and identify submarine canyons, islands, and basins after learning about these features from lecture and reading)

**Percentage of Online Course Hours** 20.00

### **Videos**

Videos will be used for some material. The highly visual and cinematic nature of many existing documentaries helps to bring the material to life to students. Examples of videos include the Blue Planet series by the BBC. All videos will be captioned.

**Percentage of Online Course Hours** 5.00

### **Project Presentation**

Science communication project which will be completed in groups of 2-3 students. Students will pick a course topic and chose to create ONE of the following : a video (PSA, advertisement, commercial, documentary style) approximately 3 minutes long; or a written project (1000-2000 words and could include a written article for a science communication journal, a blog post, or a comic).

**Percentage of Online Course Hours** 10.00

## **2. Organization of Content**

Content is organized around the concepts listed in the course content outline and follows a linear structure where the underlying themes of oceanography are taught and then using that knowledge students build their knowledge base. As they master concepts, they are introduced to higher level learning which requires them to tap into their earlier acquired knowledge. Most modules are created to be weekly. Each week students will have 1) an online video from the instructor introducing the weekly topic and explaining important concepts.

This may include videos from the internet, illustrations done by the instructor, and annotated pictures showing students the concepts. 2) For each unit (roughly weekly), students will contribute to online discussion board where they can interact with the instructor through questions and answers and also respond to their peers. 3) For each unit, students will complete a lab exercise that reinforces the course content- students will be encouraged to complete these lab exercises with classmates using canvas or zoom to connect with one another. For students who cannot participate that way, they will be provided all materials and opportunities to get assistance from the instructor. 4) Students will have a pre-recorded mini lecture explaining the weekly lab activity. 5) Students will have a reading quiz to complete at the end of each unit. 6) Other course-specific components will be developed and provided as necessary. All material is presented through the available technologies and primarily relies on the College preferred systems such as Canvas and CCConfer. The assigned activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

### 3. Assessments

#### **Exams**

##### **Percent of Grade 30.00**

Three exams will be administered, each representing 3-5 chapters (or 3-5 weeks) of course material. These exams will be administered using Canvas.

#### **Science communication project**

##### **Percent of Grade 10.00**

Science communication project which will be completed in groups of 2-3 students. Students will pick a course topic and chose to create ONE of the following : a video (PSA, advertisement, commercial, documentary style) approximately 3 minutes long; or a written project (1000-2000 words and could include a written article for a science communication journal, a blog post, or a comic). Students will be graded using a rubric that assesses their contributions to their project, the overall effectiveness of communicating science to a non-scientific audience, the scientific accuracy of their work, and whether or not they met the time or word-count minimums in the assignment.

#### **Threaded Discussions**

##### **Percent of Grade 10.00**

For each chapter, students will be expected to respond to posted questions in the threaded discussion. Students will respond to the prompt as well as to each other and post them in a dedicated threaded discussion board.

#### **Laboratory Exercises**

##### **Percent of Grade 30.00**

Laboratory exercises will be completed with each module (weekly) and students will work through the labs which will strengthen their understanding of the concepts learned in lecture and readings. Labs will be turned in and graded for completion and comprehension.

#### **Reading Quizzes**

##### **Percent of Grade 15.00**

At the end of each weekly chapter, students will take a quiz that will be submitted online. The quiz will consist of a variety of questions that can include multiple choice, matching, true-false, fill-in-the-blank, and/or short answer questions.

## **Written Assignments**

### **Percent of Grade 5.00**

Students will read articles and/ or watch videos about a diverse set of geoscientists as part of a "scientist spotlight" series. This series shows students the diversity of people who are geoscientists and help break down stereotypes of who does science. Students will respond to the material they read and view with a reflective prompt.

## **4. Instructor's Technical Qualifications**

An instructor would need knowledge and experience delivering course content remotely through Canvas and CCCConfer. They would need to know how to download recorded lectures, how to access and edit captioning, and how to upload these videos to the canvas shell. Experience with online course design is recommended.

## **5. Student Support Services**

All student support services should be integrated into the online classroom to facilitate easier access to these resources for our students. If the students can find links to DSPS, admissions and records, counseling, financial aid, the bookstore, the library, and the center for wellness and wellbeing in one place it will increase the likelihood that they will access those resources when they need them. Direct Connect will be highlighted for ease of student access to these services.

## **6. Accessibility Requirements**

Recorded lectures will have closed captioning, all videos will have closed captioning as well. Documents and assignments will incorporate accessible features such as alternative text, headings for data tables, and skip navigation. All additional and supplemental material will also be accessible to the fullest extent possible, when that is not possible, appropriate alternative accommodations will be made by the instructor.

## **7. Representative Online Lesson or Activity**

Course objective: Describe how ocean currents affect the climate of adjacent land masses.

Activity: Homework

Students will view the recorded lectures which describe the qualities of water and how heat is transferred from the oceans to the atmosphere. Students will then complete a homework activity where they use google maps and their textbooks to predict which areas of the world are arid or rainy depending on their latitude (air circulation creates predictable patterns). Students will describe how warm ocean currents contribute to moving heat from the equator to the polar regions. Using this information, students will be reminded how water releases heat and vapor into air masses. Students will then be introduced to the concept of El Niño Southern Oscillation. Using the description of changing ocean conditions associated with El Niño, they will be asked to predict how El Niño will affect the land masses in various places around the Pacific Ocean. They will then see how their predictions match up to the real effects of El Niño on the western coast of the Americas.

## **Distance Education Quality**

### **Quality Assurance**

- 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**

- 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**

**Distance Education: VARSITY INTERCOLLEGIATE SPORTS 54W, Varsity Tennis for Women**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	180.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	0.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	10.00
<b>Outside-of-Class Hours</b>	0.00

<b>Date Submitted:</b>	November 2020
<b>Transferability:</b>	Transfers to CSU, UC
<b>CSU GE Area:</b>	E - Lifelong Understanding and Self-Development
<b>Degree Applicability:</b>	Credit - Degree Applicable

**I. Catalog Description**

This varsity tennis course provides a consistent laboratory for the development and enhancement of the skills required to participate in intercollegiate tennis. The course is in conjunction with regular season practice and competitions as scheduled by the local and state community college athletics organizations. This class is recommended for those students that plan on participating on the intercollegiate varsity team. Students must be enrolled in 12 units. Previous experience on a club or high school team is preferred. One repeat is allowed.

**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. US Tennis Association Rules and Regulations 2015-2016
2. NCAA Women's Tennis Rules 2015-2016

**III. Course Objectives**

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

1. Practice and apply the rules and regulations which govern intercollegiate tennis.
2. Demonstrate advanced skills in strokes, serving, volleying and shot placement.
3. Integrate advanced offensive and defensive match play strategies.
4. Analyze game through pattern analysis and charting.

**IIIb. Arranged Hours Objectives:**

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

1. see course objectives

**IV. Methods of Presentation:**

Other, Field Experience, Observation and Demonstration, Other (Specify)

Other Methods: Coaching, Directed practice, Technique demonstration Instructional and match videos

**IVb. Arranged Hours Instructional Activities:**

Observation and Demonstration

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
5%	Rules and regulations
25%	Sport specific fundamentals, conditioning and warm-ups

20%	Techniques in service and service return
20%	Charting and match strategies
30%	Advanced stroke techniques
0%	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>
50 %	Class Participation - Participation in scheduled practice and competitions
10 %	Other - compliance with rules and regulations
40 %	Performance
100 %	Total

**VII. Sample Assignments:**

**1. Preseason Goal Setting Assignment:** Write a paper (1-2 pages) on your individual goals and aspirations for the season. Goals for the season examples: individual goals, team goals, school goals, and overall hopes and aspirations for the upcoming season.

**2. End of the Season Paper:** Write a short paper evaluating your season. Discuss your preseason goals. Did you attain them? Why or Why not? Set new goals for yourself for the off season. What will you do to achieve these new ones?

**VIII. Student Learning Outcomes**

1. Demonstrate a mastery of the fundamental physical skills required for competition in community college intercollegiate tennis
2. Analyze and chart their own as well as their opponents' offensive and defensive match play patterns and adjust game strategies

## Distance Education Application – VAR PE 54W

### Delivery Method

- Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

### DE Contact/Interaction Guidelines and Best Practices

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55204), which mandates "regular and effective" contact between instructor and students, and among students, courses must include the following interactions:

#### 1a. Instructor - Student Interaction:

The Instructor will email a detailed welcome packet prior to class opening. This packet will include, but not be limited to, a detailed timeline for module 1, necessary equipment and materials that may need to be purchased, the syllabus and other necessary items. All of this material will also be provided to the student through Canvas, but the packet will be designed to mitigate the student's desire to understand the nature of the course before it opens to them in Canvas.

Students will check in at the beginning of each week and respond to a threaded discussion assignment based on the weekly lecture. Students and the instructor will discuss their progress and development. The instructor will provide feedback on the students progress, projects and assessments.

#### 1b. Student - Student Interaction:

Students will be assigned discussion posts every module to write about material relevant to that module. Each student will be required to post and then to reply to a minimum of two different student each week. Canvas allows for easy evaluation of students to see if they are meeting their weekly requirements. Each forum will cover different material ranging from proper warm up techniques to advanced skill development and game strategy.

#### 1c. Student - Content Interaction:

Students will complete self-check quizzes on the rules and requirements of intercollegiate sport. Students will participate in discussions on team strategies and team concepts. Written assignments will include describing their role in the team and how they will improve their skills and abilities. Students will do weekly work-outs on their own at home and discuss in their small groups, their progress.

#### 1d. Distance Ed-Interactions

Interaction Activity	Brief Description	% of online course hours
Online Reading	Content related to the weekly goals	10%
Discussion Boards	Sharing experiences, goals in learning and expectations	20%
Physical activities related to the course content	Review of material ranging from discussions, chats and self-assessment quizzes	40%
Online Lecture	Weekly Asynchronous videos	10%
Videos	Video examples of work to be done	10%
Online Assignment Submissions	Written examples and assignments related to the physical activities	10%

### 2. Organization of Content

Content will be organized in modules. Each module will have a personal assessment, a short quiz, individual skills work and a team skills component. Students will be asked to evaluate themselves regularly, do technique training on their own and analyze some aspect of team strategies.

### 3. Assessments

% of Grade	Activity Description	Assessment Method
<b>30%</b>	Weekly Discussion Posts	Students will complete weekly workouts and then respond to questions about the training and weekly lecture. The instructor may ask for a short film of the students performing the drills, assign threaded discussions, self-assessments.

40%	Weekly Work Out Journal Assignments	Students will complete weekly workouts and develop a written plan to track the workouts. The plans will develop into the students writing their own plans for the final weeks.
25%	Weekly Self Assessments	Students will complete weekly assessments of their workouts and write out plans of improvement for the following weeks
5%	Various Assignments	These Assignments will be mixed into various modules to help ensure the students are able to progress through necessary skills.

#### 4. Instructor's Technical Qualifications

The instructor would need to be well versed in using Canvas. Ideally he/she would have completed the six week class provided by SMC or completed relevant @ONE courses.

#### 5. Student Support Services

Links to counseling (Email addresses for the athletic counselors), financial aid, library, and the SMC Go app for other services.

#### 6. Accessibility Requirements

Any films used will have text/ be captioned. All photos will have descriptions and Alt Text. Each Canvas page will have the accessibility checker run on it.

#### 7. Representative Online Lesson or Activity

Course objective #4: Demonstrate knowledge of offensive and defensive strategies and tactics in singles and doubles competition.  
 Students would be asked to watch a part of a match/game in their sport. In a threaded discussion they would discuss what offensive tactics were used and the defensive player(s) response. Each student would describe what the player(s) on the offense and the player(s) on the defense was trying to accomplish and make suggestions for improvement. They would post their ideas and respond to one another's' posts.

#### Distance Education Quality Assurance

<input checked="" type="checkbox"/>	Course objectives have not changed
<input checked="" type="checkbox"/>	Course content has not changed
<input checked="" type="checkbox"/>	Method of instruction meets the same standard of course quality
<input checked="" type="checkbox"/>	Outside assignments meet the same standard of course quality
<input checked="" type="checkbox"/>	Serves comparable number of students per section as a traditional course in the same department
<input checked="" type="checkbox"/>	Required texts meet the same standard of course quality

#### Additional Considerations

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Adequate technology resources exist to support this course/section
<input checked="" type="checkbox"/>	Library resources are accessible to students
<input checked="" type="checkbox"/>	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
<input checked="" type="checkbox"/>	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
<input checked="" type="checkbox"/>	Will not affect existing or potential articulation with other colleges
<input checked="" type="checkbox"/>	Special needs (i.e., texts, materials, etc.) are reasonable
<input checked="" type="checkbox"/>	Complies with current access guidelines for students with disabilities
<input checked="" type="checkbox"/>	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**

**Distance Education: VARSITY INTERCOLLEGIATE SPORTS 56V, Varsity Track and Field for Men**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	180.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	0.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	10.00
<b>Outside-of-Class Hours</b>	0.00

<b>Date Submitted:</b>	November 2020
<b>Transferability:</b>	Transfers to CSU, UC
<b>CSU GE Area:</b>	E - Lifelong Understanding and Self-Development
<b>Degree Applicability:</b>	Credit - Degree Applicable

**I. Catalog Description**

This varsity track and field course provides a consistent laboratory for the development and enhancement of the skills required to participate in intercollegiate track and field. The course is in conjunction with regular season practice and competitions as scheduled by the local and state community college athletics organizations. This class is recommended for those students that plan on participating on the intercollegiate varsity team. Students must be enrolled in 12 units. Previous experience on a club or high school team is preferred. One repeat is allowed.

**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. USA Track and Field Rules 2016
2. NCAA Track and Field Rules 2016

**III. Course Objectives**

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

1. Practice and apply rules and regulations which govern intercollegiate track and field.
2. Demonstrate advanced skill in select running and field events.
3. Demonstrate general knowledge of the elements of a comprehensive track and field meet.
4. Practice and apply effective and sequential warm-up, strengthening and practice drills for individual events.

**IIIb. Arranged Hours Objectives:**

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

1. See course objectives.

**IV. Methods of Presentation:**

Other (Specify), Field Experience, Observation and Demonstration

Other Methods: Coaching, directed practice, Technique demonstration, Instructional, and meet videos.

**IVb. Arranged Hours Instructional Activities:**

Field Experience, Observation and Demonstration

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
5%	Rules and regulations
20%	Sport specific warm-up, stretching and drills

55%	Advanced techniques and practice drills for events
20%	Meet strategies and scoring
100%	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>
50 %	Class Participation - Participation in scheduled practice and competitions
10 %	Other - Compliance with rules and regulations
40 %	Performance
100 %	Total

**VII. Sample Assignments:**

**1. Preseason Goal Setting Assignment:** Write a paper (1-2 pages) on your individual goals and aspirations for the season. Goals for the season examples: individual goals, team goals, school goals, and overall hopes and aspirations for the upcoming season.

**2. End of the Season Paper:** Write a short paper evaluating your season. Discuss your preseason goals. Did you attain them? Why or why not? Set new goals for yourself for the off-season. What will you do to achieve these new ones?

**VIII. Student Learning Outcomes**

1. Demonstrate a mastery of the fundamental physical skills required for competition in community college intercollegiate track and field.
2. Exhibit the ability to evaluate and implement sequenced event specific warm-up drills, technique drills, stretching and strengthening drills used in intercollegiate track and field practice and competition.

## Distance Education Application – VAR PE 56V

### Delivery Method

- Box: Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

### DE Contact/Interaction Guidelines and Best Practices

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55204), which mandates "regular and effective" contact between instructor and students, and among students, courses must include the following interactions:

#### 1a. Instructor - Student Interaction

The Instructor will email a detailed welcome packet prior to class opening. This packet will include, but not be limited to, a detailed timeline for module 1, necessary equipment and materials that may need to be purchased, the syllabus and other necessary items. All of this material will also be provided to the student through Canvas, but the packet will be designed to mitigate the student's desire to understand the nature of the course before it opens to them in Canvas.

Students will check in at the beginning of each week and respond to a threaded discussion assignment based on the weekly lecture. Students and the instructor will discuss their progress and development. The instructor will provide feedback on the students progress, projects and assessments.

#### 1b. Student - Student Interaction:

Student's will be assigned discussion posts every module to write about material relevant to that module. Each student will be required to post and then to reply to a minimum of two different students each week. Canvas allows for easy evaluation of students to see if they are meeting their weekly requirements. Each forum will cover different material ranging from proper warm up techniques to advanced skill development and game strategy.

#### 1c. Student - Content Interaction:

Students will complete self-check quizzes on the rules and requirements of intercollegiate sport. Students will participate in discussions on team strategies and team concepts. Written assignments will include describing their role in the team and how they will improve their skills and abilities. Students will do weekly work-outs on their own at home and discuss in their small groups, their progress.

#### 1d. Distance Ed-Interactions

Interaction Activity	Brief Description	% of online course hours
Discussion Posts/Replies	Frequency: Weekly. Sharing experiences, goals in learning and expectations	15%
Video of technique/skill analysis and Feedback	Frequency: Weekly. Video can be filmed in remote sessions with phone or in a Hybrid mode on campus and reviewed remotely.	10%
Journal Project	Frequency: Weekly. Documenting the exercise and eating habits of the week.	15%
Workouts	Frequency: Weekly. Completing the assigned workouts	30%
Fitness Assessments	Frequency: 3x in semester. Fitness assessments will be to gauge base levels and improvement	10%
Team Collaboration w/ film	Frequency: Weekly. Remote meetings that review different game strategies and schemes.	20%

#### 2. Organization of Content

Content will be organized in modules. Each module will have a personal assessment, a short quiz, individual skills work and a team skills component. Students will be asked to evaluate themselves regularly, do technique training on their own and analyze some aspect of team strategies.

### 3. Assessments

% of Grade	Activity Description	Assessment Method
30%	Abilities: Training Tracking (journal project, video, fitness assessments)	Students will complete journal projects, videos and fitness assessments to assess their training level throughout the semester
40%	Teamwork through applied scenarios (live meetings, written assignments, discussion boards)	Students will collaborate with other students and coaches through live zoom meetings, written assignments and discussion boards
30%	Knowledge acquisition (sport specific)-quizzes, discussion prompt and responses.	Students will assess their retention and application of the material through quizzes, discussion prompts and responses and journal projects.

### 4. Instructor's Technical Qualifications

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

The instructor would need to be well versed in using Canvas. Ideally he/she would have completed the six week class provided by SMC or completed relevant @ONE courses.

### 5. Student Support Services

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 counseling (Email addresses for the athletic counselors), financial aid, library, and the SMC Go app for other services.

### 6. Accessibility Requirements

Any films used will have text/ be captioned. All photos will have descriptions and Alt Text. Each Canvas page will have the accessibility checker run on it.

### 7. Representative Online Lesson or Activity

Course Objective #2: Demonstrate event specific technical knowledge for field events and demonstrate technical knowledge and race strategy for specific track events.

Students will be asked to watch and do video analysis on their specific event of elite track and field level competitors. In a threaded discussion, they will discuss a mechanical breakdown of the technique in question. Each student will describe the race strategy used by the competitor being analyzed and provide impute on the success of the strategy used and suggestions for improvement. The students will post their ideas and responses to one another's posts

### Distance Education Quality Assurance

<input checked="" type="checkbox"/>	Course objectives have not changed
<input checked="" type="checkbox"/>	Course content has not changed
<input checked="" type="checkbox"/>	Method of instruction meets the same standard of course quality
<input checked="" type="checkbox"/>	Outside assignments meet the same standard of course quality
<input checked="" type="checkbox"/>	Serves comparable number of students per section as a traditional course in the same department
<input checked="" type="checkbox"/>	Required texts meet the same standard of course quality

### Additional Considerations

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Adequate technology resources exist to support this course/section



<input checked="" type="checkbox"/>	Library resources are accessible to students
<input checked="" type="checkbox"/>	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
<input checked="" type="checkbox"/>	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
<input checked="" type="checkbox"/>	Will not affect existing or potential articulation with other colleges
<input checked="" type="checkbox"/>	Special needs (i.e., texts, materials, etc.) are reasonable
<input checked="" type="checkbox"/>	Complies with current access guidelines for students with disabilities
<input checked="" type="checkbox"/>	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**

**Distance Education: VARSITY INTERCOLLEGIATE SPORTS 56W, Varsity Track and Field for Women**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	180.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	0.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	10.00
<b>Outside-of-Class Hours</b>	0.00

<b>Date Submitted:</b>	November 2020
<b>Transferability:</b>	Transfers to CSU, UC
<b>CSU GE Area:</b>	E - Lifelong Understanding and Self-Development
<b>Degree Applicability:</b>	Credit - Degree Applicable

**I. Catalog Description**

This varsity track and field course provides a consistent laboratory for the development and enhancement of the skills required to participate in women's intercollegiate track and field. The course is in conjunction with regular season practice and competitions as scheduled by the local and state community college athletics organizations. This class is recommended for those students that plan on participating on the intercollegiate varsity team. Students must be enrolled in 12 units. Previous experience on a club or high school team is preferred. One repeat is allowed.

**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. Santa Monica College Student Athlete Handbook
2. USA Track and Field Rules, 2016
3. NCAA Track and Field Rules, 2016

**III. Course Objectives**

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

1. Practice and apply rules and regulations which govern intercollegiate track and field.
2. Demonstrate advanced skill in select running and field events.
3. Demonstrate general knowledge of the elements of a comprehensive track and field meet.
4. Practice and apply effective and sequential warm-up, strengthening and practice drills for individual events.

**IIIb. Arranged Hours Objectives:**

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

1. see course objectives

**IV. Methods of Presentation:**

Observation and Demonstration, Other, Other (Specify), Field Trips, Lecture and Discussion  
 Other Methods: Coaching, directed practice, technique demonstration

**IVb. Arranged Hours Instructional Activities:**

Observation and Demonstration

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
5%	Rules and regulations

20%	Sport specific warm-up, stretching and drills
55%	Advanced techniques and practice drills for events
20%	Meet strategies and scoring
100%	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>
50 %	Class Participation - Participation in scheduled practice and competitions.
10 %	Other - Compliance with rules and regulations
40 %	Performance - Individual improvement, intercollegiate competitions
100 %	Total

**VII. Sample Assignments:**

- 1:** Write a three page paper about the history of track and field. Which events were in the first meets? Who was allowed to participate? When were the other events added? Which ones have been removed?
- 2:** Write about your favorite track and field event. What do you like about it? What makes it difficult? How will you improve your times/distances this season?

**VIII. Student Learning Outcomes**

1. Demonstrate a mastery of the fundamental physical skills required for competition in community college athletics.
2. Exhibit the ability to evaluate and implement sequenced event specific warm-up drills, technique drills, stretching and strengthening drills used in intercollegiate track and field practice and competition.

## Distance Education Application – VAR PE 56W

### Delivery Method

- Box: Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

### DE Contact/Interaction Guidelines and Best Practices

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55204), which mandates "regular and effective" contact between instructor and students, and among students, courses must include the following interactions:

#### 1a. Instructor - Student Interaction

The Instructor will email a detailed welcome packet prior to class opening. This packet will include, but not be limited to, a detailed timeline for module 1, necessary equipment and materials that may need to be purchased, the syllabus and other necessary items. All of this material will also be provided to the student through Canvas, but the packet will be designed to mitigate the student's desire to understand the nature of the course before it opens to them in Canvas.

Students will check in at the beginning of each week and respond to a threaded discussion assignment based on the weekly lecture. Students and the instructor will discuss their progress and development. The instructor will provide feedback on the students progress, projects and assessments.

#### 1b. Student - Student Interaction:

Student's will be assigned discussion posts every module to write about material relevant to that module. Each student will be required to post and then to reply to a minimum of two different student each week. Canvas allows for easy evaluation of students to see if they are meeting their weekly requirements. Each forum will cover different material ranging from proper warm up techniques to advanced skill development and game strategy.

#### 1c. Student - Content Interaction:

Students will complete self-check quizzes on the rules and requirements of intercollegiate sport. Students will participate in discussions on team strategies and team concepts. Written assignments will include describing their role in the team and how they will improve their skills and abilities. Students will do weekly work-outs on their own at home and discuss in their small groups, their progress.

#### 1d. Distance Ed-Interactions

Interaction Activity	Brief Description	% of online course hours
Discussion Posts/Replies	Frequency: Weekly. Sharing experiences, goals in learning and expectations	15%
Video of technique/skill analysis and Feedback	Frequency: Bi-Weekly. Video can be filmed in remote sessions with phone or in a Hybrid mode on campus and reviewed remotely.	10%
Journal Project	Frequency: Weekly. Documenting the exercise and eating habits of the week.	15%
Workouts	Frequency: Weekly. Completing the assigned workouts	30%
Fitness Assessments	Frequency: 3x in semester. Fitness assessments will be to gauge base levels and improvement	10%
Team Collaboration w/ film	Frequency: Weekly. Remote meetings that review different game strategies and schemes.	20%

### 2. Organization of Content

Content will be organized in modules. Each module will have a personal assessment, a short quiz, individual skills work and a team skills component. Students will be asked to evaluate themselves regularly, do technique training on their own and analyze some aspect of team strategies.

### 3. Assessments

% of Grade	Activity Description	Assessment Method
30%	Abilities: Training Tracking (journal project, video, fitness assessments)	Students will complete journal projects, videos and fitness assessments to assess their training level throughout the semester
40%	Teamwork through applied scenarios (live meetings, written assignments, discussion boards)	Students will collaborate with other students and coaches through live zoom meetings, written assignments and discussion boards
30%	Knowledge acquisition (sport specific)- quizzes, discussion prompt and responses.	Students will assess their retention and application of the material through quizzes, discussion prompts and responses and journal projects.

### 4. Instructor's Technical Qualifications

The instructor would need to be well versed in using Canvas. Ideally he/she would have completed the six week class provided by SMC or completed relevant @ONE courses.

### 5. Student Support Services

Links to counseling (Email addresses for the athletic counselors), financial aid, library, and the SMC Go app for other services.

### 6. Accessibility Requirements

Any films used will have text/ be captioned. All photos will have descriptions and Alt Text. Each Canvas page will have the accessibility checker run on it.

### 7. Representative Online Lesson or Activity

Course Objective #2: Demonstrate event specific technical knowledge for field events and demonstrate technical knowledge and race strategy for specific track events.  
 Students will be asked to watch and do video analysis on their specific event of elite track and field level competitors. In a threaded discussion, they will discuss a mechanical breakdown of the technique in question. Each student will describe the race strategy used by the competitor being analyzed and provide impute on the success of the strategy used and suggestions for improvement. The students will post their ideas and responses to one another's posts

### Distance Education Quality Quality Assurance

<input checked="" type="checkbox"/>	Course objectives have not changed
<input checked="" type="checkbox"/>	Course content has not changed
<input checked="" type="checkbox"/>	Method of instruction meets the same standard of course quality
<input checked="" type="checkbox"/>	Outside assignments meet the same standard of course quality
<input checked="" type="checkbox"/>	Serves comparable number of students per section as a traditional course in the same department
<input checked="" type="checkbox"/>	Required texts meet the same standard of course quality

### Additional Considerations

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Adequate technology resources exist to support this course/section
<input checked="" type="checkbox"/>	Library resources are accessible to students
<input checked="" type="checkbox"/>	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
<input checked="" type="checkbox"/>	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
<input checked="" type="checkbox"/>	Will not affect existing or potential articulation with other colleges

<input checked="" type="checkbox"/>	Special needs (i.e., texts, materials, etc.) are reasonable
<input checked="" type="checkbox"/>	Complies with current access guidelines for students with disabilities
<input checked="" type="checkbox"/>	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**

**Distance Education: VARSITY INTERCOLLEGIATE SPORTS 57V, Varsity Volleyball for Men**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	180.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	0.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	10.00
<b>Outside-of-Class Hours</b>	0.00

<b>Date Submitted:</b>	November 2020
<b>Transferability:</b>	Transfers to CSU, UC
<b>CSU GE Area:</b>	E - Lifelong Understanding and Self-Development
<b>Degree Applicability:</b>	Credit - Degree Applicable

**I. Catalog Description**

This varsity volleyball course provides a consistent laboratory for the development and enhancement of the skills required to participate in men's intercollegiate volleyball. The course is in conjunction with regular season practice and competitions as scheduled by the local and state community college athletics organizations. This class is recommended for those students that plan on participating on the intercollegiate varsity team. Students must be enrolled in 12 units. Previous experience on a club or high school team is preferred. One repeat is allowed.

**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. Santa Monica College Student Athlete Handbook
2. USA Volleyball Rules 2015-2016
3. NCAA Men's Volleyball Rules/MPSF Men's Volleyball Rules 2015-2016

**III. Course Objectives**

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

1. Practice and apply rules & regulations which govern intercollegiate volleyball.
2. Demonstrate enhanced skills in passing, setting, spiking, blocking and serving.
3. Demonstrate advanced knowledge of game strategy, offensive schemes and plays.
4. Practice and apply effective warm up and practice drills.

**IIIb. Arranged Hours Objectives:**

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

1. See course objectives

**IV. Methods of Presentation:**

Observation and Demonstration, Other (Specify), Field Trips, Group Work

Other Methods: Coaching, directed practice Technique demonstration Instructional and match videos

**IVb. Arranged Hours Instructional Activities:**

Observation and Demonstration, Field Trips, Group Work

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
10%	Rules and regulations

5%	Warm up and conditioning drills
10%	Individual defensive techniques and drills
10%	Individual offensive techniques and drills
35%	Team offensive attack patterns and game strategies
15%	Fundamental skills: passing, setting, overhand passing and serving
15%	Team defensive strategies
100%	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>
50 %	Class Participation - Participation in scheduled practices and competitions.
10 %	Other - Compliance with team, college and conference rules, code of conduct and behavior.
40 %	Performance
100 %	Total

**VII. Sample Assignments:**

**1:** After watching a collegiate volleyball match, write a short paper about the offenses used by each team. What allowed them to be successful? What should the opponent's defense have done to adjust?

**2:** Write a short paper on your goals for the upcoming season. What do you hope to accomplish both athletically and academically? What steps will you take to attain these goals? How will you contribute to the team?

**VIII. Student Learning Outcomes**

1. Demonstrate a mastery of the fundamental physical skills required for competition in community college intercollegiate volleyball
2. Analyze various offensive schemes, analyze strategies and initiate the appropriate adjustments in a game situation



## Distance Education Application – VAR PE 57V

### Delivery Method

Box: Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

### DE Contact/Interaction Guidelines and Best Practices

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55204), which mandates "regular and effective" contact between instructor and students, and among students, courses must include the following interactions:

#### 1a. Instructor - Student Interaction

The Instructor will email a detailed welcome packet prior to class opening. This packet will include, but not be limited to, a detailed timeline for module 1, necessary equipment and materials that may need to be purchased, the syllabus and other necessary items. All of this material will also be provided to the student through Canvas, but the packet will be designed to mitigate the student's desire to understand the nature of the course before it opens to them in Canvas.

Students will check in at the beginning of each week and respond to a threaded discussion assignment based on the weekly lecture. Students and the instructor will discuss their progress and development. The instructor will provide feedback on the students progress, projects and assessments.

#### 1b. Student - Student Interaction:

Students will be assigned discussion posts every module to write about material relevant to that module. Each student will be required to post and then to reply to a minimum of two different students each week. Canvas allows for easy evaluation of students to see if they are meeting their weekly requirements.

Each forum will cover different material ranging from proper warmup techniques to advanced skill development and game strategy.

#### 1c. Student - Content Interaction:

Students will complete self-check quizzes on the rules and requirements of intercollegiate sport. Students will participate in discussions on team strategies and team concepts. Written assignments will include describing their role in the team and how they will improve their skills and abilities. Students will do weekly work-outs on their own at home and discuss in their small groups, their progress.

#### 1d. Distance Ed-Interactions

Interaction Activity	Brief Description	% of online course hours
Discussion Posts/Replies	Frequency: Weekly. Sharing experiences, goals in learning and expectations	15%
Video of technique/skill analysis and Feedback	Frequency: Bi-Weekly. Video can be filmed in remote sessions with phone or in a Hybrid mode on campus and reviewed remotely.	10%
Journal Project	Frequency: Weekly. Documenting the exercise and eating habits of the week.	15%
Workouts	Frequency: Weekly. Completing the assigned workouts	30%
Fitness Assessments	Frequency: 3x in semester. Fitness assessments will be to gauge base levels and improvement	10%
Team Collaboration w/ film	Frequency: Weekly. Remote meetings that review different game strategies and schemes.	20%

### Organization of Content

Content will be organized in modules. Each module will have a personal assessment, a short quiz, individual skills work and a team skills component. Students will be asked to evaluate themselves regularly, do technique training on their own and analyze some aspect of team strategies.

## Assessments

% of Grade	Activity Description	Assessment Method
25%	Abilities: Training Tracking	Students will complete journal projects, videos and fitness assessments to assess their training level throughout the semester
40%	Teamwork through applied scenarios	Students will collaborate with other students and coaches through live zoom meetings, written assignments and discussion boards
30%	Knowledge acquisition	Students will assess their retention and application of the material through quizzes, discussion prompts and responses and journal projects.
5%	Various Assignments	These Assignments will be mixed into various modules to help ensure the students are able to progress through necessary skills.

## Instructor's Technical Qualifications

The instructor would need to be well versed in using Canvas. Ideally he/she would have completed the six week class provided by SMC or completed relevant @ONE courses.

## Student Support Services

Links to counseling (Email addresses for the athletic counselors), financial aid, library, and the SMC Go app for other services.

## Accessibility Requirements

Any films used will have text/ be captioned. All photos will have descriptions and Alt Text. Each Canvas page will have the accessibility checker run on it.

## Representative Online Lesson or Activity

Course objective #4: Demonstrate knowledge of team offensive and defensive strategies. Students would be asked to watch a part of an indoor volleyball match. In a threaded discussion they would discuss what offensive systems were used (ie. 6-2 or 5-1) and the opposing teams blocking system and back court defense set up. Each student would describe what the offense and defense was trying to accomplish and make suggestions for improvement. They would post their ideas and respond to one another's' posts.

## Distance Education Quality

### Quality Assurance

<input checked="" type="checkbox"/>	Course objectives have not changed
<input checked="" type="checkbox"/>	Course content has not changed
<input checked="" type="checkbox"/>	Method of instruction meets the same standard of course quality
<input checked="" type="checkbox"/>	Outside assignments meet the same standard of course quality
<input checked="" type="checkbox"/>	Serves comparable number of students per section as a traditional course in the same department
<input checked="" type="checkbox"/>	Required texts meet the same standard of course quality

## Additional Considerations

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Adequate technology resources exist to support this course/section
<input checked="" type="checkbox"/>	Library resources are accessible to students
<input checked="" type="checkbox"/>	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
<input checked="" type="checkbox"/>	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
<input checked="" type="checkbox"/>	Will not affect existing or potential articulation with other colleges
<input checked="" type="checkbox"/>	Special needs (i.e., texts, materials, etc.) are reasonable
<input checked="" type="checkbox"/>	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.
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**Santa Monica College**

**Distance Education: VARSITY INTERCOLLEGIATE SPORTS 57W, Varsity Volleyball for Women**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	180.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	0.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	10.00
<b>Outside-of-Class Hours</b>	0.00

<b>Date Submitted:</b>	November 2020
<b>Transferability:</b>	Transfers to CSU, UC
<b>CSU GE Area:</b>	E - Lifelong Understanding and Self-Development
<b>Degree Applicability:</b>	Credit - Degree Applicable

**I. Catalog Description**

This varsity volleyball course provides a consistent laboratory for the development and enhancement of the skills required to participate in women's intercollegiate volleyball. The course is in conjunction with regular season practice and competitions as scheduled by the local and state community college athletics organizations. This class is recommended for those students that plan on participating on the intercollegiate varsity team. Students must be enrolled in 12 units. Previous experience on a club or high school team is preferred. One repeat is allowed.

**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. Santa Monica College Student Athlete Handbook 2016
2. USA Volleyball Association Rules 2016
3. NCAA Women's Volleyball Rules 2016

**III. Course Objectives**

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

1. Practice and apply rules & regulations which govern intercollegiate volleyball.
2. Demonstrate enhanced skills in passing, setting, spiking, blocking and serving.
3. Demonstrate advanced knowledge of game strategy, offensive schemes and plays.
4. Practice and apply effective warm up and practice drills.

**IIIb. Arranged Hours Objectives:**

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

1. See course objectives.

**IV. Methods of Presentation:**

Observation and Demonstration, Other (Specify)

Other Methods: Coaching, directed practice Technique demonstration Instructional videos, match films

**IVb. Arranged Hours Instructional Activities:**

Observation and Demonstration, Field Experience

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
10%	Rules and regulations
25%	Individual skills techniques

15%	Individual and team defensive techniques and drills
15%	Offensive techniques and drills
25%	Offensive attack patterns and game strategies
10%	Warm-up, conditioning and cooling down
100%	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>
50 %	Class Participation - Participation in scheduled practices and competitions.
10 %	Other - 10% Compliance with team, college and conference rules, code of conduct and behavior.
40 %	Performance
100 %	Total

**VII. Sample Assignments:**

**1:** After watching a collegiate volleyball match, write a short paper about the offenses used by each team. What allowed them to be successful? What should the opponent's defense have done to adjust?

**2:** Write a short paper on your goals for the upcoming season. What do you hope to accomplish both athletically and academically? What steps will you take to attain these goals? How will you contribute to the team?

**VIII. Student Learning Outcomes**

1. Demonstrate a mastery of the fundamental physical skills required for competition in community college intercollegiate volleyball.
2. Analyze various offensive schemes, analyze strategies and initiate the appropriate adjustments in a game situation.

## Distance Education Application – VAR PE 57W

### Delivery Method

- Box: Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

### DE Contact/Interaction Guidelines and Best Practices

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55204), which mandates "regular and effective" contact between instructor and students, and among students, courses must include the following interactions:

#### 1a. Instructor - Student Interaction

The Instructor will email a detailed welcome packet prior to class opening. This packet will include, but not be limited to, a detailed timeline for module 1, necessary equipment and materials that may need to be purchased, the syllabus and other necessary items. All of this material will also be provided to the student through Canvas, but the packet will be designed to mitigate the student's desire to understand the nature of the course before it opens to them in Canvas.

Students will check in at the beginning of each week and respond to a threaded discussion assignment based on the weekly lecture. Students and the instructor will discuss their progress and development. The instructor will provide feedback on the students progress, projects and assessments.

#### 1b. Student - Student Interaction:

Students will be assigned discussion posts every module to write about material relevant to that module. Each student will be required to post and then to reply to a minimum of two different student each week. Canvas allows for easy evaluation of students to see if they are meeting their weekly requirements. Each forum will cover different material ranging from proper warmup techniques to advanced skill development and game strategy.

#### 1c. Student - Content Interaction:

Students will complete self-check quizzes on the rules and requirements of intercollegiate sport. Students will participate in discussions on team strategies and team concepts. Written assignments will include describing their role in the team and how they will improve their skills and abilities. Students will do weekly work-outs on their own at home and discuss in their small groups, their progress.

#### 1d. Distance Ed-Interactions

Interaction Activity	Brief Description	% of online course hours
Discussion Posts/Replies	Frequency: Weekly. Sharing experiences, goals in learning and expectations	15%
Video of technique/skill analysis and Feedback	Frequency: Bi-Weekly. Video can be filmed in remote sessions with phone or in a Hybrid mode on campus and reviewed remotely.	10%
Journal Project	Frequency: Weekly. Documenting the exercise and eating habits of the week.	15%
Workouts	Frequency: Weekly. Completing the assigned workouts	30%
Fitness Assessments	Frequency: 3x in semester. Fitness assessments will be to gauge base levels and improvement	10%
Team Collaboration w/ film	Frequency: Weekly. Remote meetings that review different game strategies and schemes.	20%

### 2. Organization of Content

Content will be organized in modules. Each module will have a personal assessment, a short quiz, individual skills work and a team skills component. Students will be asked to evaluate themselves regularly, do technique training on their own and analyze some aspect of team strategies.

### 3. Assessments

% of Grade	Activity Description	Assessment Method
25%	Abilities: Training Tracking	Students will complete journal projects, videos and fitness assessments to assess their training level throughout the semester
40%	Teamwork through applied scenarios	Students will collaborate with other students and coaches through live zoom meetings, written assignments and discussion boards
30%	Knowledge acquisition	Students will assess their retention and application of the material through quizzes, discussion prompts and
5%	Various Assignments	These Assignments will be mixed into various modules to help ensure the students are able to progress through necessary skills.

### 4. Instructor's Technical Qualifications

The instructor would need to be well versed in using Canvas. Ideally he/she would have completed the six week class provided by SMC or completed relevant @ONE courses.

### 5. Student Support Services

Links to counseling (Email addresses for the athletic counselors), financial aid, library, and the SMC Go app for other services.

### 6. Accessibility Requirements

Any films used will have text/ be captioned. All photos will have descriptions and Alt Text. Each Canvas page will have the accessibility checker run on it.

### 7. Representative Online Lesson or Activity

Course objective #4: Demonstrate knowledge of team offensive and defensive strategies. Students would be asked to watch a part of an indoor volleyball match. In a threaded discussion they would discuss what offensive systems were used (ie. 6-2 or 5-1) and the opposing teams blocking system and back court defense set up. Each student would describe what the offense and defense was trying to accomplish and make suggestions for improvement. They would post their ideas and respond to one another's posts.

### Distance Education Quality Assurance

<input checked="" type="checkbox"/>	Course objectives have not changed
<input checked="" type="checkbox"/>	Course content has not changed
<input checked="" type="checkbox"/>	Method of instruction meets the same standard of course quality
<input checked="" type="checkbox"/>	Outside assignments meet the same standard of course quality
<input checked="" type="checkbox"/>	Serves comparable number of students per section as a traditional course in the same department
<input checked="" type="checkbox"/>	Required texts meet the same standard of course quality

### Additional Considerations

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Adequate technology resources exist to support this course/section
<input checked="" type="checkbox"/>	Library resources are accessible to students
<input checked="" type="checkbox"/>	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
<input checked="" type="checkbox"/>	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
<input checked="" type="checkbox"/>	Will not affect existing or potential articulation with other colleges

<input checked="" type="checkbox"/>	Special needs (i.e., texts, materials, etc.) are reasonable
<input checked="" type="checkbox"/>	Complies with current access guidelines for students with disabilities
<input checked="" type="checkbox"/>	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**

**Distance Education: VARSITY INTERCOLLEGIATE SPORTS 59W, Varsity Beach Volleyball for Women**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	180.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	0.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	10.00
<b>Outside-of-Class Hours</b>	0.00

<b>Date Submitted:</b>	November 2020
<b>Transferability:</b>	Transfers to CSU, UC
<b>Degree Applicability:</b>	Credit - Degree Applicable

**I. Catalog Description**

The varsity beach volleyball course provides a consistent laboratory for the development and enhancement of the skills required to participate in intercollegiate athletics. The course is to be arranged in conjunction with regular season practice and competitions as scheduled by the local and state community college athletics organizations. This course is recommended for those students that plan on participating on the intercollegiate varsity team. Previous experience on a club or high school team is preferred. One repeat is allowed. NOTE: Must be enrolled in 12 units, including this course.

**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. The Essential Beach Volleyball Drill Book, 2nd, Jones, Hayden and Dalanhese, Daniel, Beach VOlleyball California © 2014, ISBN: ISBN-10: 0692261044;
2. 2017 NCAA Rules for Beach Volleyball  
<http://www.ncaa.org/championships/playing-rules/beach-volleyball-rules-game>

**III. Course Objectives**

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

1. Analyze, select, and execute tactics, strategies and skills necessary to play sand volleyball at the intercollegiate level.
2. Evaluate strengths and weaknesses of self, team and opponents.
3. Demonstrate increased proficiency in advanced sand volleyball skills.
4. Exhibit increased physical strength, stamina, endurance and mobility.
5. Apply the rules and etiquette of intercollegiate sand volleyball in matches.
6. Explain and apply COA, USAV and FIVB rules in competition.

**IIIb. Arranged Hours Objectives:**

Upon completion of this course, the student will be able to:  
All objectives are "arranged hours objectives"

**IV. Methods of Presentation:**

Group Work, Lecture and Discussion, Field Experience, Field Trips, Observation and Demonstration

**IVb. Arranged Hours Instructional Activities:**

Observation and Demonstration, Field Trips, Field Experience

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
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20%	I. Basic Skills Technique Work <ol style="list-style-type: none"> <li>1. Serving (Float, Jump Float and Jump Serve)</li> <li>2. Passing</li> <li>3. Digging (Overhand and Underhand)</li> <li>4. Setting (Overhand and Underhand)</li> <li>5. Footwork</li> <li>6. Blocking</li> <li>7. Attacking (Spiking and shots)</li> </ol>
20%	II. Basic Team Strategies and Tactics <ol style="list-style-type: none"> <li>1. Defensive strategies (With and without the block)</li> <li>2. Offensive Tactics</li> <li>3. Serve-Receive strategies</li> <li>4. Elements and how they effect team strategies</li> </ol>
10%	III. Advanced Techniques for Sand Volleyball <ol style="list-style-type: none"> <li>1. Defensive Footwork: (Pulling off and traveling across the court)</li> <li>2. Passing (Passing to attack on the second contact)</li> <li>3. Digging (Emergency techniques, overhand digging, etc.)</li> <li>4. Attacking (Seeing the court, Knuckling, shots)</li> <li>5. Setting</li> <li>6. Serving (Into the wind and with the wind, angles)</li> </ol>
10%	IV. Evaluation of Strengths and Weaknesses <ol style="list-style-type: none"> <li>1. Individual</li> <li>2. Team</li> <li>3. Opponents' weaknesses and developing strategies to beat them</li> </ol>
15%	V. Physical Training <ol style="list-style-type: none"> <li>1. Strength</li> <li>2. Cardiovascular</li> <li>3. Jump Training</li> </ol>
25%	VI. Intercollegiate Competition for Sand <ol style="list-style-type: none"> <li>1. Rules             <ol style="list-style-type: none"> <li>1. Commission on Athletics</li> <li>2. USA Volleyball (USAV)</li> <li>3. Federation Internationale de Volleyball (FIVB)</li> </ol> </li> <li>2. Tournaments and Intercollegiate competitions</li> </ol>
100%	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>
60 %	Class Participation
15 %	Homework
10 %	Performance
15 %	Written assignments
100 %	Total

**VII. Sample Assignments:**

**Assignment #1:** Write a mid-season analysis of your team's performance and an evaluation of your individual work thus far this season. Outline what areas you will focus on improving and how you will do this. List drills that you feel would help you improve your skills and drills that would help you and your teammate. Discuss your communication on the court and ways to improve it.

**Assignment #2:** At the end of the semester, submit a journal in which you wrote your evaluations of game situations and analysis of opponents through out the semester. You should include why you won/lost matches, what your game strategies were for each opponent and why you chose those strategies. Include your mid-semester reflection and discuss how you implemented your plan to improve. Discuss any situations where you felt referees made "bad calls" and how they impacted your matches.

### **VIII. Student Learning Outcomes**

1. Demonstrate an understanding of analyzing opponents and developing strategies to beat them.
2. Identify individual and team's strength and weaknesses.
3. Demonstrate advanced sand volleyball skills.
4. Demonstrate increased physical strength, stamina, endurance and mobility.
5. Demonstrate an understanding of the COA, USAV and FIVB rules and etiquette of sand volleyball.

## Distance Education Application – VAR PE 59W

### Delivery Method

Box: Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

### DE Contact/Interaction Guidelines and Best Practices

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55204), which mandates "regular and effective" contact between instructor and students, and among students, courses must include the following interactions:

#### 1a. Instructor - Student Interaction

The Instructor will email a detailed welcome packet prior to class opening. This packet will include, but not be limited to, a detailed timeline for module 1, necessary equipment and materials that may need to be purchased, the syllabus and other necessary items. All of this material will also be provided to the student through Canvas, but the packet will be designed to mitigate the student’s desire to understand the nature of the course before it opens to them in Canvas.

Students will check in at the beginning of each week and respond to a threaded discussion assignment based on the weekly lecture. Students and the instructor will discuss their progress and development. The instructor will provide feedback on the students progress, projects and assessments.

#### 1b. Student - Student Interaction:

Students will be assigned discussion posts every module to write about material relevant to that module. Each student will be required to post and then to reply to a minimum of two different student each week. Canvas allows for easy evaluation of students to see if they are meeting their weekly requirements.

Each forum will cover different material ranging from proper warmup techniques to advanced skill development and game strategy.

#### 1c. Student - Content Interaction:

Students will complete self-check quizzes on the rules and requirements of intercollegiate sport. Students will participate in discussions on team strategies and team concepts. Written assignments will include describing their role in the team and how they will improve their skills and abilities. Students will do weekly work-out on their own at home and discuss in their small groups, their progress.

#### 1d. Distance Ed-Interactions

Interaction Activity	Brief Description	% of online course hours
Discussion Posts/Replies	Frequency: Weekly. Sharing experiences, goals in learning and expectations	15%
Video of technique/skill analysis and Feedback	Frequency: Bi-Weekly. Video can be filmed in remote sessions with phone or in a Hybrid mode on campus and reviewed remotely.	10%
Journal Project	Frequency: Weekly. Documenting the exercise and eating habits of the week.	15%
Workouts	Frequency: Weekly. Completing the assigned workouts	30%
Fitness Assessments	Frequency: 3x in semester. Fitness assessments will be to gauge base levels and improvement	10%
Team Collaboration w/ film	Frequency: Weekly. Remote meetings that review different game strategies and schemes.	20%

#### 2. Organization of Content

Content will be organized in modules. Each module will have a personal assessment, a short quiz, individual skills work and a team skills component. Students will be asked to evaluate themselves regularly, do technique training

on their own and analyze some aspect of team strategies.

### 3. Assessments

% of Grade	Activity Description	Assessment Method
25%	Abilities: Training Tracking	Students will complete journal projects, videos and fitness assessments to assess their training level throughout the semester
40%	Teamwork through applied scenarios	Students will collaborate with other students and coaches through live zoom meetings, written assignments and discussion boards
30%	Knowledge acquisition	Students will assess their retention and application of the material through quizzes, discussion prompts and responses and journal projects.
5%	Various Assignments	These Assignments will be mixed into various modules to help ensure the students are able to progress through necessary skills.

### 4. Instructor's Technical Qualifications

The instructor would need to be well versed in using Canvas. Ideally he/she would have completed the six week class provided by SMC or completed relevant @ONE courses.

### 5. Student Support Services

Links to counseling (Email addresses for the athletic counselors), financial aid, library, and the SMC Go app for other services.

### 6. Accessibility Requirements

Any films used will have text/ be captioned. All photos will have descriptions and Alt Text. Each Canvas page will have the accessibility checker run on it.

### 7. Representative Online Lesson or Activity

Course objective #4: Demonstrate knowledge of team offensive and defensive strategies. Students would be asked to watch and analyze a beach volleyball match. In a threaded discussion they will discuss: some of the great rallies took place, key point scoring opportunities, defensive strategy, spatial relationships, the concept of momentum, and the appropriate mindset any successful athlete/team must maintain in order to be successful in competition.

### Distance Education Quality Assurance

<input checked="" type="checkbox"/>	Course objectives have not changed
<input checked="" type="checkbox"/>	Course content has not changed
<input checked="" type="checkbox"/>	Method of instruction meets the same standard of course quality
<input checked="" type="checkbox"/>	Outside assignments meet the same standard of course quality
<input checked="" type="checkbox"/>	Serves comparable number of students per section as a traditional course in the same department
<input checked="" type="checkbox"/>	Required texts meet the same standard of course quality

### Additional Considerations

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Adequate technology resources exist to support this course/section
<input checked="" type="checkbox"/>	Library resources are accessible to students
<input checked="" type="checkbox"/>	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
<input checked="" type="checkbox"/>	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
<input checked="" type="checkbox"/>	Will not affect existing or potential articulation with other colleges
<input checked="" type="checkbox"/>	Special needs (i.e., texts, materials, etc.) are reasonable

<input checked="" type="checkbox"/>	Complies with current access guidelines for students with disabilities
<input checked="" type="checkbox"/>	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.

## Overview of “Program Mapping Process” moving forward:

An embedded process is necessary going forward to ensure proposed program maps for new and revised programs are created and vetted prior to the program and/or new courses coming to the Curriculum Committee for vote. Alignment of the curriculum approval process for new and revised maps and programs will ensure that program maps remain current and accurate, and that the program map (and, thus, the student perspective) be considered at the time of curriculum development. Ideally, the new or revised Program map will accompany new courses or programs when they go to the Curriculum Committee for vote.

## Proposed Process:

To ensure a coordinated approach, the Counseling Department Curriculum Committee Representative will be notified via META upon “Launch” of a new proposal in the following Approval Workflows:

- Course: NEW or Reinstatement
- Course: SUBSTANTIAL Change
- Program: New Degree/Certificate
- Program: NON-Substantial Change
- Program: SUBSTANTIAL Change

Using an electronic form, the following questions will be asked of the Originator and Sponsoring Department(s) Curriculum Rep(s) and Chair(s):

### COURSES:

#### New Course:

- Does this new course replace any “Program Requirement (PR)” or “Restricted Elective (RE)” currently on any program map?
  - If yes, program map revisions are to be created in consultation with the Counseling Department Curriculum Representative and are to be considered for approval simultaneously with the new course.
- Does this new course need to be added as a PR or RE to any program map?
  - If yes, program map revisions are to be created in consultation with the Counseling Department Curriculum Representative and are to be considered for approval simultaneously with the new course.

#### Course (Substantial) Revision (units, hours, requisite):

- Does this substantial revision impact any program map?
  - If yes, program map revisions are to be created in consultation with the Counseling Department Curriculum Representative and are to be considered for approval simultaneously with the course revision.

If the answer to any of the above questions is “YES”, the New or Revised Course proposal will be placed on the Curriculum Committee’s agenda for approval only when accompanied by any appropriate program map(s).

## **PROGRAMS:**

To ensure the smoothest approach, the Counseling Department Curriculum Committee Representative should be contacted as early as possible in the construction of program or program revisions (even before “Launch” in META).

### **New Program (16+ units or requires multiple semesters):**

- A new program map must be created in consultation with the Counseling Department Curriculum Representative

### **Program Revision:**

- A revised program map must be created in consultation with the Counseling Department Curriculum Representative

The New or Revised Program proposal will be placed on the Curriculum Committee’s agenda for approval only when accompanied by any appropriate program map(s).

**In all instances (course or program), any resulting program map will become “active” only when the courses and/or programs are officially made “active” in META. Therefore, the Counseling Department Curriculum Committee Representative is to be notified regarding Chancellor’s Office approval decisions.**



## Guiding Principles for Program Maps

### What are Program Maps?

Programs maps are intended to give students a framework for a specific course of study, if they are unsure where to begin, or if they have not yet begun their studies and are exploring options. Program maps allow students to compare different programs and have a transparent understanding of requirements.

Program maps for AA/AS/ADT/Transfer/Certificate of Achievement (CoA) outline the sequence of courses that a student should take, including general education and/or transfer major requirements (if applicable). Maps provide the student valuable information with which to begin a conversation with a Counselor.

Each Associate degree and/or Certificate of Achievement has been mapped as a result of the collaborative work that took place at multiple mapping days. These “mapping teams” were comprised of Discipline faculty, Counseling faculty, Curriculum representatives and students. The maps were organized into Areas of Interest and each map was vetted by a 2-member Counselor Vetting Team. Final maps were vetted by the Redesign Team and Counseling Mapping Lead, in consultation with appropriate faculty and Department Chairs, and approved by each Department.

### Guiding Principles of Maps:

- Maps are not educational plans (which are tailored to individual student goals, needs and unique circumstances). Maps are intended as the most time efficient guideline for a specific program and used in the educational planning process with Counselors.
- General Education (GE) courses and Restricted Electives (RE) have remained “wide open” in most cases to allow for choice. In some cases, when discipline faculty (or articulation agreements) suggest specific RE’s, those will be noted in the Comments/Notes column (L).
- There are disclaimers on all published maps indicating that there may be a better path for a particular students’ goals, thus emphasizing the importance of creating a customized Educational Plan with the assistance of a Counselor.
- Typically, 2 courses per semester have been noted as being “appropriate” for intersession. Many times, we have designated GE courses as appropriate for intersession. If Program Requirements (PR’s) have been noted as “appropriate for intersession”, they have been confirmed by discipline faculty as being consistently offered during short sessions and recommended in a short-term format.

- Typically, an SMC Associate degree was mapped using the SMC local GE pattern. In some cases, IGETC or CSU GE was used based on the goals of most of our students for that major. That is, the map leads the student towards completion of an Associate degree and/or Certificate of Achievement as well as transfer requirements for that program/major.
- In some cases, but not all, Career Education (CE) Programs that offer an Associate degree and CoA were included on the same map and the CoA was prioritized in the first 1-3 semesters as appropriate. This demonstrates reasonably efficient opportunity to “scale up” to degree completion and/or transfer (if applicable). There are a few cases when separate maps were developed for CoA’s and degrees. These were decided upon by discipline faculty and the mapping team.
- Official posted advisories and pre-requisites are included on all Program maps, and those advisories and pre-requisites were added to the 2-year map accordingly.
- Sequencing of courses for the part-time student is an important aspect of published maps. The PR’s and RE’s are sequenced in EACH semester as to prioritize which courses should be taken first SHOULD a student complete their studies at a slower/part-time pace.
- Gateway courses are noted on each map and exist in the first 1-2 semesters for each Program. These are courses that introduce the field of study for students who are deciding on their major.

#### **Assumptions of Maps:**

- Eligibility of ENGLISH 1 and MATH 21/54/2. Support courses were NOT included; therefore, course advisement will adjust given these unique student needs.
- No enrollment in intersessions.
- No outside credits earned.
- Completion of the IGETC UC foreign language requirement in high school.
- Eligibility to enroll in foreign language level 2 for the major in a foreign language.