



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, JULY 8, 2020, 1:00 p.m.

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94263393572>

Or iPhone one-tap (US Toll): +16699006833,94263393572# or +12532158782,94263393572#

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- +1 669 900 6833 (US Toll)
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Or Skype for Business (Lync):

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Members:

Dana Nasser, <i>Chair</i>	Susan Caggiano	Jamar London	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	Aurelie Chevart	Nick Mata	Briana Simmons
Brenda Antrim	Sheila Cordova	Emin Menachekanian	Lydia Strong
Garen Baghdasarian	Guido Davis Del Piccolo	Jennifer Merlic	Audra Wells
Fariba Bolandhemat	Sharlene Joachim	Jacqueline Monge	A.S. Representative
Dione Carter	Sasha King	Estela Narrie	A.S. Representative

Interested Parties:

Clare Battista	Rachel Demski	Maral Hyeler	Scott Silverman
Maria Bonin		Stacy Neal	Esau Tovar
Patricia Burson	Kiersten Elliott	Patricia Ramos	Tammara Whitaker
	Tracie Hunter	Estela Ruezga	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 MinutesTBD
- V. Chair's Report
- VI. Information Items

1. None

VII. Action Items

(Courses: Distance Education)

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(Courses: Online Delivery in an Emergency Context Only)

- a. None

VIII. New Business

- TBD

IX. Old Business

- TBD

X. Adjournment

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

Form 7: Distance Education Application**CIS NC 902**

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

The instructor will initiate contact with students before classes starts and during classes. Instructor will post information on how he/she is planning to maintain contact communication with students using CMS communication tools such as discussion board posts, responses to inquiries, and practice problems feedback.

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

Students will be provided with a guideline explaining the level of student participation and how often students needs to participate; Students will have the opportunity to initiate interaction with other students and build a sense of community among learners; There will be weekly discussion board interaction that will reinforce course content and learning outcomes;

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

There will be multiple and regular assessments administered throughout the course. Some of the tools that it is going to be used are quizzes, practice problems, and discussion boards.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Study and/or Review Sessions	Students will have reading material that they need to complete the class exercises.	10.00%
Written assignments	Students will be given weekly practice assignments that they need to complete to demonstrate what they are learning in class.	15.00%
Discussion Boards	Students will have to interact with other students based on objectives for the assignment. (Student to Student interaction)	20.00%
Exams	Students will be completing quizzes to demonstrate their understanding on the subject matter. (Student to Content Interaction)	20.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	14.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	1.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

There will be weekly lectures with caption videos used to present the class content, as well as, instructional material such as handouts, PowerPoint presentations and other types of material. There will be the opportunity of weekly discussion board for students to post questions and to share ideas with other students.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

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

% of grade	Activity	Assessment Method
5.00%	Internet Search	Open a web browser and apply search techniques to look for job related specific information. Using Notepad students create a list of jobs they find by copy/paste the link or complete job description and the related resources.

20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
25.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student individual comments to guide each student on what topics they need to study to improve their performance.
20.00%	Threaded Discussion	Discussion board will facilitate questions and answers. Students may ask as well as answer them. Each week, questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
30.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

The instructor has to know how to use the CMS system used by the college. In addition, the instructor has to demonstrate that he/she has built courses and taking training on the CMS system used by the college. In addition, the instructor must be well aware of the policy surrounding 508 compliance.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Since this is a noncredit course, students will have assistance and support from the Noncredit department. The department has their own team of individuals working to serve these non traditional students.

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

Online video lectures must be captioned as required by the Rehabilitation Act. In addition, all the handouts,

PowerPoint presentations, and other documents must contain the proper formatting as required by Section 508.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Discussion Board: Students will be presented with a bad customer service experience scenario. The student will analyze the situation and will provide the best approach to fix that situation.

Helpful Reminder:**Pre-Course obligations or Best Practices:**

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

CIS NC 903

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020

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The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

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Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

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

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Students will be provided with a guideline explaining the level of student participation and how often students needs to participate; Students will have the opportunity to initiate interaction with other students and build a sense of community among learners; There will be weekly discussion board interaction that will reinforce course content and learning outcomes;

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

There will be multiple and regular assessments administered throughout the course. Some of the tools that it is going to be used are quizzes, practice problems, and discussion boards.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Study and/or Review Sessions	Students will have reading material that they need to complete the class exercises.	10.00%
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Exams	Students will be completing quizzes to demonstrate their understanding on the subject matter. (Student to Content Interaction)	20.00%
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Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	14.00%
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Instruction Best Practices:

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

There will be weekly lectures with caption videos used to present the class content, as well as, instructional material such as handouts, PowerPoint presentations and other types of material. There will be the opportunity of weekly discussion board for students to post questions and to share ideas with other students.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

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

% of grade	Activity	Assessment Method
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20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
25.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student individual comments to guide each student on what topics they need to study to improve their performance.
20.00%	Threaded Discussion	Discussion board will facilitate questions and answers. Students may ask as well as answer them. Each week, questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
30.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

The instructor has to know how to use the CMS system used by the college. In addition, the instructor has to demonstrate that he/she has built courses and taking training on the CMS system used by the college. In addition, the instructor must be well aware of the policy surrounding 508 compliance.

Student Support:

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

Since this is a noncredit course, students will have assistance and support from the Noncredit department. The department has their own team of individuals working to serve these non traditional students.

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

Online video lectures must be captioned as required by the Rehabilitation Act. In addition, all the handouts,

PowerPoint presentations, and other documents must contain the proper formatting as required by Section 508.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Discussion Board: Students will be presented with a bad customer service experience scenario. The student will analyze the situation and will provide the best approach to fix that situation.

Helpful Reminder:**Pre-Course obligations or Best Practices:**

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application**CS 3**

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded	20.00%
Exams	Quizzes, a midterm and the final exam will be timed	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.
10.00%	Threaded Discussion	Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week, a discussion prompt will be posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- You will create a spreadsheet that will calculate monthly payments on a loan. The user – that's you! -- enters the amount of the loan, the annual interest rate, and the number of years for the loan. You use an Excel function to calculate the monthly payment and a formula to calculate the total amount of interest paid. You also need to format the cells to display the proper currency and percentage formats. Remember that, in general, you must enter formulas or functions using cell references, not numbers. You must use Microsoft Excel for this assignment. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

CS 20A

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly, including how to fix errors, improve code efficiency and follow best practices. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other

students will be required to post a correction. Also a course may use a CMS chat program which records all asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and a programming assignment/project or a quiz. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-

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

% of grade	Activity	Assessment Method
20.00%	Midterms	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
25.00%	Programming Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.
10.00%	Threaded Discussion	Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week, questions are posted in the Discussion Board and each student is required to post a unique answer. Such answers are graded.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPTS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 compliant as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- In this assignment you will develop an existing linked list class further and use it to store objects of Employee class from assignment 1. Upgrade your Employee class from Assignment 1 as follows: 1. Add a virtual destructor. 2. Overload the extraction operator istream operator >> to read employee directly. 3. Overload the insertion operator ostream operator 4. Add a member function getEmployee. Model it similar to the getList function of NameList class taught in chapter five on pointer applications. 5. Make sure that class Employee is in file Employee.h and function definitions are in Employee.cpp file. 6. Overload the following relational operators also for Employee class based on last name only: < , > , = , == , != 7. Provide following one additional member function: const string toString() const ; 8. Test to make sure that all member functions and constructors work properly. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

CS 20B

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly, including how to fix errors, improve code efficiency and follow best practices. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other

students will be required to post a correction. Also a course may use a CMS chat program which records all asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and a programming assignment/project or a quiz. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-

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

% of grade	Activity	Assessment Method
20.00%	Midterms	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Discussion Board	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Programming Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPTS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 compliant as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- In this assignment you will develop an existing linked list class further and use it to store objects of Employee class from assignment 1. Upgrade your Employee class from Assignment 1 as follows: 1. Add a virtual destructor. 2. Overload the extraction operator istream operator >> to read employee directly. 3. Overload the insertion operator ostream operator 4. Add a member function getEmployee. Model it similar to the getList function of NameList class taught in chapter five on pointer applications. 5. Make sure that class Employee is in file Employee.h and function definitions are in Employee.cpp file. 6. Overload the following relational operators also for Employee class based on last name only: < , > , = , == , != 7. Provide following one additional member function: const string toString() const ; 8. Test to make sure that all member functions and constructors work properly. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application**CS 40**

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded	20.00%
Exams	Quizzes, a midterm and the final exam will be timed	15.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Traverse a filesystem to find a file. You will annotate a printed copy of a filedump as described below and turn it in on paper. Refer to the text file filedump, or alternatively to the same information in an Excel spreadsheet. Complete this process to trace the process of locating the file /somedir/alpha2. Doing so will be much like finding the example file except you will have to visit an extra directory. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

CS 41

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2005

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded	20.00%
Exams	Quizzes, a midterm and the final exam will be timed	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Install an additional Window Manager (that didn't come with your distribution). To understand the multiplicity and interchangeability of window managers under the X Window system, let's install the ice window manager. You can obtain it from the web, either by traditional browser navigation or by a single-shot command. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

- Course objectives have not changed
- Course content has not changed
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Will not affect existing or potential articulation with other colleges

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

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

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:

Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
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Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded	20.00%
Exams	Quizzes, a midterm and the final exam will be timed	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

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

% of grade	Activity	Assessment Method
20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.

10.00%	Threaded Discussion	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- A Universal Serial Bus (USB) communication link requires a circuit that Produces the sequence 00000001. You are to design a synchronous sequential circuit that starts producing this sequence for input E=1. Once the sequence starts, it completes. If E=1, during the last output in the sequence, the sequence repeats. Otherwise, if E=0, the output remains constant at 1. A. Draw the Moore state diagram for the circuit. B. Find the state table and make a state assignment. C. Design the circuit using D flip-flop and logic gates. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:**Pre-Course obligations or Best Practices:**

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

CS 51

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly, including how to fix errors, improve code efficiency and follow best practices. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other

students will be required to post a correction. Also a course may use a CMS chat program which records all asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	15.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and a programming assignment/project or a quiz. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-

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

% of grade	Activity	Assessment Method
20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Programming Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 compliant as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Create a ShapeDrawer. Create the windows application demonstrated during class using the Document-View architecture supported by MFC and the AppWizard. A screen shot of the window and its menu choices is provided below. Your application should listen for left-mouse clicks in the client area of your view, painting a shape of a certain kind, color and size. Right mouse clicks should select a shape, if it exists under the location where the mouse was clicked. Selected shapes should be highlighted in some way. In the example window shown above, the selected shape is drawn using a diagonal pattern. When a shape is selected, the Edit menu choice "Delete Shape" should become enabled and, when selected, should remove the shape from the window. The Action menu submenus alter the shape, size and color of the next figure that will be drawn. The current setting of these menus should be checked. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on atleast two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

CS 52

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly, including how to fix errors, improve code efficiency and follow best practices. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other

students will be required to post a correction. Also a course may use a CMS chat program which records all asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module. Discussion Boards A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course. 20.00% Other (describe) Announcements will also be used to broadcast important information needing immediate attention. 1.00% Online Lecture Lectures in the format of PDF slides as well as videos from the web and instructor-recorded. 20.00% Exams Quizzes, a midterm and the final exam will be timed. 15.00%

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and a programming assignment/project or a quiz. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

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

% of grade	Activity	Assessment Method
20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Programming Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Write an Analog Clock Program. Write a C++ program that determines the position of the hour and minute hands of an analog clock at a moment in time. Using a 12-hour clock (where the hour hand moves between the integers 1 thru 12 and the minute hand moves between the integers 0 and 59), read the current clock time from the user and then read a time increment to add to or subtract from the current time. For this second time, calculate where the location of the hour and minute hand will be. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:**Pre-Course obligations or Best Practices:**

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

CS 54

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly, including how to fix errors, improve code efficiency and follow best practices. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other

students will be required to post a correction. Also a course may use a CMS chat program which records all asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and a programming assignment/project or a quiz. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-

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

% of grade	Activity	Assessment Method
20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Discussion Board	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Programming Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 compliant as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Sally The Programmer wants to build a program that enables her to evaluate the performance of a number of different sorting routines. Her goal is to identify the fastest one. At the present time, she has designed three classes, DataCollector, Sorter and Client. Her Client class has the main driver code which drives against the methods of her other two classes. These three classes are shown in the diagram below. As she learns about her task, she realizes that she will have many different sort implementations to run. In addition, for significant kinds of testing, she expects her data to be supplied by various different kinds of data sources, including a database and a large textfile. Based on the Design Patterns we have learned in class, describe in words and draw out in diagrams a solution to this problem which uses some of the patterns we have learned. It may very well be that multiple patterns can be applied to this problem. You might also identify find different, competing solutions for this problem. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application**CS 56**

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly, including how to fix errors, improve code efficiency and follow best practices. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other

students will be required to post a correction. Also a course may use a CMS chat program which records all asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	1.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	25.00%
Threaded Discussions	Student will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	14.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and a programming assignment/project or a quiz. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-

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

% of grade	Activity	Assessment Method
20.00%	Midterms	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exams	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including

students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 compliant as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Write a program that bounces a blue ball inside a JPanel. The ball should begin moving with a mousePressed event. When the ball hits the edge of the JPanel, it should bounce off the edge and continue in the opposite direction. The ball should be updated using Runnable. Make this program such that when user clicked a new ball is created. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

CS 60

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Based on the Project Manager schema and data provided 1. How many records does the above table store, and how many fields are in each record? 2. What problem would you encounter if you wanted to list the records in order of the manager's last name, or if you sometimes wanted to omit the first name or middle name? Show the table structure of an altered table that will correct this problem?3. What problem would you encounter if you wanted to list the records in order of the street address, city, state, or zip, or area code? Show the table structure of an altered table that corrects this problem?4. What data redundancies do you detect? How could these redundancies lead to update anomalies, delete anomalies, or insert anomalies?5. Using two relational tables, PROJECT and MANAGER, eliminate the redundancies identified in Problem 4. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	15.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterms	Feedback on where the student can improve and what topics to study more.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Create the script CS61.SQL in the CS61 Scripts folder on Titan lists SQL statements to drop and create four tables with their constraints, then insert the raw data. Include all of that script as Step 1 of the script that you'll finally submit as Project 2. In Query Analyzer in your database cs61db_nn (where nn = 02, 03, ... is a number assigned to you), run your script to create and fill your tables in your database. Step 2. In Management Studio, find and review the properties of each of your four tables. As a comment in your script, briefly describe the steps to find and review one table. Step 3. In Management Studio, retrieve and display all values of each of the four tables. As a comment in your script, briefly describe the steps to do this for one table. Step 4. In Management Studio, find all the constraints on your Invoice table. As a comment in your script, briefly describe the steps. Step 5. As an SQL Query, use the stored procedure sp_help to show the properties of each of the 4 tables (for example, sp_help Customer). Store your commands in your script so they'll execute when I run your script. Step 6. In Management Studio, rename your Customer table to Customer2. Trace the Foreign key on the Invoice table to see if it references this new table name. Describe briefly in your script the steps. Then in Enterprise Manager, rename your table back to the old name, Customer. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

CS 65

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2002

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterms	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussion	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Create the script CS65.SQL in the CS65 Scripts folder on Titan lists SQL statements to drop and create four tables with their constraints, then insert the raw data. Include all of that script as Step 1 of the script that you'll finally submit as Project 2. In Query Analyzer in your database cs61db_nn (where nn = 02, 03, ... is a number assigned to you), run your script to create and fill your tables in your database. Step 2. In Management Studio, find and review the properties of each of your four tables. As a comment in your script, briefly describe the steps to find and review one table. Step 3. In Management Studio, retrieve and display all values of each of the four tables. As a comment in your script, briefly describe the steps to do this for one table. Step 4. In Management Studio, find all the constraints on your Invoice table. As a comment in your script, briefly describe the steps. Step 5. As an SQL Query, use the stored procedure sp_help to show the properties of each of the 4 tables (for example, sp_help Customer). Store your commands in your script so they'll execute when I run your script. Step 6. In Management Studio, rename your Customer table to Customer2. Trace the Foreign key on the Invoice table to see if it references this new table name. Describe briefly in your script the steps. Then in Enterprise Manager, rename your table back to the old name, Customer. In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

CS 70

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2007

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded	20.00%
Exams	Quizzes, a midterm and the final exam will be timed	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterms	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Verify functionality of the default installation of apache on your machine, by turning it on and off to observe its effects. Turn it on:service httpd startVerify that it's running. A couple commands that return feedback:service httpd statusps -ef | grep http [as what user(s) are the returned processes running?]And the acid test, browse port 80 on your machine from a graphical browser (enter http://127.0.0.1 for the address) or the lynx text browser:lynx 127.0.0.1How many copies of apache appear to be running:ps -ef | grep sbin/httpd | grep -v grep | wc -lNow turn apache back off:service httpd stopand rerun the above 3 verifications to satisfy yourself apache isn't running anymore. Now you will control a few operations of the web server by manipulating certain files. Role and operation of the config fileLearn the effects of directives in the configuration file, /etc/httpd /conf/httpd.conf. Find the line with the "Listen" port directive that tells apache to run on port 80. Change it to some other number, say 79, and save the file. Now start apache, and run the above 3 verifications. The first two do demonstrate apache is running, but the 3rd makes it look as if apache is unresponsive. To contact apache you have to do so on the port number it's listening to. Enter http://127.0.0.1:79 in your graphical browser, or in lynx:lynx 127.0.0.1:79Run ethereal or tcpdump while doing this to see what port numbers are used. Now set apache back to port 80. Next find:StartServers 8and change the number from 8 to 15. Restart apache. Now how many copies of apache are running? Change the number back to 8 and restart again.Implementing two name-based virtual hostsIf instructor supplies a nameserver - you will change /etc/resolv.conf In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application**CS 75**

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2007

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	15.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Run the Wireshark network protocol analyzer ("packet sniffer") 1. Install needed softwareDownload the Wireshark packet sniffer and protocol analyzer. Go to <http://www.wireshark.org> to get it, and use a US mirror. A direct link you could use is <http://wireshark.zing.org/download/win32/wireshark-setup-0.99.6a.exe>. Run the file, accepting defaults, to install Wireshark. 2. Perform a preliminary captureGo to Start -> RunEnter "cmd" and press the OK button.At the resulting command prompt type "ipconfig" and press enter. Write down the dotted-quad format "IP Address" shown.Launch Wireshark, expand it to full screen.Go to Capture -> Interfaces.On the line for your internet-connected NIC card interface (showing the IP address you just looked up), press the Options button.In the resulting dialog box, find the section headed "Display Options" and check all three check boxes it containsFind the section headed "Name Resolution" and uncheck its three check boxes.Enter your IP Address in the text box labeled "Capture Filter:" If your address is 11.22.33.44, enter it in the form "host 11.22.33.44"Press the "Start" buttonReturn to the command prompt. Type "ping 4.2.2.2". Observe resulting detection activity in Wireshark.Return to Wireshark. Go to Capture -> Stop.3. Get familiar with the Wireshark interfaceObserve In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application**ENGL 14**

Instructor preparing this document: Joelle Adams
First semester course to be offered: Fall 2020 1974

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Instructor will interact with students several times per week. Interactions will include uploading of new course content, announcements reminding students of upcoming tasks, individual feedback on student work, class feedback on assignments, suggestions for further reading, news items related to course content, announcements about campus-wide events and opportunities, and other items related to the curriculum and student life. Students may also interact with the professor via ConferZoom, telephone, or in person for educational or personal support.

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

Students will interact with each other at least twice per week in the form of replies to discussions. The discussion postings will be graded not only on content, but also on the quality of peer-to-peer interaction to foster a scholarly and supportive learning environment. This is to mimic in-class discussions where ideas are respectfully shared and debated. All major essay assignments will require a peer review: students will post a draft of their essay and be required to respond to at least two peers with critical, helpful feedback that relates specifically to the criteria for that assignment. Again, students' will be graded on the quality of their feedback to their peers as well as their

own drafts. Students will also be encouraged to connect with each other using the LMS communication tools to form study groups and other support.

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

Students will interact with the content several times per week. A typical interaction will include reading a text (or watching a video) and then responding to questions that help students meet the learning outcomes and objectives. In a literature class such as this, we may read a text or section of a text, read a critical theory, and then analyze the primary text through the lens of the critical theory. Students will also contribute content: there will be opportunities for students to research relevant information related to authors and texts and share findings with the class. For example, each student may share content about a specific author's life, identity, and cultural influence.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students will spend a great deal of time on the discussion boards where they will post answers to questions about the material and/or their response to it, engage with other students' responses, review others' responses, and reflect on their learning.	40.00%
Online Lecture	Online "lectures" in this class will be a combination of text and recorded commentary from the instructor. Students will spend time engaging with the instructor's guidance on the material.	10.00%
Videos	Relevant videos related to the course material will be shared with students.	5.00%
Written assignments	Students will engage with theoretical/critical and literary analysis of the assigned readings; this will usually take the form of a thesis-driven essay.	20.00%
Peer Feedback	Students will give, receive and attend to peer feedback for major essays and as part of discussions.	20.00%
Class Debate	Students will engage in debate about their critical analysis of the class material.	5.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Content will be organized into weekly topics, with relevant content and discussions at least twice per week to mimic a weekly lecture schedule in a 16-week class. For intersessions and 8-week sessions, content and discussions will be more frequent. Content may consist of external readings (e.g. novels, short stories, critical and/or cultural theories), 5-minute video lectures by the professor, 5-minute screencasts, external videos (e.g. TED Talks or similar) and other appropriate resources. Discussions will require students to engage with the content and with each other: for example, students might be asked to analyze a short story through the lens of a critical theory such as feminism or cultural context such as the values of post-war America. Students will be required to buy 1-3 books, with other materials provided through the LMS. In addition to the core literary content, other instruction on critical thinking, literary analysis, and essay composition will be provided.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates

grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

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

% of grade	Activity	Assessment Method
30.00%	Discussion and Peer Reviews	Students will be evaluated on twice-weekly discussion posts based on the following criteria: critical engagement with the class material, composition and presentation, timeliness of posting to allow for peer engagement, critical engagement with and evaluation of peers' work. Discussions cover many types of assignments, including answering questions about the texts, student responses to/engagement with the texts, presenting and peer reviewing essay drafts, debating aspects of the literature or critical/theoretical readings, reflection assignments to stimulate metacognition, connecting the literary texts with current events, and/or community-building exchanges (e.g. introductions and light-hearted discussions about the class).
5.00%	Literary Identity Introduction	Students will introduce themselves to the class by explaining aspects of their own identity that may influence their response to literature, including their values, beliefs, educational experiences, etc.
25.00%	Literary Analysis Essay	Students will analyze one or more of the course texts on the basis of literary convention, including elements of genre and form, as well as literary techniques.
25.00%	Cultural Analysis Essay	Students will write an essay analyzing two or more of the course texts through the lens of relevant cultural movements (e.g. postmodernism, Civil Rights) or historical or political events (e.g. 9/11).
15.00%	Identity Analysis Essay	Students will write an essay that analyzes one or more of the course texts through the lens of either their own identity (e.g. demographics, values, beliefs, experiences) and/or the identity of the author(s).

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

The instructor will need to be familiar with the college's learning management system, a video captioning service, video conferencing tools, screencasting, video capture, proctoring software.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

The instructor will integrate information about academic resources such as tutoring, library, office hours, the bookstore, services for students with disabilities, and academic counseling. There should also be links to programs to serve specific student groups (e.g. Black Collegians, Adelante, Veteran's Resource Center). There will be plenty of information about the Center for Wellness and Wellbeing. Other administrative issues will also be highlighted, including financial aid and admissions. Other sources of support will include the distance education office and LMS helpline.

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

All videos and screencasts will be captioned. LMS pages will follow recommended formatting, including not using all-caps for anything other than acronyms, using the bullet and numbered list tools appropriately, captioning all images as decorative or with relevant alternative text, correctly formatting all .pdf pages, and embedding links.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Course objective 2: Examine the dominant social, political, historical, and intellectual concerns of the postmodern period and analyze their impact on the assigned texts. Online activities: First discussion post of the week: Read Dr. Mary Klages' article "Postmodernism", which outlines the characteristics of postmodern culture and compares the movement with modernism. Post a list of 10 characteristics of postmodernism from the Klages' article, including page references. Reply to at least one other student, noting similarities and differences in your list. Second discussion post of the week: Read Jamaica Kincaid's "Girl" and analyze the text using Klages' characteristics of postmodernism. Write a 200-word answer to the following question: Is Kincaid's "Girl" postmodern? Why or why not? Include direct references to "Girl" and support from Klages' "Postmodernism". Cite your sources in MLA format.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

OFTECH 1A

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2006

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterms	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Complete Lessons 1-5. Key each line twice. Take the one-minute timing at the end of each lesson twice. Repeat the lesson if you do not attain the stated speed and accuracy goals. Print a copy of your timing scores and submit the printout to the instructor In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

OFTECH 1B

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2006

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded	20.00%
Exams	Quizzes, a midterm and the final exam will be timed.	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
25.00%	Assignments	Assignments are graded with added comments on what the student did well and what needs improvement.

Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Complete Lesson 21. A. WARMUP Key each line 2 times SKILLBUILDING B. Progressive Practice: Numbers C. Paced Practice LANGUAGE ARTS D. Commas and Sentences FORMATTING E. WORD PROCESSING Study Lesson 21 in your word processing manual. Complete all of the shaded steps while at your computer. Read Keyboarding Connection: Defining the E-Mail Address Assignment In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application**OFTECH 1C**

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2006

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	20.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded	20.00%
Exams	Quizzes, a midterm and the final exam will be timed	15.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

Assessment Best Practices:

Assessments of various forms are conducted regularly, preferably on a weekly basis. The instructor updates grades in a timely manner. Assessments designed for this course utilize methodologies appropriate for online modality. The bulk of the grade for the course is based on students' ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that

encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterm	Feedback on where the student can improve and what topics to study more.
20.00%	Quizzes	Quizzes provide feedback to the students on where they stand. Instructor will give each student, individual comments to guide each student on what topics they need to study to improve their performance.
25.00%	Final Exam	Students complete their final exam to assess their understanding of course topics.
10.00%	Threaded Discussions	The Discussion board will facilitate questions and answers. Students may ask questions as well as answer them. Each week questions are posted in the Discussion board and each student is required to post a unique answer. Such answers are graded.
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Technology:

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program (yarrish_julie@smc.edu or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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Instructors must be well versed in the use of computers, the web, and course management systems (CMS) to interact with students through the CMS messaging boards, email, and online video and chat meetings/conferencing. The instructor should be knowledgeable of accessibility resources and have a willingness to stay current as technology changes every day.

Student Support:

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journalscatalog); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

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

Through the syllabus, faculty can place links to library, bookstore, financial aid, disabled students center and counseling resources. Additional resources include: 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

Accessibility:

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the

Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

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

The course management system must be Section 508 complaint as well as any videos, images, tables must be properly captioned. All PDF's and other added files and documents must be Section 508 compliant.

Online Strategies:

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138). Platform assistance is available through the HelpDesk (helpdesk@smconline.org, or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

Assignment- Complete Lesson 41. A. WARMUP Key each line 2 times. SKILLBUILDING B. 12-Second Speed Sprints C. Map: Follow the GDP software directions for this exercise in proving keystroking accuracy LANGUAGE ARTS D. Quotation Marks and Italics (or Underline) FORMATTING E. Reports with Footnotes Read guidelines and study sample. F. Long Quotations G. Word Processing Study Lesson 41 in your word processing manual. Complete all of the shaded steps while at your computer. DOCUMENT PROCESSING Complete Report 41-13, Business Report. Check your document against the Key. Read Keyboarding Connection: Inedible Cookies In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

Helpful Reminder:

Pre-Course obligations or Best Practices:

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

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Form 7: Distance Education Application

OFTECH 9

Instructor preparing this document: Howard Stahl
First semester course to be offered: Fall 2020 2006

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to www.smconline.org and log in as faculty. You will find FAC 101 under special courses. If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education yarrish_julie@smc.edu.

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

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

Additional considerations for all distance education courses:

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

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

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this

course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
Department or Area Vote				

Approvals:

Department Chair	Date:
Librarian	Date:
Web Accessibility Specialist	Date:
Curriculum Committee Chair	Date:
Academic Senate President	Date:
Chief Instructional Officer	Date:

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

a. Instructor-student Interaction There should be *multiple, frequent, and on-going* communication exchanges between the instructor and *each* student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should *regularly* initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

b. Student-student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

c. Student-content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

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

Students get feedback on their assignments, which are assigned regularly. With the quizzes, which are assigned regularly, students get feedback on their error and get suggestions on how to better study. With the midterm and the final exam, students get feedback on their errors and how to improve. In the weekly threaded discussions, students must post answers to given questions/prompts and they must provide unique answers. They get feedback on their answers, how complete they are and what they can improve on.

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

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly. Students will be allowed to answer other students questions, and given the prompt of the threaded discussion, they may be required to post an incorrect statement pertaining to the covered topics, and other students will be required to post a correction. Also a course may use a CMS chat program which records all

asynchronous discussion for later review by students and faculty.

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

Each week, students get a lecture in the form of video, Zoom conference, PDF files or HTML content. They may also get additional videos to explain certain concepts. Additionally, there may be supporting files and documents added to each week's module.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	A weekly discussion board facilitates question/answering as well as providing feedback or commenting on postings. Each week students must address a main discussion topic. The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of the currently covered course topics requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.	15.00%
Other (describe)	Announcements will also be used to broadcast important information needing immediate attention.	5.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded	20.00%
Exams	Quizzes, a midterm and the final exam will be timed	20.00%
Threaded Discussions	Students will participate in threaded discussion posts posed by the faculty member and respond to each other's posts. Additionally, students themselves may start threads for topics they wish further clarification.	20.00%
Peer Feedback	Students will interact with one another in structured ways, sharing their work for constructive feedback and offering constructive criticism to others.	20.00%

Instruction Best Practices:

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment 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.

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

Using an online course management system, each week there will be a main home page which will lead students to other documents, and files in addition to the assigned work of a discussion message and other homework, project or a quiz, as appropriate. The course will be divided into weekly modules, including an assignment and required activities. Activities include but are not limited to self-study exercises, readings, lectures and videos.

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Assignment- Alphabet Practice - Diagnostic Timing: page 4 Alphabetic Practice Individual Letters (Practice the letters on which you had the most errors as shown on the screen after the Alphabet Diagnostic Timing. The letters on which you had the most errors are highlighted on the keyboard. Select any three highlighted keys. If no keys are highlighted, just select any three keys). Individual Fingers - Lesson 27: page 33 Word-Level Keystroking - Lesson 32: page 39 Frequently Used Words - Lesson 37: page 45 Number Practice Entry and Exit Timings: page 116 Pacing Practice - Placement Timing: page 178 Pacing Practice: Pages 179-191. (Choose the practice based on your speed) In the Discussion of this Assignment, describe the concepts you learned and key obstacles you overcame. Comment on at least two other student postings.

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