



1900 Pico Boulevard Santa Monica, CA 90405  
310.434.4611

# Curriculum Committee Agenda

Wednesday, JULY 15, 2020, 1:00 p.m.

[Topic: Curriculum Committee Meeting on Wednesday, July 15](#)

Time: Jul 15, 2020 01:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/93425424886>

Or iPhone one-tap (US Toll): +16699006833,93425424886# or +12532158782,93425424886#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 934 2542 4886

International numbers available: <https://cccconfer.zoom.us/j/93425424886>

Or Skype for Business (Lync):

SIP:[93425424886@lync.zoom.us](mailto:93425424886@lync.zoom.us)

## 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 Minutes ..... 3
- V. Chair's Report
- VI. Information Items

1. None

VII. Action Items

*(Courses: New)*

a. VAR PE 61 Skills Training for Intercollegiate Sport .....	160
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*(Courses: Distance Education)*

a. ART 74 Introduction to Programming in the Arts .....	6
b. ECON 4 Environmental Economics .....	12
ECON 5 International Political Economy: Introduction to	
c. Global Studies .....	21
d. ECON 6 Contemporary Economic Problems .....	31
e. ECON 15 Economic History of the U.S. ....	41
f. HIST 4 British Civilization II .....	51
g. HIST 5 History of Latin America 1 .....	57
h. HIST 6 History of Latin America II .....	63
i. PHILOS 2 Ethics .....	69
j. PHILOS 3 Early Philosophers .....	78
k. PHILOS 4 Modern Philosophers .....	88
l. PHILOS 5 Contemporary Moral Conflicts .....	98
m. PHILOS 9 Symbolic Logic .....	107
n. PHILOS 20 Environmental Ethics .....	116
o. PHILOS 22 Asian Philosophy .....	126
p. POL SC 24 Philosophy of Literature .....	134
q. POL SC 52 Contemporary Political Thought .....	143
r. SOCIOL 30 African Americans in Contemporary Society .....	153
t. VAR PE 61 Skills Training for Intercollegiate Sport .....	164
WGS 10 Introduction to Women's, Gender, and Sexuality	
u. Studies .....	169
WGS 30 Women, Gender, and Sexuality in Popular	
v. Culture .....	177
w. WGS 40 Introduction to LGBTQ Studies .....	186

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.*



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# Curriculum Committee Minutes

## Wednesday, July 8, 2020, 1:00 p.m.

### Zoom Meeting

**Members Present:**

Dana Nasser, Chair	Susan Caggiano	Jamar London	Brandon Reilly
Jason Beardsley, Vice Chair	Aurelie Chevant	Emin Menachekanian	Briana Simmons
Brenda Antrim	Guido Davis Del Piccolo	Jennifer Merlic	Lydia Strong
Garen Baghdasarian	Sharlene Joachim	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Sasha King	Estela Narrie	

**Members Absent:**

Dione Carter	Sheila Cordova	Nick Mata
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**Others Present:**

Joelle Adams	Elisa Meyer	Howard Stahl	Sharon Thomas
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*(Information items are listed numerically; action items are listed alphabetically)*

**I. Call to Order and Approval of Agenda**

The meeting was called to order at 1:05 pm. Motion to approve the agenda with no revisions.

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

The motion passed unanimously.

**II. Public Comments**

None

**III. Announcements**

Jenny spoke briefly about the recent Immigration and Customs Enforcement (ICE) decision released yesterday. All international students are required to leave the country or go to college where they can take courses on ground. A lawsuit being filed by Harvard and MIT is seeking to block this move. Faculty members are sending Jenny information to try and help SMC's international students. SMC Administration is working on this for possible solutions.

**IV. Approval of Minutes**

No review or approval of minutes.

**V. Chair's Report**

The Chair thanked the Committee for serving this summer. She also welcomed our new members: Susan Caggiano, Aurelie Chevant, Sharlene Joachim, and Briana Simmons. They were encouraged to participate and ask any questions they may have. She distinguished the workflows in META for fully online DE requests and emergency only DE requests. The Chair asked that members regularly check their cues so that we can move the DE requests through the workflow as quickly as possible. We would like to review as many DE requests as possible over the summer.

From Vice-Chair Jason Beardsley

The vice-chair communicated that there is a separate word document for emergency only DE courses. He

also stressed that faculty need to be mindful of what it means to be fully online, which involves a fully developed shell in an asynchronous world. Emergency only DE makes sense for synchronous teaching. He is also working on tweaking the DE7 document. Additionally, he reminded the group that the deadline for SMC to submit courses for approval is Dec. 30, 2020. However, since everything must go to the Board first, the Committee technically has until Oct 21st to get the applications in, so faculty must keep in mind the short window that's available to meet and approve courses. The Committee will be meeting each Wednesday through the end of the month. For questions about fully online or emergency DE courses, please feel free to reach out to Jason with questions by emailing or by calling him directly.\

## VI. Information Items

None

## VII. Action Items

*(Courses: Distance Education)*

- a. CIS NC 902  
Motion to approve distance education for CIS NC 902 as a block with CIS NC 903 (VII. b.) with no revisions.  
**Motion made by:** Sasha King; **Seconded by:** Fariba Bolandhemat  
The motion passed unanimously.
- b. CIS NC 903  
Passed as a block with CIS NC 902 (VII. a.)
- c. CS 3  
Motion to approve distance education for CS 3 as a block with CS 51 (VII. i.), CS 52 (VII. j.), CS 54 (VII. k.), and CS 56 (VII. l) with minor revisions.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Audra Wells  
The motion passed unanimously.
- d. CS 20A  
Motion to approve distance education for CS 20A as a block with CS 20B (VII. e.) with no revisions.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Briana Simmons  
The motion passed unanimously.
- e. CS 20B  
Passed as a block with CS 20A (VII. d.)
- f. CS 40  
Motion to approve distance education for CS 40 as a block with CS 41 (VII. g.), CS 42 (VII. h.), CS 70 (VII. p.), and CS 75 (VII. q.) with no revisions.  
**Motion made by:** Estela Narrie; **Seconded by:** Fariba Bolandhemat  
The motion passed unanimously.
- g. CS 41  
Passed as a block with CS 40 (VII. f.)
- h. CS 42  
Passed as a block with CS 40 (VII. f.)
- i. CS 51  
Passed as a block with CS 3 (VII. c.)
- j. CS 52  
Passed as a block with CS 3 (VII. c.)

- k. CS 54  
Passed as a block with CS 3 (VII. c.)
- l. CS 56  
Passed as a block with CS 3 (VII. c.)
- m. CS 60  
Motion to approve distance education for CS 60 as a block with CS 61 (VII. n.), CS 65 (VII. o.) with no revisions.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Jason Beardsley  
The motion passed unanimously.
- n. CS 61  
Passed as a block with CS 60 (VII. m.)
- o. CS 65  
Passed as a block with CS 60 (VII. m.)
- p. CS 70  
Passed as a block with CS 40 (VII. f.)
- q. CS 75  
Passed as a block with CS 40 (VII. f.)
- r. ENGL 14  
Motion to approve distance education for ENGL 14 DE with no revisions.  
**Motion made by:** Jennifer Merlic; **Seconded by:** Jason Beardsley  
The motion passed unanimously.
- s. OFTECH 1A  
Motion to approve distance education for OFTECH 1A as a block with OFTECH 1B (VII. t.), OFTECH 1C (VII. u.), and OFTECH 9 (VII. v.) with no revisions.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Estela Narrie  
The motion passed unanimously.
- t. OFTECH 1B  
Passed as a block with OFTECH 1A (VII. s.)
- u. OFTECH 1C  
Passed as a block with OFTECH 1A (VII. s.)
- v. OFTECH 9  
Passed as a block with OFTECH 1A (VII. s.)

### VIII. New Business

None

### IX. Old Business

None

### X. Adjournment

Motion to adjourn the meeting at 3:23 pm.  
Motion: Briana Simmons; Second: Audra Wells  
The motion passed unanimously.

## Form 7: Distance Education Application

**Instructor preparing this document:** Christopher Badger

**First semester course to be offered:** Spring 2020 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](http://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](mailto: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
<b>Department or Area Vote</b>				

**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 be in regular contact with students. There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to

respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) in place at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS. The instructor's contact information will be located both on the syllabus, as well as on the introduction discussion. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and with key points. The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic. The instructor will also host weekly online office hours where students can talk one on one either with any questions or concerns they have. Instructors can also provide recorded info sessions for projects. Students receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

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

Students will communicate regularly with each other via the LMS, currently Canvas. For each module, students will interact in a threaded discussion for each assignment. Students will respond to a discussion topic and will then respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. Students will be asked to collaborate and corroborate on assignments as well as participate in peer discussions and group critiques.

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

Students interact with course materials several times a week. Each module will have an overview, with all of the expectations, goals, and dates listed for that module. For each module, students will read any assigned material, watch the instructor's lecture and demonstration lecture notes, multimedia video lectures, Pages in Canvas and web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method.

**1d. Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	View weekly content pages in the LMS and post a question/ response to the discussion board. Reply to a question posed by a peer on the discussion board. Students will be assessed on the quality, nuance, and depth of the questions that they post as well as on the thoughtfulness and accuracy of their responses to other students.	30.00%
Videos	View video lectures and demonstrations on weekly programming topics.	30.00%
Project Presentation	Record and post video presentations of a final and midterm project.	20.00%
Peer Feedback	View and comment on the video presentations posted by other students.	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.)

Content will be structured in a similar manner as ground delivery. Students will have access to lecture content and visual examples along with appropriate demonstrations of technique and assignment and projects. 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) written assignment directions / multimedia references; (2) support materials; (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. There will be opportunities for students to participate in synchronous office hours and live demos as well as recorded demonstrations. The LMS has robust tools including the creation of content pages where links to recorded zoom and YouTube videos can be placed along with text and images. Discussion boards will be utilized for students to show work in progress and give/get feedback from other students and instructors. The content is organized into modules. Modules are consistently structured and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, and 3D models are used to create student-centered learning. There will also be links provided on a regular basis that will bring to the attention of students current events that have relevance to the course.

**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%	Post weekly responses to the discussion board.	View weekly content pages in the LMS and post a question/ response to the discussion board. Reply to a question posed by a peer on the discussion board. Students will be assessed on the quality, nuance, and depth of the questions that they post as well as on the thoughtfulness and accuracy of their responses to other students.
30.00%	Weekly coding Projects	Each week students are assigned a hands on project that is designed to develop a particular skill or utilize a principle of programming that was discussed in the weekly reading. Projects will be posted to discussion boards for critique and will be assessed on the basis of their completion, accuracy, professionalism, and inventiveness.

20.00%	Mid tem Project Presentation	Students will develop a midterm project that utilizes an iterative process of development. Drafts will be published to a discussion board and feedback from peers and the instructor will be addressed in progressive iterations. The end result will be presented by students in the form of a short video that described the goals, challenges, process, and outcome of the project. Students will view and comment on the videos posted by their peers.
20.00%	Final Project	Students will develop a Final project that utilizes an iterative process of development. Drafts will be published to a discussion board and feedback from peers and the instructor will be addressed in progressive iterations. The end result will be presented by students in the form of a short video that described the goals, challenges, process, and outcome of the project. Students will view and comment on the videos posted by their peers.

**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](http://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](mailto: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.)

Faculty will need to know how to use video conferencing software, and the LMS.

**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](mailto: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.)

All of the same links to student support services that are included in model syllabus for the on ground classes will be included for the DE class

**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 video content will be captioned. The LMS has many built in features that help to ensure accessibility, including alt text for all images. Text document will be uploaded a word docs and use styles and formatting that allow for clear interpretation by screen reading software.

**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](http://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](mailto: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.).

Objective 1- Read and write code for the creation of digital images. View the content pages in the LMS on Arrays of Objects. Generate an image using Perlin noise to control at least one parameter of an array of objects. The image should exhibit a balance between order and disorder by using a repeating pattern, and modulating at least one dimension of the pattern with the output from a noise function. Post your image and your code to the discussion board. View responses from the other students and comment on their work. Modify your image based upon the comments from your peers and feedback from the instructor. Post the refined image back to the discussion board.

**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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# Econ 4

## Application for approval to offer the following course via distance education

COURSE:	Econ 4
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### Distance Education Quality

#### Quality Assurance (*compared to on-ground offering*)

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

#### Additional Considerations

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

### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## Econ 4

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

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- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,

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explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. 1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
<b>Study and Review Sessions</b>	Using Collaborations, students will collaborate on projects to help them review material and prepare for exams, similar to an on-ground review session	15
<b>Online Lecture</b>	Students will view/listen to lectures posted by instructor (with audio/video embedded when possible); lectures will be posted in Modules, using Microsoft Office 365 or other file sharing options.	20
<b>Videos</b>	Using PlayPosit or other video software, students will view videos provided by instructor to supplement lectures and readings, similar to videos that would be shown during class-time on ground	15
<b>Exams</b>	Students will periodically take online exams using the Quizzes function	20
<b>Written Assignments</b>	Using Assignments and/or Discussion Boards, instructor will regularly assign short writing assignments or reflection pieces, similar to those assigned in on-ground classes	25

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<b>Peer Feedback</b>	Using Peer Review function in Assignments, students will be paired with a classmate to read and provide feedback on rough drafts of essays; this activity will be similar to an in-class peer review session	5
Explain "Other":		

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

- 3. 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 student's 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. 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 student's participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these



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interactions will be assessed. This should roughly mirror the Methods of Evaluation in the Course Outline of Record.		
% of Grade	Activity Description	Assessment Method
20% (each assignment = 2%)	Module specific assignments	<p><b>Summative free response and multiple choice questions</b></p> <p><i>Students are given substantial and significant feedback through the Speed Grader as well as posted sample solutions to assess their understanding of a module prior to exams.</i></p>
20% (each essay = 5%)	Reflections and critical analysis of timely topics in environmental economics: efficient ways to manage environmental externalities, the importance of conservation of resources for future generations, optimal ways to measure economic performance that include environmental considerations, etc.	<p><b>Essays</b></p> <p><i>Students will be paired through the Peer Review function in the LMS in order to provide feedback to each other on their written work prior to submission of final.</i></p> <p><i>Instructor will provide feedback to students privately in Speed Grader.</i></p>
40% (each = 10%)	Demonstrate content knowledge through multiple choice and/or short response questions and answers	<p><b>Exams</b></p> <p><i>Instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, instructor will create a robust database of questions so that exams can be randomly generated for each student. This will help protect the integrity of exams and minimize potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, instructor will provide feedback to students privately using Speed Grader.</i></p>

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<p><b>20%</b></p>	<p>Participation (various activities – Video quizzes, completion of study guides, collaborative practice problems, etc.)</p>	<p><b>Various</b></p> <p><i>Instructor will provide regular opportunities for student-student interaction and student-content interaction, both of which will also involve interaction with the instructor, vis a vis feedback and assessments. For example, students may work collaboratively to complete a study guide in preparation for an exam or essay.</i></p>
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4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies

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- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

### 6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text.
- Videos will be captioned.

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

Objective #2: Analyze critically market failures present under traditional economic decision making, as well as potential solutions such as carbon taxes.

This is a group assignment and will be completed using the Discussions tool in the LMS. After completing the Discussion, your group will submit an economic policy proposal using the Collaborations tool in the LMS.

Review the "Externalities" module on market failures, including the slides and PlayPosit videos.

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The goal of this assignment is to understand market failures and analyze available solutions. For example, one of the most relevant failures currently is the negative externality of air and water pollution that results from production and transportation of goods in markets.

In the discussion, post your response to the following question: What is one economic policy we can employ to reduce emissions from production activity? Make sure you explain why you think this may be the most effective policy.

After you post your idea, respond to two of your peers' posts. What parts of their policy proposal do you agree with? Are there any components that you would design differently?

When you are finished with this discussion assignment, take time to reflect as a group: after discussing with your peers, how would you design an effective economic policy for the United States to reduce emissions? You can combine your original ideas proposed, pick a group favorite, or create an entirely new one based on what everyone has learned from this exercise. Which sectors of the economy are most heavily impacted by your proposal?

Your final submission should be 2-3 pages and can be worked on through the Collaborations tool in the LMS.

# Econ 5

## Application for approval to offer the following course via distance education

COURSE:	Econ 5
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### Distance Education Quality

#### Quality Assurance (*compared to on-ground offering*)

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

#### Additional Considerations

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

### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## Econ 5

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.

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- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.
- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

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The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. 1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
Chat Room	Students will post questions pertaining to lecture and course content for the Professor to answer on Chat for the benefit of all students.	5
Discussion Boards	Using Collaborations and Discussion, students will work in groups on assignments and project designed to help facilitate learning. Students will also work in groups to brainstorm ideas for appropriate projects and compare notes. These activities are similar to in-class on-ground assignments.	10
Study and Review Sessions	Using Collaborations, discussions or similar tool, students will work together on study guides to help them deliberately practice, and review material in preparation	10



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	for quizzes/exams. This is similar to in-class review sessions in the on-ground learning environment	
<b>Online Lecture</b>	Students will view/listen to lectures (instructional content) delivered through written lectures, as well as module links to articles, visuals, and other media such as short videos, screencasts, slides (with audio and video embedded where possible), or similar. All lecture material will be posted in modules, using Microsoft Office 365 or other file sharing options	30
<b>Videos</b>	Students will view videos provided by instructor to supplement lectures and readings	5
<b>Exams</b>	Students will periodically take online exams complete objective content quizzes (both formative and summative), using the Quiz function in the LMS.	20
<b>Written Assignments</b>	Instructor will assign short written assignments or reflection pieces pertinent to the content material of each module, similar to those assigned and completed in-class in the on-ground setting.	20
Explain "Other":		

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
60% (20% each)	Demonstrate summative content knowledge on a cumulative basis through multiple choice and/or short response questions and answers Exams.	<b>Exams</b> Instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, instructor will create a robust database of questions so that

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		exams can be randomly generated for each student. This will help protect the integrity of exams and minimize potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, instructor will provide feedback to students privately using Speed Grader.
<b>15% (5% each)</b>	Develop formative content knowledge through open-book, short multiple choice quizzes.	<b>Quizzes</b> Instructor will create short, open book, practice quizzes using the Quizzes function in the LMS. Questions will be created to reinforce knowledge of basic material, strengthen knowledge in challenging areas and to build confidence. Instructor will provide feedback to students privately using Speed Grader.
<b>10%</b>	Participation (Chat, discussion, collaborative review sessions, completion of study guides, etc.)	Instructor will provide regular opportunities for student-student interaction and student-content interaction, both of which will also involve interaction with the instructor, vis a vis feedback and assessments.
<b>15%</b>	Students will work collaboratively in groups on projects designed to help facilitate their understanding of the current international political economy. Students will also work in groups to brainstorm ideas for appropriate projects and compare notes. Students will comment on other student work in an open forum	<b>Projects</b> Using Collaborations and Discussion, Instructor will develop engaging multi-media projects that help students analyze a contemporary conflict within the international political economy. Instructor will assess both the quality of group work and of the responses students share in an open forum. Instructor will provide feed-back to groups privately.

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4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

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- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text.
- Videos will be captioned.

7. 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 # 8. Describe current patterns of economic and political processes and  
Course Objective #6. Gather data related to topical case using national and international resources.

This is a group assignment and will be completed using one of the Collaborations tools in the learning management system. Students will download the document entitled "Map Project." The objective of this assignment is for students to familiarize themselves with the research tools located in the Library section of Module 1 (Introduction to IPE) and the current patterns characterizing the IPE.

Students will collaborate in order to create six world or regional maps using digital data banks and digital design tools that provide colors and symbols to mark countries according to a Key developed by the group. Students may opt to work non-digitally and upload pictures of their maps drawn on paper. The "Map Packet" containing all six maps will be submitted using the Assignment tool in Canvas. (Note a seventh bonus map may be completed for extra credit.)

Locate, Label, Key and source (web address and host) each of EIGHT SEPARATE world or regional maps.

1. TRADE: (a) Top Five container ports (by value or by volume –identify country and Ocean or Sea it occupies; (b) Top Five airports (by passenger volume/city and country) (c) Identify Five Economic Unions or Trading Blocs (d) Identify another Top Five trade variable of your choice.
2. ENVIRONMENTAL CONFLICT: Locate Three 'hotspots' (only one per region: i.e. MENA or EU or Southern Africa, etc.) ... think nuclear waste, landfill, natural disaster, deforestation, water crisis, etc.) Provide Key briefly explaining each problem. See the Canvas Link "CIA Fact Book" for ideas.
3. SECURITY : (a) Identify Three nuclear free nations (b) Top Three countries with most per capita prisoners. (c) Three countries identified with (receiving or sending) human trafficking; (d) Top Three military expenditure as percent of GDP.

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- 4. ECONOMIC: (a) Top Five national GPI (genuine progress indicator), (b) Top Five national poverty rates, (c) Top Five GDP per capita, (d) Top Five debtor nations (as percentage of GDP or per capita) (e) Identify another Top Five economic variable by utilizing Links on Canvas on International Organizations (IMF, WTO, IBRD, IDA, et.c)
- 5. SOCIAL: (a) Identify Three nations with free national health care; (b) Top Three literacy rates for females; (c) Top Three longevity rates (d) Identify another social variable of your choice.
- 6. POLITICAL: (a) Country with highest voter turn-out; (b) Countries on a particular U.N. committee (your choice) (c) Identify a political variable in regard to race or ethnicity for 3 countries (d) Identify a political variable of your choice.
- 7. EXTRA CREDIT BONUS:  
YOUR MAP CHOICE: Choose an additional category that informs our understanding of the global political economy.

**Application for approval to offer the following course via distance education**

COURSE:	Econ 6
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**Distance Education Quality**

**Quality Assurance (compared to on-ground offering)**

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

**Additional Considerations**

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

**Delivery Method**

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.



- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,

explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. *1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
Online Lecture	Students will view/listen to lectures (instructional content) delivered through short videos, screencasts, slides (with audio/video embedded where possible), or similar. Videos will be presented using PlayPosit, AdobeSpark or similar video tool. Screencasts will use Explain Everything, Screencast-o-matic, or similar whiteboard tool. All lecture material will be posted in Modules, using Microsoft Office 365 or other file sharing options	35%
Written Assignments	Instructor will regularly assign writing-to-learn exercises and reflection pieces similar to those assigned and completed in-class in the on-ground environment through Assignments or Discussions.	25%

Exams	Students will complete objective content quizzes and chapter quizzes (both formative and summative), and reading response quizzes (prior to their activities), using the Quiz function. This is similar to formative and summative assessments in the on-ground class session but in smaller chunks.	10%
Discussion	Students will work in their assigned teams to brainstorm ideas for paper, chat about assignments, compare notes, using Chat, Discussion, Hangout or similar. This is similar to warming up and cooling down at the beginning and end of on-ground class period.	15%
Project Presentation	Students will present their narrated project slides, video, or audio with transcript to the class uploaded to Discussion or Assignment (in groups). This is similar to an on-ground presentation that students would deliver during class.	5%
Peer Feedback	Students will work in pairs or teams to review drafts and provide feedback on writing using the Peer Review function in Assignments or similar tool. This is comparable to the on-ground peer revision classes	10%

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys,

and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **(This should roughly mirror the Methods of Evaluation in the Course Outline of Record.)**

% of Grade	Activity Description	Assessment Method
40%	<i>Writing Assignments.</i> This activity includes 4 writing assignments at 10% each that involve brainstorming, outlining, drafting, reviewing, revising, polishing, and reflecting. The focus is on writing to learn about economic problems. They emphasize critical thinking (exploration, connecting the dots, and integration), quantitative literacy (using and interpreting data in stride), and metacognition (reflecting on thinking and writing).	Instructor will present the assignment via PlayPosit. Students will work in pairs to brainstorm and practice the process via Discussion or Zoom. Students will submit individual drafts via Assignment, and then work in pairs using Peer Review. Students will revise and submit the final copy via Assignments. Instructor will provide feedback to students privately in Speed Grader, and more general feedback to the class through video chat using FlipGrid.
30%	<i>Exams/Quizzes.</i> These activities include 5-6 quizzes at 5-6% each that demonstrate content knowledge and proficiency in quantitative reasoning and application of economic concepts to real world problems. They use both free and multiple-choice responses. These are comparable to regular on-ground exams but delivered more frequently and in smaller chunks in the online environment.	Quizzes are created using the Quiz function in Canvas, and are comprised of multiple-choice content questions as well as graph and explain and application problems. The instructor will create different versions to protect the integrity of the quizzes and minimize potential for academic dishonesty. Students will receive automatic feedback on quizzes along with pre-loaded instructor comments, as well as more individualized feedback in comments in Speed Grader or Message Students Who ...

20%	<p><i>Quantitative Reasoning Assignments.</i> This activity includes 4 assignments at 5% each and utilizes a learn-by- doing- approach that introduces students to techniques used to understand different economic problems, like the use of Gini Coefficients to understand inequality. They mirror the practices of economists, and are comparable to the in-class assignments on-ground.</p>	<p>QR assignments are delivered via the Assignment tool. They are graded on process not on correctness, providing students with an opportunity to practice their way to mastery. The instructor is available for questions through a Q&amp;A QR Discussion. Students can also respond to peers in this discussion forum. The instructor will provide individual feedback via Speed Grader, and also post solutions.</p>
10%	<p><i>Contemporary Problem Project.</i> For this activity, students will work in teams to choose from a list of contemporary economic problems, develop a research question, choose one resource each to review, and compile into a literature review with reference page. This will be followed by a policy brief, economic model, quantitative or qualitative analysis, or comparable, that will be presented to the class. The previous assignments will prepare students for this project. Each aspect of this activity will be assigned separately to keep students on track and to reduce the labor intensity of learning.</p>	<p>Instructor will present the assignment via PlayPosit to student teams. Teams will choose a topic, and design their research question in Discussion (groups) or Zoom. Teams will work in Collaborate or similar to choose their resources, and compile literature review, references, and final policy brief, model or other. Other teams will use Peer Review to review the completed drafts. Teams will upload their final projects to Assignments and present to the class via video, narrated slides, or audio with transcript. The instructor will provide instruction at each stage in the process and be available for questions via Q&amp;A Project Discussion throughout and Zoom office hours. The instructor will also provide feedback on the final submission and presentation via Speed Grader.</p>

4. 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 college’s existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

**6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text
- Videos will be captioned.

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

Objective: Analyze significant and current domestic and global economic problems.

This is an individual assignment that will be posted in Assignments. In addition to the instructions below, the instructor will also prepare a short, 1-2-minute video that walks students through the assignment. The instructor will provide individual feedback through comments in Speed Grader and more general feedback through Message Students Who ... The instructor will also be available for questions throughout via the Q&A Discussion on Inequality. Students will also have an opportunity to interact with each other in this discussion.

This assignment is designed to develop and improve proficiency in extracting key arguments from a resource, and also to develop and improve proficiency in connecting cause and effect, and remaining focused on the topic (outcomes, effects). This assignment is the beginning of the process and it will fold into other assignments.

#### Stanford Assignment on Inequality

Ongoing research by economists attempts to understand the increase in income inequality after 1980. The research is trying to explain:

1. Why the top group has done extremely well;
2. Why the bottom group has lost ground;
3. Why both of these trends have occurred.

The Stanford Center on Poverty and Inequality lists 20 reasons such as racial gaps in education, homelessness, and gender pay gaps.

Assignment Instructions:

1. Go to: <https://inequality.stanford.edu/publications/20-facts-about-us-inequality-everyone-should-know>
2. Be sure to take good notes as you read through the article so that you can refer back to your notes when completing this assignment or at a later stage in the course, and in the follow-up discussion with your team.
3. Fill in the table below with the 20 potential causes of inequality identified in the article
4. Connect these causes to their effects by identifying which of the 3 outcomes above correspond to each of these potential reasons or causes.
5. Your completed table should include all 20 causes with one outcome checked off for each.
6. If you believe two outcomes are appropriate, then check off 3. However, before doing so, please go back to the article to confirm that you understand the argument correctly.
7. Upload your completed table to Assignments by the due date.
8. If you have any questions, please post to the Q&A Discussion for this assignment or feel free to email me through the inbox in Canvas if your questions are more personal in nature.





# Econ 15

## Application for approval to offer the following course via distance education

COURSE:	Econ 15
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### Distance Education Quality

#### Quality Assurance (*compared to on-ground offering*)

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

#### Additional Considerations

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

### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## Econ 15

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

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- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,

## Econ 15

explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. *1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
<b>Chat Room</b>	Students will post questions pertaining to lecture and course content for the Professor to answer on Chat for the benefit of all students.	5
<b>Discussion Boards</b>	Using Collaborations and Discussion, students will work in groups on assignments and project designed to help facilitate learning. Students will also work in groups to brainstorm ideas for appropriate projects and compare notes. These activities are similar to in-class on-ground assignments.	10
<b>Study and Review Sessions</b>	Using Chat, Collaborations, Discussions or similar tool, students will work together on study guides to help them deliberately practice, and review material in preparation for quizzes/exams. This is similar to in-class review sessions in the on-ground learning environment	10
<b>Online Lecture (in Modules, using Microsoft Office 365 or other file sharing options)</b>	Students will view/listen to lectures (instructional content) delivered through written lectures, as well as module links to articles, visuals, and other media such as	30

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	short videos, screencasts, slides (with audio and video embedded where possible), or similar. All lecture material will be posted in Modules, using Microsoft Office 365 or other file sharing options	
<b>Videos</b>	Students will view videos provided by instructor to supplement lectures and readings	5
<b>Exams</b>	Students will periodically take online exams complete objective content quizzes (both formative and summative), using the Quiz function in the LMS.	20
<b>Written Assignments</b>	Instructor will assign short written assignments or reflection pieces pertinent to the content material of each module, similar to those assigned and completed in-class in the on-ground setting.	20

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
60% (20% each)	Demonstrate summative content knowledge on a cumulative basis through multiple choice and/or short response questions and answers Exams.	<b>Exams</b> Instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, instructor will create a robust database of questions so that

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		exams can be randomly generated for each student. This will help protect the integrity of exams and minimize potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, instructor will provide feedback to students privately using Speed Grader.
<b>15% (5% each)</b>	Develop formative content knowledge through open-book, short multiple choice practice quizzes.	<b>Quizzes</b> Instructor will create short, open book, practice quizzes using the Quizzes function in the LMS. Questions will be created to reinforce knowledge of basic material, strengthen knowledge in challenging areas and to build confidence. Instructor will provide feedback to students privately using Speed Grader.
<b>10%</b>	Participation (Chat, discussion, collaborative review sessions, completion of study guides, etc.)	Instructor will provide regular opportunities for student-student interaction and student-content interaction, both of which will also involve interaction with the instructor, vis a vis feedback and assessments.
<b>15%</b>	Students will work collaboratively in groups on projects designed to help facilitate their understanding of economics within an historical context. Students will also work in groups to brainstorm ideas for appropriate projects and compare notes. Students will comment on other student work in an open forum	<b>Projects</b> Using Collaborations and Discussion, Instructor will develop engaging multi-media projects that help students correlate an American economic-historical theme or event with a contemporary one. Instructor will access both the group work and the responses students share in an open forum. Instructor will provide feed-back to groups privately.

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4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:



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- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text.
- Videos will be captioned.

7. 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 #4

Assessment of current economic trends and the potential for equitable and sustainable U.S. economic development.

This assignment utilizes the Discussion Board in order brainstorm and share ideas in preparation for the course's final individual reflective essay.

Download the final reflective essay prompt entitled "*The Stone Age did not end for lack of stones.*" The objective of this assignment is to brainstorm and share ideas with colleagues to help you develop your own final individual essay response to the question: *What is your American Work Dream and What is required of the socio-political-economy for you to achieve it?*

Imagine your economic experience as a working member of our socio-political-economy. Utilize both the material (micro) and systemic (macro) level of analysis in order to describe how the work or profession you aspire to is currently organized, and how, in the future when you achieve your employment objective, you would you like this one aspect of economic society to be organized. What would your material life be like? What economic structures and institutional norms would be required in order for you to achieve this, your American Work Dream?

This Assignment is in two parts:

1. Post on the Discussion Board dedicated to this assignment, a paragraph describing one of the following micro-economic areas of your current job:
  - a) Labor (type of job, skills, team-work, conditions of, hours, rights, compensation, organization of labor tasks) or
  - b) Workplace/Job (experience, requirements, conditions, management, Taylorism, control, technology)

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Property/Ownership, commercial or communal, responsibilities, renter or owner rights, Conflict, Contracts) or

c) Socio-Economic Rights for workers, women, families, minorities, children, animals, the environment

2. Review at least three posts by other students and reply to one of them with substantive ideas inspired by our course material. (Do not evaluate or give your opinion of the student post.)

## Form 7: Distance Education Application

**Instructor preparing this document:** Brandon Reilly  
**First semester course to be offered:** Spring 2014 2014

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](http://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](mailto: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
<b>Department or Area Vote</b>				

**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 send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide on- going

feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. (Weekly Check-ins, Instructor's time for the weekend along with assignments due by Sunday. Provide physical and virtual office hours along with telephone option and video conferencing option.)

**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, Student Lounge discussion board non-course topics.

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

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

**1d. Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Review of lecture notes, slides, or other such material drawn from class materials such as the textbook, articles, or other texts.	25.00%
Threaded Discussions	Threaded discussion, consisting of an initial post and follow-up response to two student post	15.00%
Discussion Boards	General discussion forum, where questions can be asked and answers provided by students and professor that pertain to assignments, course content, or other	5.00%
Peer Feedback	Students will interact with one another and take advantage of collaborate learning activities.	10.00%
Written assignments	Students will review assignment instructions and other materials that will them in preparing their essays.	25.00%
Exams	Students will complete exams, demonstrating their knowledge of course learning objectives.	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.)

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

**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
25.00%	Participation	Threaded Discussion, Peer Feedback, Chat room, Discussion, or Group Presentation, collaborative learning activities
50.00%	Exams/Tests	Midterm and final exams consisting variously of multiple-choice, key term identification, short answer, and essay components. No single exam will exceed 30% of the class grade.
25.00%	Homework/Quizzes/Written Assignments	These will use a combination of assignments based on objective questions, short answers/identifications, and brief essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given.

#### 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](http://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 should have completed training on the learning management system in place and received the appropriate certification. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with Canvas tools and 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.)

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.

Instructors will consult with the Disabled Student Serviced High-Tech Training Center. Testing accommodations will be provided to students who qualify. Videos will be properly captioned. Audio-only files will provide transcripts. Images will have alt text. Pages will use Rich Text Editor and best practices for accessibility for page design. When possible, PDFs will be converted to Canvas Pages. PDFs will otherwise be made accessible to screen-readers, in consultation with DSPS.

### **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](http://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](mailto: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.).

Sample Threaded Discussion #1 In a discussion post, briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time? Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so. Sample Threaded Discussion #2 In a discussion post, write a brief analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources. Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.

### **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:** Brandon Reilly  
**First semester course to be offered:** Spring 2014 2014

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](http://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](mailto: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
<b>Department or Area Vote</b>				

**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 send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide on- going

feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. (Weekly Check-ins, Instructor's time for the weekend along with assignments due by Sunday. Provide physical and virtual office hours along with telephone option and facetime option.)

**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, Student Lounge discussion board non-course topics.

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

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

**1d. Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Review of lecture notes, slides, or other such material drawn from class materials such as the textbook, articles, or other texts.	25.00%
Threaded Discussions	Threaded discussion, consisting of an initial post and follow-up response to two student post.	15.00%
Discussion Boards	General discussion forum, where questions can be asked and answers provided by students and professor that pertain to assignments, course content, or other.	5.00%
Peer Feedback	Students will interact with one another and take advantage of collaborate learning activities.	10.00%
Written assignments	Students will review assignment instructions and other materials that will them in preparing their essays.	20.00%
Exams	Students will complete exams, demonstrating their knowledge of course learning objectives.	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.)

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

**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
25.00%	Participation	Threaded discussion, peer feedback, chat room, discussion, or group presentation, collaborative learning activities
50.00%	Exams/Tests	Midterm and final exams consisting variously of multiple-choice, key term identification, short answer, and essay components. No single exam will exceed 30% of the class grade.
25.00%	Homework/Quizzes/Written Assignments	Midterm and final exams consisting variously of multiple-choice, key term identification, short answer, and essay components. No single exam will exceed 30% of the class grade.

#### 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](http://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](mailto: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 should have completed training on the learning management system in place and received the appropriate certification. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with Canvas tools and 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](mailto: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.)

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.

Instructors will consult with the Disabled Student Serviced High-Tech Training Center. Testing accommodations will be provided to students who qualify. Videos will be properly captioned. Audio-only files will provide transcripts. Images will have alt text. Pages will use Rich Text Editor and best practices for accessibility for page design. When possible, PDFs will be converted to Canvas Pages. PDFs will otherwise be made accessible to screen-readers, in consultation with DSPTS.

### **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](http://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](mailto: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.).

Sample Threaded Discussion #1 In a discussion post, briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time? Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so. Sample Threaded Discussion #2 In a discussion post, write a brief analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources. Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.

### **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:** Brandon Reilly  
**First semester course to be offered:** Spring 2014 2014

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](http://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](mailto: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
<b>Department or Area Vote</b>				

**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 send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide on- going



feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. (Weekly Check-ins, Instructor's time for the weekend along with assignments due by Sunday. Provide physical and virtual office hours along with telephone option and facetime option.)

**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, Student Lounge discussion board non-course topics.

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

**1d. Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Review of lecture notes, slides, or other such material drawn from class materials such as the textbook, articles, or other texts	25.00%
Threaded Discussions	Threaded discussions, consisting of an initial post and follow-up response to two student post.	15.00%
Discussion Boards	General discussion forum, where questions can be asked and answers provided by students and professor that pertain to assignments, course content, or other	5.00%
Peer Feedback	Students will interact with one another and take advantage of collaborate learning activities.	10.00%
Written assignments	Students will review assignment instructions and other materials that will them in preparing their essays.	25.00%
Exams	Students will complete exams, demonstrating their knowledge of course learning objectives.	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.)

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

**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
25.00%	Participation	Threaded discussion, peer feedback, chat room, discussion, or group presentation, collaborative learning activities
50.00%	Exams/Tests	Midterm and final exams consisting variously of multiple-choice, key term identification, short answer, and essay components. No single exam will exceed 30% of the class grade.
25.00%	Homework/Quizzes/Written Assignments	These will use a combination of assignments based on objective questions, short answers/identifications, and brief essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given.

#### 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](http://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 should have completed training on the learning management system in place and received the appropriate certification. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with Canvas tools and 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.)

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.

Instructors will consult with the Disabled Student Serviced High-Tech Training Center. Testing accommodations will be provided to students who qualify. Videos will be properly captioned. Audio-only files will provide transcripts. Images will have alt text. Pages will use Rich Text Editor and best practices for accessibility for page design. When possible, PDFs will be converted to Canvas Pages. PDFs will otherwise be made accessible to screen-readers, in consultation with DSPS.

### **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](http://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](mailto: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.).

Sample Threaded Discussion #1 In a discussion post, briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time? Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so. Sample Threaded Discussion #2 In a discussion post, write a brief analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources. Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.

### **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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## Phil 2

### Application for approval to offer the following course via distance education

COURSE:	Phil 2
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#### Distance Education Quality

##### Quality Assurance (*compared to on-ground offering*)

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

##### Additional Considerations

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

#### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## Phil 2

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

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- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,

## Phil 2

explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. *1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
Online Lecture	Students will view/listen to lectures posted by instructor (with audio/video embedded when possible); lectures will be posted in Modules, using Microsoft Office 365 or other file sharing options	30%
Videos	Using PlayPosit or other video software, students will view videos provided by instructor to supplement lectures and readings, similar to videos that would be shown during class-time on ground	10%
Discussion	Using Threaded Discussions, instructor will regularly assign discussion questions which require short written responses and replies to the posts of other students similar to discussions in on-ground classes	30%
Project Presentation	Using Collaborations, students will collaborate on projects which require dialogue, deliberation and	10%



## Phil 2

	debate in order to build consensus on project assignments.	
<b>Exams</b>	Students will periodically take online quizzes and exams using the Quizzes function	10%
<b>Peer Feedback</b>	Using Peer Review function in Assignments, students will be paired with a classmate to read and provide feedback on rough drafts of essays; this activity will be similar to an in-class peer review session	10%
<b>Other (explain below)</b>		
Explain "Other":		

## Phil 2

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
30%	Take positions in debates about normative ethics and moral psychology: Utilitarianism vs Kantianism vs Virtue Ethics; Rationalism versus Sentimentalist; Free Will, etc.	<b>Essays</b> Student will be paired through the Peer Review function in the LMS in order to provide feedback to each other on their written work prior to submission of final.

## Phil 2

		Instructor will provide feedback to students privately in Speed Grader.
10%	Demonstrate content knowledge through multiple choice and/or short response questions and answers	<b>Exams</b> Instructor will use Quizzes and provide feedback to students privately using Speed Grader.
20%	Discussions of definitions, conceptual distinctions, arguments, opposing perspectives, and presuppositions	<b>Discussion</b> Students will post questions, explanations, arguments, and objections on the discussion board as well as significant feedback to at least two classmates. Instructor will also provide feedback to students privately in the Speed Grader.
20%	Demonstrate reading or video comprehension by outlining readings or videos, reconstructing arguments or providing short answers to comprehension questions.	<b>Reading Quizzes</b> Instructor will use Quizzes and provide feedback to students by privately using Speed Grader.
20%	Use an ethical theory to address a modern ethical problem, e.g. wealth inequality, animal rights, reparations, affirmative action, etc.	<b>Essays</b> Students will be paired for outline development and Peer Review in order to provide feedback to each other on their written work prior to submission of final. Instructor will provide feedback to students privately in Speed Grader.

4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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.)

## Phil 2

The instructor will provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

### 6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text
- Videos will be captioned.

## Phil 2

7. 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: Critique and Construct a Philosophical Argument**

#### **Formative Assessments:**

- 1) Read P. F. Strawson's "Freedom and Resentment" and post your answers to the following short answer questions in the LMS: a) Who are the pessimists? b) Who are the optimists? c) What is the difference between the participatory reactive standpoint and the objective standpoint? d) What are Strawson's arguments for the claim that free will and determinism are compatible?
- 2) Using Discussions, post arguments either in favor of or against the view that free will and determinism are compatible.

#### **Summative Assessment:**

Write an argumentative essay in which you argue for the claim that we either do or do not have free will. In the course of your essay, be sure to perform all of the following tasks (though not necessarily in this order):

- 1) Be sure to define terms such as 'determinism,' 'indeterminism,' 'compatibilism' 'incompatibilism' 'free will skeptic' and 'libertarian.'
- 2) Compare and contrast Galen Strawson and P.F. Strawson's conceptions of free will and moral responsibility.
- 3) State your thesis, e.g. "In this paper I will argue that the kind of freedom needed to ground our practices of holding each other accountable is compatible with either determinism or indeterminism and so is something we can be confident we possess."
- 4) Present an argument in favor of your thesis. Feel free to draw on the philosopher(s) most in line with your point of view when making your case.
- 5) Provide a critique of your opponent's arguments.
- 6) Consider how your opposition might object to your argument and offer a response.

# Phil 3

## Application for approval to offer the following course via distance education

COURSE:	Phil 3
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### Distance Education Quality

#### Quality Assurance (*compared to on-ground offering*)

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

#### Additional Considerations

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

### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## Phil 3

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
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- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,



### Phil 3

explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. *1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
Online Lecture	Students will view/listen to lectures posted by instructor (with audio/video embedded when possible); lectures will be posted in Modules, using Microsoft Office 365 or other file sharing options	30%
Videos	Using PlayPosit or other video software, students will view videos provided by instructor to supplement lectures and readings, similar to videos that would be shown during class-time on ground	10%
Discussion	Using Threaded Discussions, instructor will regularly assign discussion questions which require short written responses and replies to the posts of other students similar to discussions in on-ground classes	30%
Project Presentation	Using Collaborations, students will collaborate on projects which require dialogue, deliberation and	10%

### Phil 3

	debate in order to build consensus on project assignments.	
<b>Exams</b>	Students will periodically take online exams using the Quizzes function	10%
<b>Peer Feedback</b>	Using Peer Review function in Assignments, students will be paired with a classmate to read and provide feedback on rough drafts of essays; this activity will be similar to an in-class peer review session	10%
Explain "Other":		

## Phil 3

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

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The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
30%	Take positions in debates on Ancient Greek and Roman Philosophical Issues: What are goals and methods of science and philosophy? Does comedy support or harm democratic values? Is justice an intrinsic good or an instrumental good? Can Reason	Essays Students will be paired through the Peer Review function in the LMS in order to provide feedback to each other on their

### Phil 3

	govern society without mass deception (“noble lies”)?	written work prior to submission of final draft.  Instructor will provide feedback to students privately in Speed Grader.
<b>10%</b>	Demonstrate content knowledge through multiple choice and/or short response questions and answers	<b>Exams</b> Instructor will use Quizzes and provide feedback to students privately using Speed Grader.
<b>20%</b>	Collaborative argument composition demonstrating skill in the use of facts, values, and building consensus in support of conclusions.	<b>Projects</b> Projects will be featured in the LMS, and reviewed in Critique which will include student-student interaction, student-content interaction, the student-instructor interaction.
<b>20%</b>	Discussions based on conceptual distinctions, analysis, multiple and conflicting perspectives and application to current events.	<b>Discussion</b> Both students and instructor will be able to read the posted positions and analysis. Students will provide substantial and significant feedback to at least two classmates by replying to posts on the Discussion Board. Instructor will also provide feedback to students privately in the Speed Grader.
<b>20%</b>	Analyze and critique Ancient Greek and Roman philosophers to develop a philosophical position relevant for solving a modern problem, e.g. authoritarianism, censorship, decline of civic virtues, skepticism, and human flourishing.	<b>Essays</b> Students will be paired for outline development and Peer Review in order to provide feedback to each other on their written work prior to submission of final. Instructor will provide feedback to students privately in Speed Grader.

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4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

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- Financial Aid
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- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

## Phil 3

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
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- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text
- Videos will be captioned.

7. 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 #3: “Illustrate their knowledge and comprehension of the above ideas by writing comparative and explanatory essays.”**

**Formative Assessments:**

1. Using threaded discussions on Canvas, compare the role that comedy plays in the works of Aristophanes, Plato, and Diogenes. Determine the political motivations influencing their attitudes toward comedy? Analyze the methods and goals of comedy and philosophy. Reply to at least two other posts critiquing or developing the explanations offered by others.
2. Using PlayPosit, watch comedy clips from various genres, (e.g., satirical news, comedic news, pranks/performance art, and stand-up) and post your notes in Canvas about scenes that depict evidence of comedy supporting or harming democratic values. Work with your peer review partner to discuss important scenes and how you might use them to support your thesis.

**Summative Assessment:** Write an argumentative essay that evaluates the role prank comedy plays in a democratic society—does it serve or harm democratic values?

- Support your argument with specific references to the thinkers we have covered in this unit (Aristophanes, Plato, and Diogenes) and with specific references to the comedy clips you analyzed on PlayPosit.

### Phil 3

- Your response must explain the link between contemporary comedy and the thinkers from this unit. You must also explain how these connections support your overall view of how comedy affects a democratic society.
- Provide a critique of your opposition's argument, drawing support from the clips you analyzed and your own experience.

## Phil 4

### Application for approval to offer the following course via distance education

COURSE:	Phil 4
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#### Distance Education Quality

##### Quality Assurance (*compared to on-ground offering*)

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

##### Additional Considerations

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

#### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)



## Phil 4

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

## Phil 4

- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,

## Phil 4

explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. *1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
<b>Online Lecture</b>	Students will view/listen to lectures posted by instructor (with audio/video embedded when possible); lectures will be posted in Modules, using Microsoft Office 365 or other file sharing options	30%
<b>Videos</b>	Using PlayPosit or other video software, students will view videos provided by instructor to supplement lectures and readings, similar to videos that would be shown during class-time on ground	10%
<b>Discussion</b>	Using Threaded Discussions, instructor will regularly assign discussion questions which require short written responses and replies to the posts of other students similar discussions in on-ground classes	30%
<b>Project Presentation</b>	Using Collaborations, students will collaborate on projects which require dialogue, deliberation and	10%

## Phil 4

	debate in order to build consensus on project assignments.	
<b>Exams</b>	Students will periodically take online exams using the Quizzes function	10%
<b>Peer Feedback</b>	Using Peer Review function in Assignments, students will be paired with a classmate to read and provide feedback on rough drafts of essays; this activity will be similar to an in-class peer review session	10%
Explain "Other":		

## Phil 4

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
30%	Take positions in debates on Modern Philosophical Issues: Rationalism vs Empiricism, The Meaning of Enlightenment, Modern vs Postmodern, etc.	Essays Students will be paired through the Peer Review function in the LMS in order to provide feedback to each other on their

## Phil 4

		<p>written work prior to submission of final.</p> <p>Instructor will provide feedback to students privately in Speed Grader.</p>
<b>10%</b>	Demonstrate content knowledge through multiple choice and/or short response questions and answers	<p><b>Exams</b></p> <p>Instructor will use Quizzes and provide feedback to students privately using Speed Grader.</p>
<b>20%</b>	Collaborative argument composition demonstrating skill in the use of facts, values, and building consensus in support of conclusions.	<p><b>Projects</b></p> <p>Projects will be featured in the LMS, and reviewed in Critique which will include student-student interaction, student-content interaction, the student-instructor interaction.</p>
<b>20%</b>	Discussions based on conceptual distinctions, analysis, multiple and conflicting perspectives and application to current events.	<p><b>Discussion</b></p> <p>Both students and instructor will be able to read the posted positions and analysis. Students will provide substantial and significant feedback to at least two classmates by replying to posts on the Discussion Board. Instructor will also provide feedback to students privately in the Speed Grader.</p>
<b>20%</b>	Analyze and critique Modern philosophers to develop a philosophical position relevant for solving a modern problem, e.g. authoritarianism, hyperpolarization, or civic decay.	<p><b>Essays</b></p> <p>Students will be paired for outline development and Peer Review in order to provide feedback to each other on their written work prior to submission of final. Instructor will provide feedback to students privately in Speed Grader.</p>

## Phil 4

4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

## Phil 4

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text.
- Videos will be captioned.

7. 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: Construct and critique a philosophical argument.**

**Formative Assessments:**

1. Using PlayPosit watch the film “One Flew Over the Coo Coo’s Nest” and post your notes in Canvas on scenes which depict the relationship between knowledge and power. Work with your peer review partner to discuss the important scenes and how you might use them to support your thesis.
2. Using the LMS Discussions Board, post an explanation that demonstrates understanding of the conceptual difference between “science *discovers* truth” (Descartes’ position) and “science *produces* truth” (Foucault’s position). Reply to at least two other posts critiquing or developing the explanations offered by others.

**Summative Assessment:** Write an argumentative essay on Enlightenment Rationality in which you argue *for* either Descartes or Foucault’s position on the relationship between knowledge and power and critique the other philosopher’s position.

**Question: What is the relationship between knowledge and power in the social sciences?**

**Enlightenment Rationality: “Science *discovers* the truth” (Descartes) or “Science *produces* the truth” (Foucault)?**

1. Briefly explain each philosopher’s answer to knowledge/power relation question.
2. Compare and contrast their positions; identify the key point(s) of conflict.
3. State your thesis, e.g. “In this paper I will argue for Descartes’s position, against Foucault’s position...” and specify your criteria for judgment.



## Phil 4

4. Use the film, "One Flew Over the Coo Coo's Nest" to illustrate & support your thesis.
5. Use your own educational experience to illustrate and support your thesis. Hence, you might use these question for guidance:
  - What is the objective truth about *your* mind/intelligence/knowledge?
  - Does your g.p.a. mirror a truth about your or does it *produce* a truth about you?
  - Has schooling/grading shaped/determined your subjectivity or has it been the path to truth/Enlightenment?
6. Provide a critique of your opposition's argument, drawing support from the film and your own experience.

# Phil 5

## Application for approval to offer the following course via distance education

COURSE:	Phil 5
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### Distance Education Quality

#### Quality Assurance (*compared to on-ground offering*)

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

#### Additional Considerations

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

### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## Phil 5

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

## Phil 5

- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,

## Phil 5

explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. *1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
<b>Study and Review Sessions</b>		
<b>Online Lecture</b>	Students will view/listen to lectures posted by instructor (with audio/video embedded when possible); lectures will be posted in Modules, using Microsoft Office 365 or other file sharing options	30%
<b>Videos</b>	Using PlayPosit or other video software, students will view videos provided by instructor to supplement lectures and readings, similar to videos that would be shown during class-time on ground	10%
<b>Discussion</b>	Using Threaded Discussions, instructor will regularly assign discussion questions which require short written responses and replies to the posts of other students similar to discussions in on-ground classes	30%
<b>Project Presentation</b>	Using Collaborations, students will collaborate on projects which require dialogue, deliberation and	10%

## Phil 5

	debate in order to build consensus on project assignments.	
<b>Exams</b>	Students will periodically take online quizzes and exams using the quizzes function	10%
<b>Peer Feedback</b>	Using Peer Review function in assignments, students will be paired with a classmate to read and provide feedback on rough drafts of essays; this activity will be similar to an in-class peer review session	10%
Explain "Other":		

## Phil 5

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
30%	Take positions in debates in applied ethics: animal rights, wealth redistribution; consumer ethics; free speech versus public safety, affirmative action, abortion, euthanasia, etc.	Students will be paired through the Peer Review function in the LMS in order to provide feedback to each other on their written work prior to submission of final.

## Phil 5

		Instructor will provide feedback to students privately in Speed Grader.
10%	Demonstrate content knowledge through multiple choice and/or short response questions and answers	<b>Exams</b> Instructor will use Quizzes and provide feedback to students privately using Speed Grader.
20%	Discussions of definitions, conceptual distinctions, arguments, opposing perspectives, and presuppositions	<b>Discussion</b> Students will post questions, explanations, arguments, and objections on the discussion board as well as significant feedback to at least two classmates. Instructor will also provide feedback to students privately in the Speed Grader.
20%	Demonstrate reading or video comprehension by outlining readings or videos, reconstructing arguments or providing short answers to comprehension questions	<b>Reading Quizzes</b> Instructor will use Quizzes and provide feedback to students by privately using Speed Grader.
20%	Use an ethical theory to address a modern ethical problem, e.g. wealth inequality, animal rights, reparations, affirmative action, etc.	<b>Essays</b> Students will be paired for outline development and Peer Review in order to provide feedback to each other on their written work prior to submission of final. Instructor will provide feedback to students privately in Speed Grader.

4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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.)



## Phil 5

The instructor will provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

### 6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text.
- Videos will be captioned.

## Phil 5

7. 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 Objectives: Apply the various moral theories and principles to the variety of particular problems in ethics. Compare and contrast the main moral theories and evaluate their success in answering moral questions. Construct and critically evaluate moral arguments and reasoning.**

**Formative Assessments:**

- 1) Read Judith Jarvis Thomson's "A Defense of Abortion" and post short answers in the LMS to the following questions: a) According to Thomson, what does it mean to possess a right to life? b) Why does Thomson think that even if we were to concede that a fetus has a right to life, that would not settle the question as to whether abortion is morally permissible? c) Would you classify Thomson's defense of abortion as utilitarian, deontological, or Aristotelean?
- 2) Using the LMS Discussion Board, post objections to Thomson's argument or defend Thomson's argument against your peers' objections.

**Summative Assessment:**

Write an argumentative essay in which you argue for the claim that abortion either is or is not morally permissible. In the course of your essay, be sure to perform all of the following tasks (though not necessary in this order):

- 1) State your thesis, e.g. "In this paper, I will argue that abortion is impermissible because the right to life begins at conception and outweighs competing rights of the mother."
- 2) Provide an argument for your thesis.
- 3) Provide a roadmap in your Introduction in which you briefly explain the steps you will take to clarify and defend your thesis.
- 4) Define your terms. For example, if your argument depends heavily on the concept of "the right to life" be sure to define what you mean by "right to life."
- 5) If your definitions of important philosophical terms differ from those offered by other philosophers (e.g. your definition of 'right to life' differs from Judith Jarvis Thomson's), compare and contrast the definitions and provide an argument as to why we should work with your favored definition.
- 6) Clarify which ethical theory or theories you are relying on to make your case.
- 7) Identify the merits of using the ethical theories you use over at least one ethical theory you do not use.
- 8) Provide a critique of an opposing argument. For example, if you want to defend the moral permissibility of abortion, provide a critique of Don Marquis's argument against abortion.
- 9) Consider how your opposition might object to your argument and offer a response.

# Phil 9

## Application for approval to offer the following course via distance education

COURSE:	Phil 9
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### Distance Education Quality

#### Quality Assurance (*compared to on-ground offering*)

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

#### Additional Considerations

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

### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## Phil 9

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (class sessions and office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will conduct class sessions through Conference/Zoom. Lectures will be recorded and posted on Zoom for review purposes and for those unable to attend. Those who miss class will still be expected to submit answers to in-class assignments on Canvas.
- Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high

## Phil 9

score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.

- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.
- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

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The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. *1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
<b>Study and Review Sessions</b>	Students will complete Mock mid-terms and final in preparation for exams. Answers to mock-exams, homework assignments, quizzes and exams will be posted the LMS and reviewed in posted recordings or live Zoom sessions.	20%
<b>Online Lecture</b>	Students will watch instructor demonstrate how to solve logic problems. Instructor will record and post lectures in Modules and/or host live Zoom sessions.	40%
<b>Discussion</b>	Students will collaborate on problem sets via Zoom Breakout rooms, small group discussions in the LMS, or the Peer Review function in Assignments. This activity will be similar to in-class group work.	20%

## Phil 9

Exams	Students will frequently take online quizzes and exams and submit their answers in the LMS.	20%

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
20%	2-4 Exams	Instructor will use Quizzes or Assignments to administer exams and will provide feedback to students privately using Speed Grader.



## Phil 9

20%	6-8 Quizzes	<p>Students will work in small groups on quizzes via either Zoom Breakout rooms, small group discussions in the LMS, or the Peer Review Function in the LMS.</p> <p>Instructor will provide feedback to students privately in SpeedGrader.</p>
20%	8-10 Homework Assignments	<p>Students will be paired through the Peer Review function in the LMS in order to provide feedback to each other on their answers to problem sets prior to submission in the LMS..</p> <p>Instructor will provide feedback to students privately in Speed Grader.</p>
20%	In-Class Exercises	<p>Students will work in small groups on problem sets using either Zoom Breakout rooms, small group discussions on Canvas, or the Peer Review Function in Assignments.</p> <p>Instructor will provide students with feedback either in real time by visiting Zoom Breakout rooms or privately through Speed Grader.</p>
20%	Final	<p>Instructor will use Quizzes or Assignments to administer final and will provide feedback to students privately using Speed Grader.</p>

4. 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.)

## Phil 9

The college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

### 5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

### 6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.

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- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text
- Videos will be captioned.

7. 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: Construct formal proofs to determine the validity of arguments in sentential and predicate logic.**

**Assessment:**

Translate the following argument into the language of predicate logic and prove that it is invalid by constructing a model/interpretation on which the premises come out as true and the conclusion comes out as false.

*The Argument:*

“For every moral claim, you can find some people who agree with it and some people who disagree with it. Therefore, no moral claim is objectively true.”

# Phil 20

## Application for approval to offer the following course via distance education

COURSE:	Phil 20
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### Distance Education Quality

#### Quality Assurance (*compared to on-ground offering*)

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

#### Additional Considerations

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

### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## Phil 20

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

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- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,

## Phil 20

explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. *1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
<b>Study and Review Sessions</b>	Using Collaborations, students will collaborate on exam and assignment questions to help them review material and prepare for exams and writing assignments.	10
<b>Online Lecture</b>	Students will view/listen to lectures posted by instructor (with audio/video embedded when possible); lectures will be posted in Modules, using Microsoft Office 365 or other file sharing options	30
<b>Exams</b>	Students will periodically take online reading and short essay exams to demonstrate mastery of the course material from the readings and class discussions.	30
<b>Written Assignments</b>	Using Assignments and/or Discussion Boards, instructor will regularly assign short writing assignments or reflection pieces, similar to those assigned in on-ground classes	20
<b>Peer Feedback</b>	Using Peer Review function in Assignments, students will be paired with a classmate to read and provide feedback	10

## Phil 20

on rough drafts of essays; this activity will be similar to an in-class peer review session

Explain "Other":



## Phil 20

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
20% (10% each principle)	Student will state and analyze each of the two main foundational moral principles that provide the basis for contemporary ethical theory.	<b>Foundational Moral Principles</b> (posted to Discussion Board)  <i>Both students and instructor will be able to read the posted presentation</i>

## Phil 20

		<i>and analysis of the principles. Students will provide substantial and significant feedback to at least two classmates by replying to posts on the Discussion Board. Instructor will also provide feedback to students privately in the Speed Grader.</i>
<b>20%</b>	Concept presentation and critical analysis of a philosophical response to solutions provided by alternative (philosophical) points of view.	<p><b>Essays</b></p> <p><i>Students will be paired through the Peer Review function in the LMS in order to provide feedback to each other on their written work prior to final individual submission of the assignment.</i></p> <p><i>Instructor will provide feedback to students privately in Speed Grader.</i></p>
<b>40%</b> (each = 10-15%)	Demonstrate content knowledge through multiple choice and/or short response questions and answers.	<p><b>Exams</b></p> <p><i>Instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, instructor will create a robust database of questions so that exams can be randomly generated for each student. This will help protect the integrity of exams and minimize potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, instructor will provide feedback to students privately using Speed Grader.</i></p>
<b>10%</b>	Participation (various activities – Peer Reviews, reading quizzes, etc.)	<p><b>Various</b></p> <p><i>Instructor will provide regular opportunities for student-student interaction and student-content interaction, both of which will also involve interaction with the instructor, vis a vis feedback and assessments.</i></p>

## Phil 20

		<i>For example, students may work collaboratively to respond to a study guide in preparation for exam essays.</i>
10%	Applied Learning	<p><b>Applied Learning Activities</b></p> <p>Student will participate in pre-approved Applied Learning Activities (when available) as managed by the college Applied Learning Coordinator.</p> <p>Students will post about their own specific Applied Learning activities and comment on the posts from other students in the class.</p>

4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support

## Phil 20

- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

### 6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text.
- Videos will be captioned.

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

Objective #3: Identify and show an understanding of key concepts for foundational moral principles applied in Environmental Ethics and be able to show how the underlying reasoning for each principle might apply differently to a proposed (hypothetical) moral situation.

This is a group assignment and will be completed using the Collaborations tool in the LMS.

Please download or watch our class discussions and/or review the online notes on the Principle of Utility (Greatest Happiness Principle) and Kant's Categorical Imperative. The objective of this

## Phil 20

assignment is to show that the student understands the supporting reasoning that rationally shows how each principle.

You should know the following for each principle:

- what is the principle? (be able to state in words what determines “what is moral” for each principle)
- which concepts or ideas support a basic understanding of each principle? (name and define each supporting concept/idea)
- what differences might result in applying each of these two different principles to the same moral situation? (see the example provided for your application of each principle)

When you are finished, submit your responses for feedback and participation credit.

## Phil 22

### Application for approval to offer the following course via distance education

COURSE:	Phil 22
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#### Distance Education Quality

##### Quality Assurance (*compared to on-ground offering*)

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

##### Additional Considerations

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

#### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## Phil 22

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

## Phil 22

- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,



## Phil 22

explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. 1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
<b>Discussion Boards</b>	Students will participate in the running threaded discussions with peers and with the instructor, for the purpose of sharing ideas, experiences with projects and providing feedback to each other (using the Discussion Board function)	10
<b>Study and Review Sessions</b>	Using Chat Function, students will share their progress and experiences with the class feature/activity project to help them deepen their understanding of the material and derive greater benefit from participation (similar to in-class review and sharing sessions)	10
<b>Online Lecture</b>	Students will view/listen to lectures posted by instructor (with audio/video embedded when possible) in Modules (or other file sharing options)	30
<b>Videos</b>	Using iMovie, PlayPosit or other video sharing software, students will view videos provided by instructor to supplement lectures and readings (similar to videos that would be shown during class-time on ground)	10

## Phil 22

<b>Exams</b>	Students will take 2-3 online exams, using quizzes	10
<b>Written Assignments</b>	Written Assignments and "Feature Project": Instructor will regularly assign short writing assignments or reflection pieces, similar to those assigned on-ground, as well as activity project, which requires a written component; Instructor will assign a running journal assignment, as well as other composition style writing assignments	30
Explain "Other":		

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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.*

## Phil 22

3. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
50 ( <i>each assignment = 5%</i> )	Running Journal Entries, allowing for written expression and reflection of topics covered	Students will share their reflections on these topics, which are guided by prompts on the Discussion Board. Students and Instructor will provide feedback to students, which will in turn, generate conversation on these topics.
20	Peer Review	Students will be paired through the Peer Review function in the LMS in order to provide feedback to each other on their activity project prior to submission; Instructor will provide feedback to students privately in Speed Grader
20	Exams	Demonstrate content knowledge through multiple choice and/or short response questions and answers on exams. Instructor will create exams using the Quizzes function in the LMS. For multiple choice exams, instructor will create a rotating collection of relevant and appropriate questions that change in accordance with each semester's unique nature, based on questions asked and general tenor of the group. This will contribute to relevancy and will also protect the integrity of exams. A variety of short response (written) prompts will also be provided for the sake of encouraging written expression and variety. For both types of questions, instructor will provide feedback to students privately using Speed Grader.
10	Participation	various activities – Peer Reviews, Video quizzes, completion of study guides, etc.

4. 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.)

## Phil 22

The college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.

## Phil 22

- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text
- Videos will be captioned.

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

Objective #3: Define and explain eastern terms such as Moksha, Nirvana, Karma, Samsara, and Dharma.

Please watch the posted lecture series, with accompanying transcription and explanation, on the topic of Buddha's pivotal teachings, The Four Noble Truths. Say how Quesada's collection of stories, called "The 10 Houses of Suffering" introduces and encapsulates Buddha's teachings and especially, the notion of "Duhkha."

You should also be able to answer the following questions:

1. What is meant by "duhkha?"
2. What do the 10 Houses have in common?
3. Are there any "houses" in the collection of stories, that serve as exceptions? Why or why not?
4. Mirroring the Noble Truths, what is the solution, or way out of suffering? What does Buddha call this means of liberation? (what name does he give to it?)

Your responses will serve as an entry for your weekly journal assignment, but please also share your thoughts on these questions to the Discussions thread.

# Pol Sc 24

## Application for approval to offer the following course via distance education

COURSE:	Political Science 24
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### Distance Education Quality

#### Quality Assurance (*compared to on-ground offering*)

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

#### Additional Considerations

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

### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## Pol Sc 24

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS and links to guides and support, and tips on how to be successful in the course. The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started. The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students

## Pol Sc 24

who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.

- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.
- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring, and tweak where necessary or to get the pulse of the class

Students will also be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

*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.*

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

The instructor will provide opportunities for (and encourage) regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools. The idea behind using a variety of tools, methods, and assignments/activities to accommodate a variety of communication styles and create an inclusive community of learners in the online environment. The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

*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.*



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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course and content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives. In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below). The instructor will include instructions for learners on how to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc. The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

*d. 1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

### 1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
<b>Online Lecture</b>	Students will view/listen to lectures posted by instructor (with audio/video embedded when possible); lectures will be posted in Modules, using Microsoft Office 365 or other file sharing options	30%
<b>Written Assignments</b>	Using Assignments and/or Discussion Boards, instructor will regularly assign short writing assignments or reflection	30%

## Pol Sc 24

	pieces, similar to those assigned in on-ground classes	
<b>Peer Feedback</b>	Using Peer Review function in Assignments, students will be paired with a classmate to read and provide feedback on rough drafts of essays; this activity will be similar to an in-class peer review session	5%
<b>Study and Review Sessions</b>	Using Collaborations, students will collaborate on projects to help them review material and prepare for exams, similar to an on-ground review session	15%
<b>Exams</b>	Students will periodically take online exams using the Quizzes function	10%
<b>Videos</b>	Using PlayPosit or other video software, students will view videos provided by instructor to supplement lectures and readings, similar to videos that would be shown during class-time on ground	10%

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning. The instructor will also include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share

## Pol Sc 24

documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons. The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
<b>50%</b> <b>(each assignment = 5%)</b>	Summary of Supreme Court Cases & Decisions	<b>Written Legal Briefs</b> (posted to Discussion Board)  <i>Both students and instructor will be able to read the posted briefs. Students will provide substantial and significant feedback to at least two classmates by replying to posts on the Discussion Board. Instructor will also provide feedback to students privately in the Speed Grader.</i>
<b>20%</b> <b>(each essay = 10%)</b>	Critical analysis of Supreme Court cases in a single area of Constitutional Law (compare and contrast decisions, historical significance, precedents)	<b>Essays</b>  <i>Students will be paired through the Peer Review function in Canvas in order to provide feedback to each other on their written work prior to submission of final.</i>  <i>Instructor will provide feedback to students privately in Speed Grader.</i>

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<p><b>20%</b> (each = 10%)</p>	<p>Demonstrate content knowledge through multiple choice and/or short response questions and answers</p>	<p><b>Exams</b></p> <p><i>Instructor will create exams using the Quizzes function in Canvas. For multiple choice exams, instructor will create a robust database of questions so that exams can be randomly generated for each student. This will help protect the integrity of exams and minimize potential for academic dishonesty. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, instructor will provide feedback to students privately using Speed Grader.</i></p>
<p><b>10%</b></p>	<p>Participation (various activities – Peer Reviews, Video quizzes, completion of study guides, etc.)</p>	<p><b>Various</b></p> <p><i>Instructor will provide regular opportunities for student-student interaction and student-content interaction, both of which will also involve interaction with the instructor, vis a vis feedback and assessments. For example, students may work collaboratively to complete a study guide in preparation for an exam or essay.</i></p>

4. 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 college’s existing technology and CMS is sufficient for delivery of this course. Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

## Pol Sc 24

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text
- Videos will be captioned.

7. 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

## Pol Sc 24

includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Objective #3: Identify key conflicts and legal resolutions to liberties protected in the 1st Amendment.

*This is a group assignment and will be completed using the Collaborations tool in Canvas.*

Please download the document entitled "Free Exercise Clause Cases." The objective of this assignment is to summarize all the landmark Supreme Court decisions covered in this unit of the course in preparation for writing an essay on Free Exercise of Religion.

You should know the basic facts about each case:

- what was the main issue?
- what was the decision of the court (the holding)?
- what precedent did the decision set?

The first case in the table is completed for you as an example; it will be up to the members of your group to work together to fill out the rest of the table.

When you are finished, submit the full table for feedback and participation credit.

**Application for approval to offer the following course via distance education**

COURSE:	Political Science 52
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**Distance Education Quality**

**Quality Assurance (compared to on-ground offering)**

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

**Additional Considerations**

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

**Delivery Method**

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.



- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.
- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. 1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

**1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc. (Simply leave blank any rows not used.)**

<b>Interaction Activity (do not change these)</b>	<b>Brief Description</b>	<b>% of online course hours</b>
<b>Chat Room</b>	Using the LMS Chat, students regularly will share responses to discussion and assignment questions and comment on each other's posts.	15%
<b>Study and Review Sessions</b>	Using the group assignment function in the LMS, students will periodically work collaboratively to comparatively evaluate course content and collectively complete assignments that reflect the collective work. This activity is similar to group work that would take place in class	20%
<b>Online Lecture</b>	Students will view/listen to lectures posted by instructor (with audio/video embedded when possible); lectures will be posted in Modules, using Microsoft Office 365 or other file sharing options	30%

<b>Videos</b>	Using PlayPosit or other video software, students will view videos provided by instructor to supplement lectures and readings. This activity is similar to having students watch videos that would be shown during class time on ground	10%
<b>Written Assignments</b>	Using Assignments and /or Discussion Boards, instructor will regularly assign short writing assignments or reflection pieces. These assignments are similar to in-class writing assignments in on-ground classes	25%

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **(This should roughly mirror the Methods of Evaluation in the Course Outline of Record.)**

% of Grade	Activity Description	Assessment Method
25% (each assignment=1.5%)	Students will summarize an argument using a given political philosopher and will present a critique that political philosopher	Weekly topic sentence assignments. Students will discuss their ideas in chat, then will submit

	would make of another political philosopher's argument	their answers through the Assignment function in the LMS. Instructor will provide feedback to students through Speed Grader
25% (each assignment=2.5%)	Students will evidence they did and understood the assigned reading by completing reading logs that include philosophical concepts (concepts), supporting textual evidence (content), and application of concepts and text to real world and/or hypothetical examples (critical thinking)	Reading Log Students will complete a table with the three required components and submit their documents through the Assignments function in the LMS. Instructor will provide feedback to students through Speed Grader
10% (each assignment=2.5%)	Students will evaluate the political philosophies, noting what is good, what is a problem, what is worth noting, and asking critique questions	Collaboration and Discussion Students will complete their own evaluations, then share their individual work with others in their assigned group in the group assignment function in LMS. The group will submit both the individual evaluations and the group evaluation. Instructor will provide feedback through Speed Grader
40% (each assignment=13.3%)	Students will write argumentative and/or debate papers that will demonstrate both content knowledge and critical analysis of the political philosophies	Essays Instructor will provide feedback to students in Speed Grade

4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text.
- Videos will be captioned.

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

Objective #1: Read, analyze and interpret the writings of modern and contemporary political theorists in the West.

This is both an individual and group assignment that will be completed using the group assignment tool in Assignments in the LMS. The object is to evaluate and critically examine concepts that you have learned about the two philosophers just completed.

Please use the PMIQ template to complete this assignment. In the template, you will briefly write what you see as two pluses about Locke's philosophy and two pluses about Rousseau's philosophy. You will briefly write what you see as two minuses about Locke's philosophy and two minuses about Rousseau's philosophy. You will briefly write what you see as two interesting things about Locke's philosophy and two minuses about Rousseau's philosophy. You will briefly writing two questions you have about Locke's philosophy and two questions you have about Rousseau's philosophy.

Complete your individual PMIQ document, then share that document with others in the group. Each group member should comment on the other group members' responses. After reviewing each member's document, the group should discuss all the responses and come to an agreement on one group

response in each item (1 plus for each, 1 minus for each, 1 interesting thing for each, 1 question for each). When you are finished, submit each group members document and the group document.



# Soc 30

## Application for approval to offer the following course via distance education

COURSE:	Soc 30
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### Distance Education Quality

#### Quality Assurance (*compared to on-ground offering*)

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

#### Additional Considerations

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

### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## Soc 30

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

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- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,

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explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. 1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
Chat Room	Student lounge for student interaction	5
Discussion Boards	Respond to and read discussion assignments	10
Study and Review Sessions	Independent or groups study with classmates	5
Online Lecture	Listen to pre-recorded or live lectures	10
Videos	View short video clips and documentaries	5
Discussion	Participate in discussion boards and/or live lectures	15
Project Presentation	Post poster presentation on LMS	5
Class Debate	Participate in group discussions with classmates	5
Exams	Multiple choice and short essay quizzes and exams	15
Written Assignments	Research paper and Interview	15
Peer Feedback	Peer feedback or poster/ research paper	5
Threaded Discussion	Respond to prompts and classmates' responses	5
Other (explain below)		

Explain "Other":

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
15	Quizzes	Multiple-choice
20	Midterm	Multiples choice and essay
20	Final	Multiple choice and Essay
20	Discussion Boards	Threaded Responses
15	Written Assignments	Research Paper
10	Participation	Peer to Peer interaction

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4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code

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- Netiquette

### 6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text
- Videos will be captioned.

### 7. 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: Demonstrate an understanding of the processes of the social construction of Latina/o identity in this society.

Sample Assignment: Discussion board assignment asking students to respond to the following prompt: "Using what you have read in this class, please define and explain the social significance of the following identity labels, "Latina/o/x; Hispanic; Chicana/o/x." Explain why people choose to use these terms as a racial and/or ethnic label? Please respond to at least two classmates.

## New Course

### VAR PE 61 Skills Training for Intercollegiate Sport

Course Title: Skills Training for Intercollegiate Sport

Units: 1.00

Total Instructional Hours (usually 18 per unit): 72.00  
Hours per week (full semester equivalent) in  
Lecture:  
In-Class Lab: 4.00  
Arranged:  
Outside-of-Class Hours 0.00

Date Submitted:	June 2020	Degree Applicability:	
Date Updated:		Prerequisite(s):	None
C-ID:		Pre/Corequisite(s):	None
Transferability:	Transfers to CSU	Corequisite(s):	None
IGETC Area:	NONE	Skills Advisory(s):	None
CSU GE Area:	NONE		
SMC GE Area:	NONE		

#### Rationale

This course has been created is to meet a need caused by the COVID -19 pandemic. Many intercollegiate seasons will be postponed for health and safety reasons. The teams need a course that will enable them to work remotely on individual and team skill development and some conditioning. It prevents the student-athletes from using up their normal KIN PE and VAR PE class enrollments. Student-athletes have a set number of classes that enable them to train and compete for our intercollegiate teams, over their two years at SMC.

#### I. Catalog Description

This athletic skills training course provides a consistent laboratory for sport specific techniques, skills and necessary conditioning to improve student-athletes for intercollegiate participation. Emphasis is on individual and team skills development when intercollegiate competition is not possible.

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



1. The Team Building Strategies of Steve Kerr: How the NBA Head Coach of the Golden State Warriors Creates a Winning Culture, 1, Steve Kerr, Leadership Case Studies © 2017, ISBN: ISBN-10: 1973290278;
2. The Energy Bus: 10 Rules to Fuel Your Life, Work, and Team with Positive Energy, 1, Gordon, Jon, Wiley © 2007, ISBN: ISBN-10: 9780470100288;
3. Most recent NCAA Rules and Regulations, Western State Conference Rules and Regulations, and C.C.C.A.A. (California Community Colleges Athletic Association) for a specific sport.

III. **Course Objectives**

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

1. Demonstrate knowledge of individual sport specific techniques.
2. Demonstrate knowledge of team skills/techniques, and defensive and offensive strategies.
3. Practice and apply skill progressions to improve sport specific techniques and conditioning.
4. Understand the importance of player positions and roles in a specific sport.

IV. **Methods of Presentation:**

Lab, Observation and Demonstration, Critique, Lab, Observation and Demonstration, Critique, Lab, Observation and Demonstration, Critique, Online instructor-provided resources, Group Work, Projects

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
40.00%	Sport specific skill training and necessary conditioning to improve sport skills development.
15.00%	Intercollegiate rules and requirements for a specific sport.
20.00%	Position specific training.
15.00%	Personal assessments of skills baseline and development.
10.00%	Team play, strategies, concepts.
100.00%	Total

Vb. **Lab Content:**

<u>% of course</u>	<u>Topic</u>
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100.00% This course is entirely lab work.

100.00% Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
25 %	Class Participation - Participation will be measured by students interaction in threaded discussions.
25 %	Class Work - Technique work and analysis.
15 %	Exams/Tests - Skills tests will be assigned for students to do personal assessments to measure their improvement.
25 %	Exams/Tests - Short weekly quizzes based on weekly lessons and assignments.
10 %	Final Project - The final project may be an analysis of their skill development and a plan for continued improvement. Students may design drill progressions and workouts for themselves.
100 %	Total

VII. **Sample Assignments:**

**Self-Evaluation :**

Evaluate your skills at the beginning of the semester using skills tests assigned by the instructor. Based on these assessments, create a plan to improve your skills and techniques. At the end of the semester, you will be asked to reevaluate yourself and discuss your progress. Did you make as much progress as you expected? What were the keys to your success? What would you do differently next time?

**Film analysis:**

You will watch a previous game film and analyze both the opponent and our own team. Analyze the opponent's offense and how our defense played against them. Were we successful defending against them? What worked and what needed to be improved? Next analyze our offense and what the opponent did to keep us from scoring. What adjustments were made or should have been made by both sides? Lastly, if you played in that game, analyze your performance. What could you have done differently? What did you do well?

**Team roles and components:**

Write about your playing position. What responsibilities does this position have?

What characteristics are important for this position on offense and defense? What are the most important attributes an athlete needs to play this position well? Next, write about what you would like your role to be on the team. Are you a natural leader or follower? Are you a team player? What do you feel are important characteristics of a team member? Discuss how your position and role will contribute to the team's culture and help foster a successful season.

**Weekly Entries and Final Project:**

Each week you will be asked to check in by writing a weekly journal entry. You will have specific questions that you should respond to. Your entries should reflect on your progress and training. At the end of the semester, you will be asked to make a culminating reflection. You will be required to submit the weekly entries as well as the final work for full credit.

**VIII. Student Learning Outcomes**

1. Demonstrate the sport skills necessary to participate on a specific intercollegiate team.
2. Identify key team strategies and requirements for an intercollegiate sport.

## VAR PE 61

### Form 7: Distance Education Application

**Instructor preparing this document:** Elaine Roque

**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](http://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](mailto: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
<b>Department or Area Vote</b>				

**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 will check in at the beginning of each week and respond to a threaded discussion assignment. Students and the instructor will discuss their progress and development. The instructor will provide feedback on the students progress, projects and assessments. At the end of the semester, the students will reflect on their progress and discuss their assessments with the instructor.

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

Students will be assigned games to watch online. In threaded discussions, they will analyze opponents' strategies and individual players. Student will be asked to respond to each others' comments. For each quarter of the semester, students will be put into small groups. Each group will have discussions about the weekly assignments and work together on a short project.

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

Students will complete self-check quizzes on the rules and requirements of intercollegiate sport. Students will

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

#### 1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
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#### 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 in modules. Each module will have an personal assessment, a short quiz, individual skills work, position specific work, and a team skills component. Students will be asked to evaluate themselves regularly, do technique training on their own and analyze some aspect of team strategies.

#### 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
15.00%	Pre and Post Semester Skill Assessments	Students will test and score themselves by completing skills tests assigned by the instructor.
15.00%	Rules and Eligibility Test	Students will complete an online exam on the rules of their intercollegiate sport.
45.00%	Weekly workouts and threaded discussions	Students will complete weekly workouts and then respond to questions about the training and weekly lesson.. The instructor may ask for a short film of the students performing the drills, assign threaded discussions, self assessments.
15.00%	Weekly check ins with the instructor	Students will be asked to check in with the instructor at the beginning of each week. They will discuss their progress. The instructor will post workouts for the students.
10.00%	Small Group Discussions	Students will be assigned to small groups every two weeks to discuss specific topics assigned by the instructor.

#### 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](http://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](mailto: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 would need to be well versed in using the LMS. Ideally he/she would have completed the six week class provided by SMC.

**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](mailto: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.)

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

**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.

Any films used will have text/ be captured. All photos will have descriptions, etc.

**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](mailto:isupport@smconline.org) or 1-866-874-8138). Platform assistance is available through the HelpDesk ([helpdesk@smconline.org](mailto: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](http://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](mailto: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 #4: Demonstrate knowledge of team offensive and defensive strategies. Students would be

asked to watch a part of a match/game in their sport. In a threaded discussion they would discuss what offensive plays were used and the team defenses. Each student would describe what the offense and defense was trying to accomplish and make suggestions for improvement. They would post their ideas and respond to one another's posts.

### **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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**Application for approval to offer the following course via distance education**

COURSE:	WGS 10
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**Distance Education Quality**

**Quality Assurance (compared to on-ground offering)**

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

**Additional Considerations**

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

**Delivery Method**

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## WGS 10

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,

**WGS 10**

explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. 1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
Chat Room (Using Chat tool in LMS)	Student Lounge/Café for student interaction	5
Discussion Boards and Threaded Discussions (Using Discussion function in LMS)	Participate in Discussion Board with original posts and responses to classmates	15
Study and Review Sessions (Using People/Groups, Collaboration function on LMS)	Students collaborate on preparing studying guides and other study materials	5
Online Lecture (In Modules using Microsoft Office 365 or other file sharing options such as Google Slides)	Watch/listen to pre-recorded or live online lectures	20
Videos	View video clips, documentary and educational films	10
Project Presentation (Using People/Groups,	Prepare/post group presentation on course readings/materials or research project; watch/listen to student presentations	20

**WGS 10**

<b>Collaboration function on Canvas)</b>		
<b>Exams (Using Quiz function on LMS)</b>	Multiple-choice, true/false, matching, and essay exams including quizzes, midterm(s) and final exam	15
<b>Written Assignments (Using Assignments or Discussion function on LMS)</b>	Course content reflection journal and/or research paper	10
<b>Other (explain below)</b>		
Explain "Other":		

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
15	Quizzes	Multiple-Choice, T/F (Quiz function in LMS)
15	Midterm Exam	Multiple-Choice, T/F, Essay (Quiz function in LMS)
25	Final Exam	Multiple-Choice, T/F, Essay (Quiz function in LMS)

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<b>20</b>	Group Projects and Presentation	Video/Audio Recorded Powerpoint Presentation uploaded on LMS with feedback in Speed Grader
<b>10</b>	Written Assignments	Research Papers uploaded on LMS with feedback in Speed Grader
<b>15</b>	Participation	Includes student-student, student- content interaction including, and student-faculty interaction but not limited to, Discussion Board posts/responses, study guide collaboration, and assessment via feedback in Speed Grader

4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources

- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran’s Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text
- Videos will be captioned.

7. 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: Recognize and employ a critical analysis based on the understanding of the intersectionality of gender/sex, race/ethnicity, class, sexual orientation, age, physical ability and how these constructs are socially constructed through the economic, political, and cultural structures of society in the United States as well as globally.

Sample Assignment: Discussion prompt asking the student to write an original post and two responses to colleagues’ post on the following prompt: Drawing from any two course reading assignments, using an intersectionality framework (e.g., gender/sex, race/ethnicity, sexual orientation, and social class) examine how social institutions such as the economy, government, family, religion and media shape the social construction of our identities and experiences.



# WGS 30

## Application for approval to offer the following course via distance education

COURSE:	WGS 30
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### Distance Education Quality

#### Quality Assurance (*compared to on-ground offering*)

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

#### Additional Considerations

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

### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

## WGS 30

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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

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- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,

## WGS 30

explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. *1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
Chat Room (Using Chat tool in LMS)	Student Lounge/Café for student interaction	5
Discussion Boards and Threaded Discussions (Using Discussion function in LMS)	Participate in Discussion Board with original posts and responses to classmates	10
Study and Review Sessions (Using People/Groups, Collaboration function on LMS)	Students collaborate on preparing studying guides and other study materials	5
Online Lecture (In Modules using Microsoft Office 365 or other file sharing options such as Google Slides)	Watch/listen to pre-recorded or live online lectures	20
Videos	View video clips, documentary and educational films	15
Project Presentation (Using People/Groups,	Prepare/post group presentation on course readings/materials or research project; watch/listen to student presentations	20

## WGS 30

<b>Collaboration function on LMS)</b>		
<b>Exams (Using Quiz function on LMS)</b>	Multiple-choice, true/false, matching, and essay exams including quizzes, midterm(s) and final exam	15
<b>Written Assignments (Using Assignments or Discussion function on LMS)</b>	Course content reflection journal and/or research paper	10
<b>Other (explain below)</b>		
Explain "Other":		

## WGS 30

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
15	Quizzes	Multiple-Choice, T/F (Quiz function in LMS)
15	Midterm Exam	Multiple-Choice, T/F, Essay (Quiz function in LMS)
15	Final Exam	Multiple-Choice, T/F, Essay (Quiz function in LMS)

## WGS 30

20	Group Projects and Presentation	Video/Audio Recorded Powerpoint Presentation(s) uploaded on LMS with feedback in Speed Grader
20	Written Assignments	Research Papers uploaded on LMS with feedback in Speed Grader
15	Participation	Includes student-student, student-content interaction including, and student-faculty interaction but not limited to, Discussion Board posts/responses, study guide collaboration, and assessment via feedback in Speed Grader

4. 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 college's existing technology and CMS is sufficient for delivery of this course.

Individual faculty would greatly benefit from additional professional development on equity-minded, effective online teaching practices, as well as professional development to enhance the technological skills of the faculty member.

5. 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 provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring.
- Canvas Resources and Technical Support
- Title IX Policy & Resources

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- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Honor Code
- Netiquette

### 6. 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 content for the course will be 508 compliant using the tools provided by the college. For example:

- Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.
- Lists will be created using the Bullet or Numbered List tool in the rich text editor.
- Links will not use non-descriptive phrases like CLICK HERE, for example.
- Underlining will only be used to denote active hyperlinks.
- There will be sufficient color contrast between foreground and background to meet Section 508 standards.
- Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.
- Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text.
- Videos will be captioned.

### 7. 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: Analyze images, roles, and stereotypes of women, men, and LGBTQ people in popular culture and connect these to the socio-historical, political, economic and cultural sphere.

Sample Assignment 1: Write a 5-6 page paper. You must include in-text citations and a works cited page at the end of your paper listing your resources (minimum of 3 in the form of books, scholarly articles etc). The assignment involves the following 2 items:

Based on your understanding of popular culture and the media's relationship to popular culture, critically analyze a "popular," mainstream magazine directed at a female audience. Discuss the representation of women in the magazine by identifying themes and patterns in the imagery and messages presented through the advertisements, articles and columns. Your writing must be



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grounded in feminist theory and you should demonstrate your understanding of feminist analysis in terms of how issues of culture (values, norms, language) and gender socialization are constructed via the media as an agent of socialization.

# WGS 40

## Application for approval to offer the following course via distance education

COURSE:	WGS 40
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### Distance Education Quality

#### Quality Assurance (*compared to on-ground offering*)

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

#### Additional Considerations

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

### Delivery Method

<input type="checkbox"/>	Online/Classroom Hybrid
<input checked="" type="checkbox"/>	Fully Online
<input type="checkbox"/>	Other (explain)

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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.*

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

- Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.
- At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages
- Instructor will comment and provide regular and constructive feedback on Assignments.
- Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.
- Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.
- Instructor will use Message Students Who ... through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.
- Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

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- Instructor will use CMS inbox to email or respond to emails from students.
- Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

- 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.*

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

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

- 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.*

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

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define,

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explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below)

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

- d. 1d: Distance Ed – Interactions: Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc.*

1d: In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

Interaction Activity	Brief Description	% of online course hours
Chat Room (Using Chat tool in LMS)	Student Lounge/Café for student interaction	5
Discussion Boards and Threaded Discussions (Using Discussion function in LMS)	Participate in Discussion Board with original posts and responses to classmates	15
Study and Review Sessions (Using People/Groups, Collaboration function on LMS)	Students collaborate on preparing studying guides and other study materials	5
Online Lecture (In Modules using Microsoft Office 365 or other file sharing options such as Google Slides)	Watch/listen to pre-recorded or live online lectures	15
Videos	View video clips, documentary and educational films	20
Project Presentation (Using People/Groups,	Prepare/post group presentation on course readings/materials or research project; watch/listen to student presentations	15

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<b>Collaboration function on LMS)</b>		
<b>Exams (Using Quiz function on LMS)</b>	Multiple-choice, true/false, matching, and essay exams including quizzes, midterm(s) and final exam	15
<b>Written Assignments (Using Assignments or Discussion function on LMS)</b>	Course content reflection journal and/or research paper	10
<b>Other (explain below)</b>		
Explain "Other":		

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

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives.

The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning.

The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons.

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. *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 student's 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. 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 student's 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. **This should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

% of Grade	Activity Description	Assessment Method
20	Quizzes	Multiple-Choice, T/F (Quiz function in LMS)
20	Final Exam	Multiple-Choice, T/F, Essay (Quiz function in LMS)
20	Group Projects and Presentation	Video/Audio Recorded Powerpoint Presentation

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		uploaded on LMS with feedback in Speed Grader
20	Written Assignments	Research Papers uploaded on LMS with feedback in Speed Grader
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