# Curriculum Committee Agenda
## Wednesday, JULY 29, 2020, 1:00 p.m.

Topic: Curriculum Committee Meeting on Wednesday, July 29
Time: Jul 29, 2020 01:00 PM Pacific Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/93360181619

Or iPhone one-tap (US Toll):  +16699006833,93360181619#  or +13462487799,93360181619#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
Meeting ID: 933 6018 1619
International numbers available: https://cccconfer.zoom.us/u/acENtNSiHc

Or Skype for Business (Lync):
SIP:93360181619@lync.zoom.us

**Members:**

| | | | |
|---|---|---|---|
| Dana Nasser, *Chair* | Susan Caggiano | Jamar London | Brandon Reilly |
| Jason Beardsley, *Vice Chair* | Aurelie Chevant | 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

V. Chair's Report

VI. Information Items

    1. None

VII. Action Items
*(Courses: New)*

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.*

![Santa Monica College Academic Senate logo]

**SANTA MONICA COLLEGE**
**ACADEMIC SENATE**

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

# Curriculum Committee Minutes
## Wednesday, July 22, 2020, 1:00 p.m.
## Zoom Meeting

**Members Present:**

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

**Members Absent:**

| | |
|---|---|
| Sheila Cordova | Jennifer Merlic |

**Others Present:**

| | | | |
|---|---|---|---|
| Lourdes Arévalo | Wynn Armstrong | Rachel Demski | Judith Marasco |
| Christine Schultz | | | |

*(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 1:03 pm. Motion to approve the agenda with no revisions.
**Motion made by:** Jason Beardsley; **Seconded by:** Briana Simmons
The motion passed unanimously. *(Aurelie Chevant not present for vote.)*

## II. Public Comments
None

## III. Announcements
None

## IV. Approval of Minutes
Motion to approve the minutes of July 15 with no revisions.
**Motion made by:** Susan Caggiano; **Seconded by:** Estela Narrie
The motion passed unanimously. *(Aurelie Chevant not present for vote.)*

## V. Chair's Report
The Chair asked that the Curriculum Representatives please check to see that all sections of the DE requests have been completed prior to approving.

She announced that we will have our last Curriculum Committee Meeting of the summer next Wednesday, July 29. Curriculum Representatives were asked to check curriculum cues today and tomorrow morning. We would like to have as many DE requests as possible on our last agenda.

## VI. Information Items
None

## VII. Action Items

*(Courses: Distance Education)*

a. ART 10C Digital Media
Motion to table distance education for ART 10C for possible revisions to "Accessibility Requirements" and "Student Support Services" phrasing.
**Motion made by:** Jason Beardsley; **Seconded by:** Briana Simmons
The motion passed unanimously. *(Aurelie Chevant not present for vote.)*

b. FASHN 6B Pattern Drafting and Design Intermediate
Motion to approve distance education for FASHN 6B as a block with FASHN 8 (VII. c.), FASHN 16 (VII. d.), FASHN 18 (VII. e.), FASHN 20 (VII. f.), FASHN 21 (VII. g.) with no revisions.
**Motion made by:** Audra Wells; **Seconded by:** Susan Caggiano
The motion passed unanimously.

c. FASHN 8 History of Fashion Design
Passed as a block with FASHN 6B (VII. b.)

d. FASHN 16 Pattern Grading
Passed as a block with FASHN 6B (VII. b.)

e. FASHN 18 Computer Aided Fashion Design and Merchandising
Passed as a block with FASHN 6B (VII. b.)

f. FASHN 20 Fashion Styling and Visual Presentation
Passed as a block with FASHN 6B (VII. b.)

g. FASHN 21 Digital Fashion Portfolio
Passed as a block with FASHN 6B (VII. b.)

h. HIST 19 History of Mexico
Motion to approve distance education for HIST 19 as a block with HIST 24 (VII. i.), HIST 25 (VII. j.), HIST 26 (VII. k.), HIST 27 (VII. l.), and HIST 28 (VII. m.), with revisions to replace "Facetime" with "Video Conference" in all applications, and correction to assessments for HIST 24.
**Motion made by:** Jason Beardsley; **Seconded by:** Guido Davis Del Piccolo
The motion passed unanimously.

i. HIST 24 History of East Asia to 1600
Passed as a block with HIST 19 (VII. h.)

j. HIST 25 History of East Asia Since 1600
Passed as a block with HIST 19 (VII. h.)

k. HIST 26 South Asian Civilization I
Passed as a block with HIST 19 (VII. h.)

l. HIST 27 History of Southeast Asia
Passed as a block with HIST 19 (VII. h.)

m. HIST 28 Modern Europe: 1914 to the Present
Passed as a block with HIST 19 (VII. h.)

n. HIST 32 Global Environmental History
Motion to approve distance education for HIST 32 as a block with HIST 38 (VII. o.), and HIST 39 (VII. p.) with revisions to replace "Facetime" with "Video Conference" in all applications.
**Motion made by:** Jason Beardsley; **Seconded by:** Brandon Reilly
The motion passed unanimously.

o. HIST 38 African History I
Passed as a block with HIST 32 (VII. n.)

p. HIST 39 African History II
Passed as a block with HIST 32 (VII. n.)

q. HIST 41 Native-American History
Motion to approve distance education for HIST 41 as a block with HIST 52 (VII. r.), HIST 55 (VII. s.), and HIST 62 (VII. t.) with revision to replace "Facetime" with "Video Conference" in all applications.
**Motion made by:** Guido Davis Del Piccolo; **Seconded by:** Brandon Reilly
The motion passed unanimously.

r. HIST 52 The History of Women in American Culture
Passed as a block with HIST 41 (VII. q.)

s. HIST 55 History of Science
Passed as a block with HIST 41 (VII. q.)

t. HIST 62 Asian-American History
Passed as a block with HIST 41 (VII. q.)

u. POL SC 24 Introduction to Law
No discussion/vote; distance education for POL SC 24 passed at 07/15/20 Curriculum meeting.

v. SOCIOL 33 Sociology of Sex and Gender
Motion to approve distance education for SOCIOL 33 with revision to add missing assignment of "Final Exam" in "Assignment/Assessment" chart.
**Motion made by:** Jason Beardsley; **Seconded by:** Garen Baghdasarian
The motion passed unanimously.

w. SOCIOL 34 Racial and Ethnic Relations in American Society
Passed as a block with SOCIOL 33 (VII. v.)

x. SPAN 2 Elementary Spanish II
Motion to approve distance education for SPAN 2 without being notated as "Approved for DE" in META and not to appear on the "Distance Education (DE) Approved Courses" list.
**Motion made by:** Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed with 17 yes votes, 0 no votes, and 1 abstention.
Y: 17; N: 0; A: 1 (Guido Davis Del Piccolo)

*(Courses: Online Delivery in an Emergency Context Only)*
y. COSM 11E Curly Hair Techniques 1
Motion to approve online delivery in an emergency context only for COSM 11E with no revisions.
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Briana Simmons
The motion passed unanimously.

z. ESL 10G Multiple Skills Preparation: Listening, Speaking, and Grammar
Motion to approve online delivery in an emergency context only for ESL 10G as a block with ESL 10W (VII. aa.), ESL 11A (VII. bb.), ESL 15 (VII. cc.), ESL 19A (VII. dd.), ESL 19B (VII. ee.) with no revisions.
**Motion made by:** Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed unanimously.

aa. ESL 10W Multiple Skills Preparation: Reading and Writing
Passed as a block with ESL 10G (VII. z.)

bb. ESL 11A Basic English 1

Passed as a block with ESL 10G (VII. z.)

    cc. ESL 15 Conversation and Culture in the U.S.
        Passed as a block with ESL 10G (VII. z.)

    dd. ESL 19A English Fundamentals 1
        Passed as a block with ESL 10G (VII. z.)

    ee. ESL 19B English Fundamentals 2
        Passed as a block with ESL 10G (VII. z.)

**VIII. New Business**
    None

**IX.  Old Business**
    None

**X.   Adjournment**
    Motion to adjourn the meeting at 2:38 pm.
    **Motion made by:** Audra Wells; **Seconded by:** Sharlene Joachim
    The motion passed unanimously.

# Santa Monica College

## Course Outline for
## COUNSELING AND TESTING 11B, Practical Training and Transfer Seminar for F-1 Visa Students

| | | |
|---|---|---|
| Course Title: Practical Training and Transfer Seminar for F-1 Visa Students | | Units: 1.00 |
| Total Instructional Hours (usually 18 per unit): | 18.00 | |
| Hours per week (full semester equivalent) in Lecture: | 1.00 | |
| In-Class Lab: | 0.00 | |
| Arranged: | | |
| Outside-of-Class Hours | 36.00 | |

| | |
|---|---|
| Date Submitted: | July 2020 |
| Date Updated: | |
| C-ID: | |
| Transferability: | NONE |
| IGETC Area: | NONE |
| CSU GE Area: | NONE |
| SMC GE Area: | NONE |

Degree Applicability:

| | |
|---|---|
| Prerequisite(s): | None |
| Pre/Corequisite(s): | None |
| Corequisite(s): | None |
| Skills Advisory(s): | None |

I.   Catalog Description

This course introduces F-1 visa students to Practical Training and transfer options.  Course will include details of the requirements for Curricular and Optional Practical Training and the transfer process to four-year institutions for F-1 students.  Career and job search strategies are also included.

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

None

III.   Course Objectives

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

1.   Explore transfer opportunities available in the U.S. higher education system.
2.   Demonstrate an understanding of requirements for transfer into a four-year institution.
3.   Assess options available for transfer in the student's area of study.
4.   Distinguish between the different higher education institutions including California public, private and out-of-state options.
5.   Evaluate a college transcript and calculate transfer grade point averages.
6.   Learn about Practical Training options available to F-1 visa students.
7.   Determine eligibility and application process for Practical Training
8.   Create a comprehensive action plan to fulfill Practical training and/or transfer goals.

IV.   Methods of Presentation:

Lecture, Discussion, Canvas
Other Methods:  Online learning platforms: Threaded discussions or discussion board, video links, PowerPoint

V.   Course Content

| % of Course | Topic |
|---|---|
| 5% | Orientation and Introduction to Platforms |
| 20% | Requirements for Practical Training |
| 20% | Transfer Options |
| 10% | Visits to campuses and/or prospective employers |
| 15% | Individualized Research |
| 15% | Educational Planning |
| 15% | Transfer Topics and Application |
| | |
| 100% | Total |

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

Percentage   Evaluation Method

25 %     Final exam

|       |                     |
|-------|---------------------|
| 15 %  | Threaded discussions |
| 30 %  | Research            |
| 30 %  | Written assignments |
| 100 % | Total               |

VII.  Sample Assignments:

Students will be asked to research [www.assist.org](www.assist.org) and identify a university, a major, and the general education course pattern (IGETC or CSUGE) of choice. Students will submit a fillable form listing the major preparation, selected GE and elective courses to meet the transfer requirements.  (See attached fillable assignment)

VIII. Student Learning Outcomes
1. Students enrolled in Counseling 11B will develop an understanding of the process of practical training options.
2. Students enrolled in Counseling 11B will be able to apply information and guidance offered through instruction to formulate their future transfer goals.

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# DE Application
## 5. Course: DE for non-DE course: ART 10C - Digital Media

**Form 7: Distance Education Application**
**Instructor preparing this document:** Badger, Christopher

**First semester course to be offered:** Summer 2020

Delivery Method

- Fully Online

**Other:** *[Please explain.]*

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

**1a. Instructor - Student Interaction**
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: 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. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: 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. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: 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. Distance Ed-Interactions**
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Videos**

   **Brief Description**

   Students will view demonstration videos related to the projects and techniques covered in the class.
   **Percentage of Online Course Hours** 25.00

2. **Discussion Boards**

   **Brief Description**

   Students will post their work to discussion boards and critique the work of their peers.
   **Percentage of Online Course Hours** 40.00

3. **Threaded Discussions**

   **Brief Description**

   Students will post questions on assigned readings and be required to participate in finding answers to the questions posed by the class.
   **Percentage of Online Course Hours** 35.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

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.

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Post weekly responses to the discussion board.**

   **Percent of Grade** 30.00

   **Assessment Method**

   View weekly content pages in the LMS and or assigned readings. 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.

2. **Weekly Projects**

   **Percent of Grade** 30.00

   **Assessment Method**

   Each week students are assigned a hands on project that is designed to develop a particular skill or utilize a principle of design that was discussed in the weekly reading. Projects will be posted to discussion boards for critique and will be assed on the basis of their completion, accuracy, professionalism, and inventiveness.

3. **Digital Color Exam**

   **Percent of Grade** 20.00

   **Assessment Method**

   A comprehensive practical color exam is given at the end of the color module. Students are graded on their ability to synthesis color, and their knowledge of key terms and concepts in digital color theory.

4. **Design Principles Exam**

**Percent of Grade** 20.00

**Assessment Method**

An exam will be given on the basic organizing principles of design as applied to still and time based compositions. Students are assessed on their ability to recognize and employ various compositional strategies in the creation of digital art.

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

Faculty will need to know how to use the LMS in place such as Canvas and Zoom. An instructor would need training for teaching online. For example, an instructor could take the @One training courses, as well as attend workshops at SMC, consult with other faculty, and participate in distance education activities offered, such as the peer review of course shells. The instructor should have a good working knowledge of the Canvas LMS, as well as proficiency in disseminating information digitally, such as lecture videos, Digital Presentations, audio files, etc.

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

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.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.

## 7. Representative Online Lesson or Activity
**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 4 - Explore elements & principles of design with digital media.

Assignment-
View the video tutorial for this project.
Use vector drawing software to design between 10 and 100 cells for the creation of a seamlessly looping animated GIF.
The animation motion should be smooth and the images should exhibit incremental differences.
The animation should be a seamless loop.
Make each frame 500 x 500 pixels. Save frames as Jpegs.
Load the frames into a stack using a script in photoshop.
Make frames from layers and export  a GIF.
Share your animation with the class by posting it on the LMS Discussion Board.

### Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: COSM 10A - Related Science 1A

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Manuel, Samantha

**First semester course to be offered:** Fall 2018

Delivery Method

- Fully Online

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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 and recap of each weeks progress. The instructor will post an announcement for each week's activities.  The instructor will also provide feedback for assignments and comment in the threaded discussions.  Virtual office hours along with a video conferencing option will be provided.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Students will participate in student-student interactions using threaded discussions. Using asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments. Discussions will require a minimum of 2 comments on another student's original post. A virtual lounge will also be provided to encourage students to interact with each other on a more personal level.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

Students will interact with course content on a weekly basis throughout the course. Each module will include some of the following: online lectures, video links, readings, quizzes, discussions and/or reflective assignments. Quizzes will provide immediate feedback to support different learning styles. Students may also be asked to watch online videos and perform exercises on external websites.

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 20.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.

**Percentage of Online Course Hours** 10.00

3. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 20.00

4. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 20.00

5. **Project Presentation**

   **Brief Description**

   Student will complete a group project. Topics will be based on Communicable Diseases related to the cosmetology industry. The group will create a Presentation with speaker note, 8-10 slides, cover all topics as required, work with their team members taking on various rolls in the group as determined by the designated group leader.
   **Percentage of Online Course Hours** 10.00

6. **Exams**

   **Brief Description**

   There will be a midterm and final exam.
   **Percentage of Online Course Hours** 20.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, homework and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written assignments will be submitted online several times during the course.**

   **Percent of Grade** 30.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Group Project**

   **Percent of Grade** 15.00

   **Assessment Method**

   Students will complete a group project based on Communicable Diseases relating to cosmetology.

3. **Threaded Discussions**

   **Percent of Grade** 30.00

   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussion placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

4. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   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.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Online exercise based on learning objective 2: Explain the difference between cleaning, disinfecting and sterilizing.
Instructions: students will logon to the College Management System. Click on the disinfectant product link provided in the course shell. Proceed through the guided presentation. Students will take the practice quiz and discuss results in threaded discussion.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 10B - Related Science 1B

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Manuel, Samantha

**First semester course to be offered:** Fall 2018

Delivery Method

- Fully Online

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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 and recap of each weeks progress. The instructor will post an announcement for each week's activities.  The instructor will also provide feedback for assignments and comment in the threaded discussions.  Virtual office hours along with a video conferencing option will be provided.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Students will participate in student-student interactions using threaded discussions. Using asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments. Discussions will require a minimum of 2 comments on another student's original post. A virtual lounge will also be provided to encourage students to interact with each other on a more personal level.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

Students will interact with course content on a weekly basis throughout the course. Each module will include some of the following: online lectures, video links, readings, quizzes, discussions and/or reflective assignments. Quizzes will provide immediate feedback to support different learning styles. Students may also be asked to watch online videos and perform exercises on external websites.

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 20.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.

**Percentage of Online Course Hours** 10.00

3. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 20.00

4. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 20.00

5. **Project Presentation**

   **Brief Description**

   Student will complete a group project. Topics will be based on a subject related to the cosmetology industry. The group will create a Presentation with speaker note, 8-10 slides, cover all topics as required, work with their team members taking on various rolls in the group as determined by the designated group leader.
   **Percentage of Online Course Hours** 10.00

6. **Exams**

   **Brief Description**

   There will be a midterm and final exam.
   **Percentage of Online Course Hours** 20.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will be divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, homework and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 30.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Group Project**

   **Percent of Grade** 15.00

   **Assessment Method**

   Students will complete a group project based on a subject relating to cosmetology.

3. **Threaded Discussions**

   **Percent of Grade** 30.00

   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussions placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

4. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   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.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Online exercise based on learning objective 5: Explain the safety precautions to be employed to protect the public's health and safety in cosmetology establishments. Instructions: students will logon to the College Management System. Click on the Health and Safety link provided in the course shell. Proceed through the guided presentation. Students will take the practice quiz and discuss results in threaded discussion.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 20 - Related Science 2

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Manuel, Samantha

**First semester course to be offered:** Fall 2018

**Delivery Method**

- Fully Online

**Other:** *[Please explain.]*

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

**1a. Instructor - Student Interaction**
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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 and recap of each weeks progress. The instructor will post an announcement for each week's activities.  The instructor will also provide feedback for assignments and comment in the threaded discussions.  Virtual office hours along with a video conferencing option will be provided.

**1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Students will participate in student-student interactions using threaded discussions. Using asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments. Discussions will require a minimum of 2 comments on another student's original post. A virtual lounge will also be provided to encourage students to interact with each other on a more personal level

**1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

Students will interact with course content on a weekly basis throughout the course. Each module will include some of the following: online lectures, video links, readings, quizzes, discussions and/or reflective assignments. Quizzes will provide immediate feedback to support different learning styles. Students may also be asked to watch online videos and perform exercises on external websites.

**1d. Distance Ed-Interactions**
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 20.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.

**Percentage of Online Course Hours** 10.00

3. **Written assignments**

**Brief Description**

Written assignments will be done and submitted into the college management system.
**Percentage of Online Course Hours** 25.00

4. **Discussion**

**Brief Description**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 25.00

5. **Exams**

**Brief Description**

There will be a midterm and final exam.
**Percentage of Online Course Hours** 20.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will be divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, homework and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

**Percent of Grade** 30.00

**Assessment Method**

Written assignments will be submitted online several times during the course.

2. **Project**

**Percent of Grade** 15.00

**Assessment Method**

Students will complete a group or individual project based on subjects relating to cosmetology chemistry, health and safety or nutrition.

3. **Exams**

**Percent of Grade** 25.00

**Assessment Method**

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.

4. **Threaded Discussions**

**Percent of Grade** 30.00

**Assessment Method**

Students will be expected to contribute and respond to posted threaded discussions placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and

off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Online exercise based on learning objective 1: Explain chemistry as it relates to cosmetology product and identify organic and inorganic ingredients. Instructions: students will logon to the College Management System. Click on the link provided in the course shell. Proceed through the guided presentation. Students will take the practice quiz and discuss results in threaded discussion.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 30 - Related Science 3

**Form 7: Distance Education Application**
**Instructor preparing this document:** Manuel, Samantha

**First semester course to be offered:** Fall 2018

Delivery Method

- Fully Online

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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 and recap of each weeks progress. The instructor will post an announcement for each week's activities. The instructor will also provide feedback for assignments and comment in the threaded discussions. Virtual office hours along with a video conferencing option will be provided.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Students will participate in student-student interactions using threaded discussions. Using asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments. Discussions will require a minimum of 2 comments on another student's original post. A virtual lounge will also be provided to encourage students to interact with each other on a more personal level

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

Students will interact with course content on a weekly basis throughout the course. Each module will include some of the following: online lectures, video links, readings, quizzes, discussions and/or reflective assignments. Quizzes will provide immediate feedback to support different learning styles. Students may also be asked to watch online videos and perform exercises on external websites.

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 20.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.

**Percentage of Online Course Hours** 10.00

3. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 25.00

4. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 25.00

5. **Exams**

   **Brief Description**

   There will be a midterm and final exam.
   **Percentage of Online Course Hours** 20.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will be divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, homework and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written assignments**

   **Percent of Grade** 30.00
   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Project**

   **Percent of Grade** 15.00
   **Assessment Method**

   Students will complete a group or individual project based on subjects relating to cosmetology electricity or sanitation and disinfection.

3. **Threaded Discussions**

   **Percent of Grade** 30.00
   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussions placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

4. **Exams**

   **Percent of Grade** 25.00
   **Assessment Method**

   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.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and

off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Online exercise based on learning objective 1: Explain and identify sanitation, disinfection and sterilization as it relates to cosmetology. Instructions: students will logon to the College Management System. Click on the link provided in the course shell. Proceed through the guided presentation. Students will take the practice quiz and discuss results in threaded discussion.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 40 - Related Science 4

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Manuel, Samantha

**First semester course to be offered:** Fall 2018

Delivery Method

- Fully Online

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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 and recap of each weeks progress. The instructor will post an announcement for each week's activities.  The instructor will also provide feedback for assignments and comment in the threaded discussions.  Virtual office hours along with a video conferencing option will be provided.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Students will participate in student-student interactions using threaded discussions. Using asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments. Discussions will require a minimum of 2 comments on another student's original post. A virtual lounge will also be provided to encourage students to interact with each other on a more personal level

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

Students will interact with course content on a weekly basis throughout the course. Each module will include some of the following: online lectures, video links, readings, quizzes, discussions and/or reflective assignments. Quizzes will provide immediate feedback to support different learning styles. Students may also be asked to watch online videos and perform exercises on external websites.

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 20.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.

**Percentage of Online Course Hours** 10.00

3. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 25.00

4. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 25.00

5. **Exams**

   **Brief Description**

   There will be a midterm and final exam.
   **Percentage of Online Course Hours** 20.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will be divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, homework and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 30.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Project**

   **Percent of Grade** 15.00

   **Assessment Method**

   Students will complete a group or individual project based on subjects relating to cosmetology rules and regulation, health and safety or chemistry.

3. **Threaded Discussions**

   **Percent of Grade** 30.00

   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussions placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

4. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   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.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Online exercise based on learning objective 1: Explain proper sanitation and disinfection techniques as it relates to cosmetology. Instructions: students will logon to the College Management System. Click on the link provided in the course shell. Proceed through the guided presentation. Students will take the practice quiz and discuss results in threaded discussion.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

## DE Application
### 5. Course: DE for non-DE course: COSM 64 - Salon Management

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

- Fully Online

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and video conference option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Discussion Boards**

   **Brief Description**

   Discussion boards will feature lively conversations designed to stimulate interest and interact with the information on a deeper level. The discussion will have a practical approach, focusing on problem solving in the workplace.
   **Percentage of Online Course Hours** 15.00

2. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts

**Percentage of Online Course Hours** 15.00

3. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned
   **Percentage of Online Course Hours** 5.00

4. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of spa and salon business subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 15.00

5. **Exams**

   **Brief Description**

   Quizzes and exams will be given periodically throughout the course
   **Percentage of Online Course Hours** 20.00

6. **Other (describe)**

   **Brief Description**

   Students will complete a group or individual project based on salon business, salon management and salon development. .
   **Percentage of Online Course Hours** 30.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignemnt**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Projects**

   **Percent of Grade** 25.00

   **Assessment Method**

   Student will create a business plan for opening a new salon given a specific criteria.

3. **Quizzes and Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be quizzes and exams that will be in the form of either a multiple choice test or a paper submitted online periodically throughout the course to reinforce learning.

4. **Threaded Discussion**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussions placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a criteria, the student will research what it takes to open a salon or spa. The student will visit www.barbercosmo.gov, interview a salon or spa owner and put together a comprehensive business plan for opening a salon in California. Identify legal requirements for operating a salon. Details such as location, cost of supplies and equipment will be included. Operating costs and BBC guidelines will be included in a comprehensive slide show and up loaded to the course management system.

### Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: COUNS 15 - Job Search Techniques

**Form 7: Distance Education Application**
**Instructor preparing this document:** Rothman, Victoria

**First semester course to be offered:** Fall 2020

Delivery Method

- Fully Online

**Other:** *[Please explain.]*

N/A

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

### 1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

Weekly modules will provide the opportunity for ongoing lecture, discussion and assessment activities. Introductory email and welcome video postings are sent at the beginning of each semester. Announcements are posted and emailed weekly to ensure students are aware of current assignments and expectations. A "Start Here Module" will provide an overview of Canvas and course-specific organization and flow, as well as an overview of campus resources and classroom expectations and policies. Course content will be delivered via Canvas modules through one or more of the following methods: text and/or lecture videos, audio podcasts, module content pages including narrated PowerPoints and videos. Instructor will provide ongoing and timely feedback to students through one or more of the following methods: private messaging through Canvas inbox, email, chat/text messaging, videoconferencing, telephone, personalized assignment feedback, discussion board postings and virtual or campus office hour appointments. Students will be notified when to expect assignment grading and feedback, and response times for student-initiated questions or comments will be clearly communicated via the course syllabus and in the course introduction module.

### 1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Weekly discussion board usage is required and monitored by the instructor. Replies to the prompt as well as a minimum of one other student's response is required. The discussion board is also used for course/assignment questions. Students can respond and help fellow classmates in this discussion board forum. The discussion board can utilize technology options including flip-grid. Office hours will be conducted remotely. Projects including a resume and cover letter critique/feedback will allow students to interact, share and learn from each other.

### 1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

While the content of the course will focus on the job search process, students will gain industry specific knowledge while creating an individualized approach to their own job search.
Modules will become available on a weekly basis and assignments will be due on a weekly basis. At the discretion of the instructor, late work will be accepted for partial credit. The instructor will grade assignments on a weekly basis and provide both prompt and individualized feedback via the Canvas grading system. The weekly modules will include: weekly overviews, introductory pages, videos, narrated PowerPoints, TedTalks, YouTube videos, discussion boards including peer-to-peer responses, reflection journals and targeted assignments such as a tailored resume, cover letter and thank you letter.

### 1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Chat Rooms**

**Brief Description**

A chat room will be established to encourage questions on class topics, deadline, concerns, and overall questions.  Students will be able to see all student posts and will be able to add to existing chats as well as create new chats.

**Percentage of Online Course Hours** 5.00

2. **Discussion Boards**

**Brief Description**

On a weekly basis, students will watch videos, complete assignments and then post in discussion boards.  Points will be allocated both for the initial post as well as a high-quality response to their peer.

**Percentage of Online Course Hours** 15.00

3. **Online Lecture**

**Brief Description**

On a weekly basis, recorded videos on topics such as creating resumes, crafting cover letters and preparing to interview will be shared with students.  The videos will be focused on relevant and current class topics and will serve as the basis for completing associated assignments and discussion board prompts.

**Percentage of Online Course Hours** 20.00

4. **Exams**

**Brief Description**

A pre-class assessment and a post-class assessment will allow students to gauge their initial skills and comfort with class topics. Toward the conclusion of the class, students will again complete the same assessment. The exam (a written reflection paper) will allow students to reflect on their areas of growth as well as identify areas of desired improvement.

**Percentage of Online Course Hours** 15.00

5. **Peer Feedback**

**Brief Description**

Various topics and assignments in Counseling 15 lend themselves well to peer feedback.  For example, evaluating resumes can be done amongst students.  Additionally, the topic of interviewing creates great opportunities for students to practice interviewing with each other and then provide peer feedback on areas of strength and suggested improvements.

**Percentage of Online Course Hours** 20.00

6. **Written assignments**

**Brief Description**

Weekly journals and other written assignments are an important part of this class.  The written assignments allows students to apply the course content (delivered through Ted Talks, narrated PPT's, recorded videos, etc) to their own job search process.  For example, students will review a list of potential interview questions and then write out their responses (followed by verbal practice, as well).

**Percentage of Online Course Hours** 25.00

### 2. Organization of Content

**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course is designed as a 1-unit, 8 week course.  Each week, a new module containing approximately 1/8th of the class content becomes available to students. The course content is organized in the following way:

1. 12.5%: Course overview; reflect on information student knows about themselves and current career objective
2. 12.5%: Conduct company and employment research; informational interviews, goal setting and job search strategies
3. 12.5%: Create an effective resume; target the cover letter
4. 12.5%: Overview of general and industry-specific job posting websites; applying for online positions, tracking progress
5. 12.5%: Networking; effective networking strategies, personal pitch, professional associations and communication
6. 12.5%: Leverage social media to find internship and job opportunities; create a LinkedIn profile
7. 12.5%  Prepare for interview; sample interview questions, follow-up
8. 12.5%: Career management and marketing yourself as a professional

The course will be delivered asynchronously via recorded videos, narrated PowerPoint presentations, content in Canvas pages, discussion board posts, and weekly announcements.  The technologies utilized are built into Canvas and include discussion responses including peer-to-peer interactions, YouTube videos, recorded videos and narrated PowerPoints. For example, for the resume topic, students are first introduced to the topic via a recorded lecture. Students are then instructed to watch a narrated PowerPoint presentation that provides the content necessary to include in a resume.  Students are then asked to create and submit both a general and a targeted resume.  Feedback will be provided both by the instructor and their fellow-peers.

### 3. Assessments

**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**

**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Course overview and self-assessment**

   **Percent of Grade** 12.50

   **Assessment Method**

   Students will be introduced to a course overview as well as the structure of the class. An introductory discussion board, a self-assessment activity, and an email confirmation will best ensure students understand the rigor, structure and expectations of the course.

2. **Conduct company and employment research; goal setting and job search strategies**

   **Percent of Grade** 12.50

   **Assessment Method**

   Students will be introduced to methods of conducting company and employment research using general job search websites, industry specific websites and company specific websites. Students will be tasked with picking an industry, creating a list of potential employers, printing out some relevant/potential job listings and preparing to answer company and industry specific interview questions.

3. **Create an effective resume; target the cover letter**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be introduced to the topic of creating and targeting a resume and cover letter. Students will watch a narrated PPT, review sample resumes & cover letters, complete a discussion board where they have to rank 5 resumes and then will be tasked with creating their own targeted resume and cover letter.

4. **effective networking strategies, personal pitch, and professional associations**

   **Percent of Grade** 12.50

   **Assessment Method**

   Students will learn about networking strategies and complete an assignment to list out their current network as well as brainstorm ways to build/improve their network. A personal pitch (elevator speech) will prepare students to complete a quick and relevant introduction. Students will review sample pitches, create their own and record it. Peer feedback will be a valuable component of this activity. Additionally, students will learn about professional organizations and the many benefits of membership.

5. **Leveraging social media**

   **Percent of Grade** 12.50

   **Assessment Method**

   Students will be introduced to the pros and cons of social media. Students will identify social media outlets (Facebook, Instagram, etc) that will allow them to track and stay current on industries and specific companies. Additionally, students will be tasked with creating a linkedIn account and following relevant industries, companies, influencers, etc.

6. **Successful interviewing**

   **Percent of Grade** 12.50

   **Assessment Method**

   Students will generate a list of potential interview questions and then craft sample responses. Students will complete a mock interview and reflect on the experience in a discussion board.

7. **Career Management**

   **Percent of Grade** 12.50

   **Assessment Method**

   Students will be introduced to evaluation methods to reflect on their current status/enjoyment in their current position as well as create both short and long terms goals to identify their desired career ladder and anticipated progress.

## 4. Instructor's Technical Qualifications

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

Instructors will need to know techniques for developing universally designed online learning modules, effective pedagogy for teaching online, including effective teaching practices while demonstrating how to use the course management learning system, specific to the Canvas system. It is important for instructors to be connected with student support services, such as the Disabled Students Programs and Services, as well as Distance Education professionals and be knowledgeable of campus policies, procedures and timelines.

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

Relevant student support services include the Career Services Center, the Library, Counseling, Center for Students with Disabilities, and the International Student Center.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Many factors will best prepare an instructor to remain in compliance with Section 508 standards. The OEI rubric and the Peralta Online Equity rubric contain a thorough overview of required accessibility as it relates to content presentation, interaction, assessment and accessibility. First and foremost, having an open line of communication with the Disability Resource Center and ensuring both instructors and students understand the accommodations such as extended time and audio files that need to be available to students. Additionally, instructors need to ensure their videos are closed captioned, their syllabus is available in a screen-reader friendly view and that assignments/documents are available in a variety of formats, including word and pdf. And when creating pages, listing clear and aligned objectives, appropriate course navigation and chunking, embedding instructions into content, using specific and consistent font, headings, and appropriate bullets and numbering.

### 7. Representative Online Lesson or Activity
**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: Create a targeted resume.
Students will first be introduced to the topic via an embedded video and reference to pages in the course packet. Next, a 10-15 minute narrated PPT will provide an overview of the various sections of a resume. Students will then complete a discussion board that provides an overview of different resume formats and they will share which format will likely work best for them and why. Students will then be tasked with serving as a hiring manager and evaluating 5 different resumes for a single position. Students will rank the resumes and provide a detailed justification of their ranking order. In the following module (on the same topic), students will create a general resume and then be tasked with finding a specific job description. Using the job description, students will create a targeted resume. In small groups, students will be tasked with providing overview of their peers resumes. Additionally, the instructor will upload a 3-4 minute audio file providing individualized feedback for each student.

## Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: GEOL 4 - Physical Geology with Lab

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Collins, Lisa

**First semester course to be offered:** Fall 2020

Delivery Method

- Fully Online

**Other: *[Please explain.]***

NA

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

**1a. Instructor - Student Interaction**
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

There will be frequent instructor student interactions.  Each week students will be greeted by a Canvas Announcement outlining that week's activities. Announcements will include pre-recorded videos pertinent to that week, including pre-recorded lectures and/or videos relevant to the concepts introduced, virtual lab demonstrations, where applicable, and a virtual walkthrough of aspects of the week that require more detailed explanation.  The instructor will be available during regularly scheduled office hours each week on CCConfer. Students will use the ConferNow function in Canvas to sign-up for specific time slots during office hours.  Additional office hours will be scheduled, if needed for student convenience. The course will have a Q&A Discussion Board where the instructor and students may communicate readily about course content and questions concerning weekly activities.  The instructor will also be available through email; all emails sent M-F will be replied to within 24 hours.

**1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Students will interact with one another via threaded discussion boards. Virtual discussion boards will provide multiple opportunities for students to interact with one another and with the instructor in the course.  Discussion boards will be used in assignments where student interaction is a core aspect of the assignment and they will be used as informal spaces to study, collaborate on course work, share resources, organize meetings, and discuss questions related to the course. In addition, a virtual student lounge will be created to encourage students to interact more on a personal level. Students will have the option to do their labs via Zoom at a regularly scheduled weekly time- this will not be required but will be provided and encouraged to help students engaged with one another.

**1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

**1d. Distance Ed-Interactions**
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Exams**

   **Brief Description**

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

software.

Weekly reading quizzes will be completed by students after they finished the reading and complete an optional outline.
**Percentage of Online Course Hours** 30.00

2. **Online Lecture**

**Brief Description**

Weekly videos will introduce students to the material and explain the fundamental concepts for the week. These videos will also include short introductions to the weekly lab assignment and, when needed, a virtual walkthrough of any other aspects of the week (i.e. assignments, discussion boards, etc.) that require a more detailed explanation.
**Percentage of Online Course Hours** 20.00

3. **Threaded Discussions**

**Brief Description**

Students will respond weekly to a threaded discussion. This will be a space for the instructor to check comprehension, answer questions as needed, and for students to provide peer-to-peer instruction.
**Percentage of Online Course Hours** 15.00

4. **Videos**

**Brief Description**

Videos will be used for some of the material. The highly visual and cinematic nature of many existing documentaries helps to bring the material to life to students. Examples of videos that may be used include this BBC documentary of volcanoes in Africa: https://www.dailymotion.com/video/x6b0ao7
**Percentage of Online Course Hours** 5.00

5. **Other (describe)**

**Brief Description**

Weekly labs accompany each lecture. Labs are an opportunity for students to engage more deeply with the material through exercises designed to help students think critically and apply their knowledge (i.e. identify rocks and minerals based on their learning of mineral and rock types from lecture and reading)
**Percentage of Online Course Hours** 30.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course introduces students to the fundamental concepts underlying the geologic sciences. Content is organized around the concepts listed in the course content outline and follows a linear structure where the underlying themes of geology are taught and then using that knowledge students build their knowledge base. As they master concepts, they are introduced to higher level learning which requires them to tap into their earlier acquired knowledge. Most modules are created to be weekly. Each week students will have 1) an online video from the instructor introducing the weekly topic and explaining important concepts. This may include videos from the internet, illustrations done by the instructor, and annotated pictures showing students the concepts. 2) For each unit (roughly weekly), students will contribute to online discussion board where they can interact with the instructor through questions and answers and also respond to their peers. 3) For each unit, students will complete a lab exercise that reinforces the course content- students will be encouraged to complete these lab exercises via a scheduled zoom conference where they will be able to work collaboratively with classmates. For students who cannot participate that way, they will be provided all materials and opportunities to get assistance from the instructor and other students. 4) Students will have a pre-recorded mini lecture explaining the weekly lab activity. 5) Students will have a reading quiz to complete at the end of each unit. 6) Other course-specific components will be developed and provided as necessary. All material is presented through the available technologies and primarily relies on the College preferred systems such as Canvas and CCConfer. The assigned activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Exams**

**Percent of Grade** 45.00

**Assessment Method**

There will be an exam at the end of every 3-5 chapters (1/3 of the way through the course content) which will be in the form of a multiple choice test completed online through canvas or a similar platform

2. **Reading Quizzes**

**Percent of Grade** 10.00

**Assessment Method**

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

3. **Threaded Discussions**

**Percent of Grade** 15.00

**Assessment Method**

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

4. **Labs**

**Percent of Grade** 30.00

**Assessment Method**

A lab will be assigned to each module and a detailed report submitted

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

An instructor would need knowledge and experience delivering course content remotely through canvas and CCCConfer. They would need to know how to schedule secure zoom meetings for virtual meetings with students and how to create breakout rooms in zoom for students to collaborate during group exercises.

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

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

## 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

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

## 7. Representative Online Lesson or Activity
**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 plate tectonics theory by recognizing geologic features associated with plate tectonic boundaries and explaining the geologic processes involved in their formation.

Lesson: Igneous Rocks Lab

Students complete the lab via zoom in groups OR independently. For students completing the lab via zoom, they are put into groups to work with one another and the instructor is available to help the students as needed. For students who are completing the lab independently, they can email the instructor questions, they can schedule a zoom conference for help, and they can post questions on the discussion board. A short introductory video recorded by the faculty briefly explains the lab and shows the students how to complete it.

Plate tectonics are a unifying theme in geology and the theory is taught and reinforced throughout the course. To reinforce teaching this course objective students are assigned a lab assignment in the igneous rocks chapter where they explore different plate boundaries using google earth explorer. An added layer to google earth explorer is the "10,000 years of volcanoes" from the Smithsonian Institution. The lab reminds students what the geologic surface features are associated with various plate boundaries. It includes the dominant ways that rocks melt at these boundaries as well- incorporating information from the plate tectonics material covered in previous chapters and new material from the igneous rocks chapter. Students then navigate to several locations around the globe, provided by the instructor, via google earth. Using the "10,000 years of volcanoes" and the information provided, students fill out a table where they identify the surface features, type of plate boundary, and type of melting (if occurring).

## Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by
Administrative Regulation 5420 and college curriculum approval procedures.

Adequate technology resources exist to support this course/section

Library resources are accessible to students

Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments

Adequately fulfills "effective contact between faculty member and student" required by Title 5.

Will not affect existing or potential articulation with other colleges

Special needs (i.e., texts, materials, etc.) are reasonable

Complies with current access guidelines for students with disabilities

# DE Application
## 5. Course: DE for non-DE course: MEDIA 2 - Reading Media: Acquiring Media Literacy Skills

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Movius, Lauren

**First semester course to be offered:** Fall 2012

**Delivery Method**

- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Fully Online

**Other:** *[Please explain.]*

na

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

**1a. Instructor - Student Interaction**
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email, and online activities that occur throughout the course. These communications will be initiated regularly and frequently by the instructor. 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. Further clarification will also be provided regarding content, exams, and assignments.

**1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class.  In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class.  From the beginning, a sense of belonging and community is established in the online classroom.
Throughout the course of the semester, students can help each other by posting replies and engage in a discussion in the "General Questions" discussion board. Instructors will respond in a timely manner which should be made clear in the course.

**1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

Students will engage with the content regularly throughout the course. Each unit will include a variety of material, such as online lectures, video links, and practice quizzes that will allow the student to assess their comprehension of the course content. The practice quizzes will provide immediate feedback to support different student learning styles. Students may also be asked to watch online videos and perform exercises on external web sites.

**1d. Distance Ed-Interactions**
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.
   **Percentage of Online Course Hours** 50.00

2. **Exams**

**Brief Description**

Weekly quizzes to verify understanding of topics and a final exam for retention of knowledge.  Quizzes and exams are administered though the online course system and can be done asynchronously but with a time limit.
**Percentage of Online Course Hours** 20.00

3. **Discussion Boards**

**Brief Description**

Weekly discussions will be on topics covered in each module, on a range on media literacy issues and topics.  Discussion boards will be weekly participation for assignments. A discussion board will also be created for general questions, this includes class communication and instructor feedback.
**Percentage of Online Course Hours** 30.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will be divided into modules. Each module will be broken down into smaller units. Each module will have introductory material in the form of a slideshow presentation and/or a reading assignment, video presentations/links, a discussion board, and a quiz.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Quizzes**

**Percent of Grade** 30.00

**Assessment Method**

Weekly quizzes to verify understanding of topics and a final exam for retention of knowledge.

2. **Weekly Exercise**

**Percent of Grade** 20.00

**Assessment Method**

Students are grouped and work on analyses of media literacy concepts in the Collaboration areas of the learning management platform. Assignments are turned in via the assignment submission function.

3. **Projects**

**Percent of Grade** 50.00

**Assessment Method**

Projects are submitted via the online LMS for comment and grading by the instructor. Weekly chatroom discussion board participation allows students to discuss projects with each other and the instructor.

Students will write a paper analyzing a media artifact, such as an advertisement, television show, or music video. The paper will be broken into stages and turned in for instructor review and comment on a regular basis until final submittal.  Projects will be graded and final comments will be given to students.

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

The instructor should receive training or be familiar with the college's learning management system.  This includes all the required technology for online delivery such as building the course and communication tools such as discussion boards.  They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

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

Links to library databases and student services will be provided.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.

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

Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

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

Course Objective #2: Identify the five fundamental aspects of a media message: creator/author/producer; format and techniques of production; audience; content or message; motive or purpose.
For this assignment, we will focus on Core Concept #2: "Media messages are constructed using a creative language with its own rules."
Overview:
Each form of communication – whether newspapers, TV game shows or horror movies—has its own creative language: scary music heightens fear, camera close-ups convey intimacy, big headlines signal significance. Understanding the grammar, syntax and metaphor system of media language, especially the language of sounds and visuals, increases our appreciation and enjoyment of media experiences, as well as helps us to practice media literacy and critical thinking.

Instructions:
Please select a music video or another short video and respond to the following questions. Please submit your assignment to the online LMS.
Core Question #2:
What creative techniques are used to attract my attention?
Guiding Questions:
• What do you notice about the way the message is constructed?
•      Colors and shapes?
•      Sounds and silence?
•      Props, sets, clothing?
•      Movement?
•      Symbols?
• Where is the camera? What is the viewpoint?
• What are the sounds? Music? Words? Narration? Dialogue? Silence? Sound effects?
• How is the story told? Symbols? Metaphors?
• What's the emotional appeal? Persuasive devices?
• What makes it seem "real"?

### Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: RRM 3 - Resource Management and Zero Waste for Communities

**Form 7: Distance Education Application**
**Instructor preparing this document:** Huls, Jon

**First semester course to be offered:** Fall 2020

Delivery Method

- Fully Online

**Other:** *[Please explain.]*

Not applicable

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

### 1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

There will be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.

### 1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. In this course, students will use asynchronous discussion forums and email for communication and collaboration activities. This activity will include assignments where students are asked to review their peers' papers, provide discussion forums, and share collaborative assignments.

### 1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

All presentation materials are provided for easy download via Canvas. Any additional reading material is provided from the instructor through email and discussion boards, lecture materials (notes/videos), self-check quizzes, and leaning objectives linked to course work, writing assignments,

### 1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   Instructor provides online presentation of essential course materials using PowerPoint and shared screen with all students.
   **Percentage of Online Course Hours** 60.00

2. **Discussion**

   **Brief Description**

   Students will engage in online discussion of presented information.
   **Percentage of Online Course Hours** 10.00

3. **Written assignments**

**Brief Description**

Students will conduct individual and group research and development on a variety of topics that fulfill course objectives.
**Percentage of Online Course Hours** 10.00

4. **Exams**

**Brief Description**

Students will complete a short exam for each of 10 learning modules provided by the instructor.
**Percentage of Online Course Hours** 10.00

5. **Chat Rooms**

**Brief Description**

Students will engage in lively discussion and development using online chat rooms devised in the Canvas system. Students are organized into one of several chat rooms based on the specifics of the assignment or activity.
**Percentage of Online Course Hours** 10.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

Each class session builds sequentially, using presentation and discussion, of all aspects of Zero Waste Communities. Content has been organized into 10 modular units in the learning management system such as Canvas. It begins with a basic general knowledge of Zero Waste Communities, then focuses on the relevant aspects of planning, ordinances, policies, infrastructure, marketing, education and outreach, analytics, producer responsibility, and economics/grants/RFPs, through to detailed Zero Waste plan and goal identification and development.

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Exams**

**Percent of Grade** 60.00

**Assessment Method**

Each learning module (10 of 10) require students to complete a short exam of three questions each for a total of 30 questions. Each answer is equivalent to 2 points towards the student's grade (30 questions x 2 pts = 60 pts).

2. **Written and oral presentation(s) by Students**

**Percent of Grade** 30.00

**Assessment Method**

Each student is required to provide written and oral presentation of their individual and group contribution towards class assignments and activities. The written component represents 50% while the oral component represents the other half.

3. **Class participation**

**Percent of Grade** 10.00

**Assessment Method**

Each student is expected to engage actively in class discussion. The instructor is expected to assure that all students are given the opportunity to discuss topics by keeping track of individual student engagement for each class session. Students can provide input through both oral and chat text messaging.

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

Besides instructional qualifications, the instructor must posses the ability to provide online instruction either through CCCConfer certification or demonstrated prior college level online instructional experience. The college must be able to provide online instructional technology and support. Where needed, the college must be able to provide technical and financial assistance to students who may not have access to online learning platforms, devices, and broadband connection needed to adequately view delivered course content.

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

The existing curriculum is linked to online counseling, tutoring, library resources and services, financial aid, the bookstore, technical support, special academic programs (i.e. Black Collegians, Latinx Center, Guardian Scholars, Student Veterans, etc) and other resources as they are developed.

## 6. Accessibility Requirements

Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.

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

The existing curriculum currently offers accessibility for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

## 7. Representative Online Lesson or Activity

**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.**

To assist students' understanding of RFPs (one of the course objectives), the lesson/activity will be to draft one or more components of the Request for Proposal package normally associated with a competitive bid. Students can work collaboratively and share and exchange documentation they develop, to fulfill the requirements of the exercise.

## Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: SOCIOL 2 - Social Problems

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Baugh, Carolyn

**First semester course to be offered:** Fall 1974

Delivery Method

- Fully Online

**Other:** *[Please explain.]*

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

**1a. Instructor - Student Interaction**
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: 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.

**1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: 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.

**1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among**

**others).**

**Student-Content Interaction: 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.

**1d. Distance Ed-Interactions**

**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Chat Rooms**

   **Brief Description**

   Students will be assigned to study chat groups to review material before exams.
   **Percentage of Online Course Hours** 10.00

2. **Online Lecture**

   **Brief Description**

   Students will view/listen to lectures posted by the instructor (when possible embedded video/audio).
   **Percentage of Online Course Hours** 30.00

3. **Videos**

   **Brief Description**

   Students will view videos posted by the instructor to supplement online lectures and reading material.
   **Percentage of Online Course Hours** 10.00

4. **Exams**

   **Brief Description**

   Students will take online exams.15
   **Percentage of Online Course Hours** 15.00

5. **Written assignments**

   **Brief Description**

   Instructor will assign weekly writing assignments, similar to those assigned in the on-ground classroom.
   **Percentage of Online Course Hours** 30.00

6. **Threaded Discussions**

   **Brief Description**

   Students will post and reply to threaded discussions.
   **Percentage of Online Course Hours** 5.00

**2. Organization of Content**

**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

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

**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**

**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Poverty: compare/contrast 3 sociological perspectives-symbolic interactionism, conflict, functional.**

   **Percent of Grade** 30.00

   **Assessment Method**

   Essays. Students will submit essays as a graded assignment via Assignments Tool in Canvas.
   Instructor will provide feedback to students privately in Speed Grader Tool.

2. **Critical analysis of strengths and weaknesses of perspectives in explaining poverty.**

   **Percent of Grade** 30.00

   **Assessment Method**

   Students will be paired through Peer Review in order to collaborate with each other in providing ways to reduce/eliminate poverty.
   Instructor will provide feedback privately in Speed Grader.

3. **Demonstrate knowledge of content via multiple choice, true/false and/or short answer questions.**

   **Percent of Grade** 30.00

   **Assessment Method**

   Instructor will create online exams using the Quizzes function in Canvas in which robust data base will be created by the instructor in order to provide randomly generated exams for each student. This will help to protect the integrity of the exams and minimize potential for any dishonesty. Short answer questions will also address potential dishonesty.

4. **Participation**

   **Percent of Grade** 10.00

   **Assessment Method**

   Various activities (such as Peer Reviews, Threaded Discussions, practice quizzes,
   Group work with study guides): Instructor will provide regular opportunities for student content interaction, student-student interaction. Regular interaction with instructor for feedback, assessments.

### 4. Instructor's Technical Qualifications

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

The 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. Student Support Services

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

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. Accessibility Requirements

**Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.**

**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.
- Videos will be captioned.


- 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.

## 7. Representative Online Lesson or Activity

**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: Apply symbolic interactionism, functionalism and conflict explanations to the social problem of poverty in the US.

This is a threaded discussion and will be completed using the Discussion tool in Canvas.

Please view the provided documentary "Inequality for All": the objective of this assignment/discussion is to gain a better understanding of poverty in the US using a sociological lens.

In your discussion:

- Identify the different types of poverty
- discuss reasons you believe people are poor
- which explanation/perspective you feel bests explains poverty and why

Instructor will monitor discussion and submit comments when appropriate.

## Distance Education Quality

**Quality Assurance**

Course objectives have not changed

Course content has not changed

Method of instruction meets the same standard of course quality

Outside assignments meet the same standard of course quality

Serves comparable number of students per section as a traditional course in the same department

Required texts meet the same standard of course quality

**Additional Considerations**

Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.

Adequate technology resources exist to support this course/section

Library resources are accessible to students

Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments

Adequately fulfills "effective contact between faculty member and student" required by Title 5.

Will not affect existing or potential articulation with other colleges

Special needs (i.e., texts, materials, etc.) are reasonable

Complies with current access guidelines for students with disabilities

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

## DE Application
## 5. Course: DE for non-DE course: TH ART 2 - Introduction to the Theatre

**Form 7: Distance Education Application**
**Instructor preparing this document:** Sawoski, Perviz

**First semester course to be offered:** Summer 2020

Delivery Method

- Fully Online

**Other:** *[Please explain.]*

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

**1a. Instructor - Student Interaction**
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

Module objectives are incorporated and serve to clarify focused learning on the various theatrical conventions covered in this survey class. Modules have included platforms for students to ask questions and receive additional information from instructor.

Recorded lectures, aligned with course objectives, are provided for students in each module. Students view course lectures asynchronously and may ask questions in a threaded discussion format.

Threaded discussion boards in coordination with assignments, are a platform for student's questions, further exploration and instructor clarification as needed.

Instructor guided assignments, designed to gauge student retention, are present in each module and receive instructor feedback.

Mini quizzes at each module step demonstrate the student's grasp of subject material. These quizzes will receive feedback from instructor regarding any missed information required prior to official exams on course material.

Supplemental pdf. files are posted in course modules and word banks have been created by instructor for students to check theatre terminology. Students are able to increase their command of theatre vocabulary and receive confirmation from instructor.

Optional zoom discussion groups will be held weekly between instructor and interested students. Groups have the opportunity to discuss relevant theatre topics, hold study sessions and receive additional guidance concerning the subjects studied.

Multi component assignments due weekly and/or bi-weekly where students receive assessments from instructor based on rubric guidelines.

Announcements and reminders by instructor will be posted weekly.

All at risk students will receive additional correspondence and reminders to help foster continuance of course completion.

Virtual office hours will be held for student access to instructor on an on-going and regular basis.

**1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Project developing gives students the ability to research creative areas of interest within the realm of theatre and share with other students in a creative atmosphere. Projects will be required throughout the semester and are followed by discussions and interactions within student groups.

Student research projects will be posted within threaded discussion boards for student communications and responses in an asynchronous forum.

Students view relevant material in an on-line platform and post pertinent notes and reviews on threaded discussion boards. Students are also required to respond to other students in a professional, collegial and collaborative manner.

Optional and flexible zoom rooms will be accessible to students for core discussions on important course material and allowance for study groups.

**1c. 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 to address a number of

learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).

**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

Lectures in conjunction with outlined unit objectives and supplemental materials such as: threaded discussion formats, unit word banks, quizzes, support information links, student research projects and regular occurring assessments by instructor.

Lectures on the important theatrical conventions that impact modern theatre are recorded and placed in unit modules for student viewing asynchronously.

Lectures, files, renderings and sample documents applicable to the important practitioners and technicians of theatre are separated within modules for student viewing asynchronously.

Weekly word banks that highlight the key terminology are posted for student self-check.

Mini-quizzes will be posted in modules with multiple attempts to test core course objectives.

Exams at various levels in modules, where lecture and material comprehension is tested.

Collaborative threaded discussions based on student projects and on-line viewing assignments.

The above activities are separated into weekly modules and placed in logical and sequenced order for student clarity.  Student projects are aligned with specific topics and learning objectives.

## 1d. Distance Ed-Interactions

**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   Recorded lectures viewed asynchronously with provided supplemental materials by weekly modules.
   **Percentage of Online Course Hours** 40.00

2. **Project Presentation**

   **Brief Description**

   Project research and development by individual students and assigned group projects relating to subject.
   **Percentage of Online Course Hours** 10.00

3. **Discussion Boards**

   **Brief Description**

   Student projects posted within threaded discussion boards- Viewing of material on-line and discussion on pertinent issues.
   **Percentage of Online Course Hours** 10.00

4. **Study and/or Review Sessions**

   **Brief Description**

   Optional and flexible zoom rooms will be accessible to students for core discussions on important course material and allowance for study groups.
   **Percentage of Online Course Hours** 10.00

5. **Written assignments**

   **Brief Description**

   Students view relevant material in on-line platforms and write critical analysis, post on threaded discussion boards and share with other students.
   **Percentage of Online Course Hours** 20.00

6. **Exams**

   **Brief Description**

   Mini-quizzes will be posted in modules with multiple attempts to test core course objectives.
   Exams at various levels in modules, where lecture and material comprehension is tested.
   **Percentage of Online Course Hours** 10.00

## 2. Organization of Content

**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

Modules arranged by week where objectives are incorporated and serve to clarify focused learning on the various theatrical conventions covered in this survey class. Modules have included platforms for students to ask questions and receive additional information from instructor. Recorded lectures, aligned with course objectives, are provided for students in each module.  Students view course lectures asynchronously and may ask questions in a threaded discussion format.  Lectures in conjunction with outlined unit objectives and supplemental materials such as: threaded discussion formats, unit word banks, quizzes, support information links, student research projects and regular occurring assessments by instructor.  Threaded discussion boards in coordination with assignments, are a platform for student's questions, further exploration and instructor clarification as needed. Mini-quizzes will be posted in modules with multiple attempts to test core course objectives. Exams at various levels in modules, where lecture and material comprehension is tested.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**

**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Student projects**

   **Percent of Grade** 10.00

   **Assessment Method**

   Evaluated by instructor based on qualifying factors in rubric.

2. **Viewing assigned material and written analysis**

   **Percent of Grade** 30.00

   **Assessment Method**

   Evaluated by instructor based on specific criteria and assignment prompts.

3. **Threaded discussion boards**

   **Percent of Grade** 10.00

   **Assessment Method**

   Viewing assigned material and posting relevant commentary in threaded format. In addition, responding to student projects and posting on relevant topics throughout the session. Assessment by instructor based on relevance and consistency.

4. **Exams- Midterm - Final**

   **Percent of Grade** 30.00

   **Assessment Method**

   Retention of material with points based on correct answers.

5. **Assigned Reading and Analysis**

   **Percent of Grade** 20.00

   **Assessment Method**

   Evaluated by instructor based on reading and writing prompts and rubric qualifications.

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

Proficiency in Canvas, Zoom, Audio and Video Platforms and  Editing Software, Presentation Software (Google Slides/ PowerPoint/ Keynote, etc.

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

Library Database: Subscription to Drama online, Bookstore, Counseling, Veteran's Program, Career Services, Disability Resources, Scholarships, EOPS/CAR

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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 accessibility requirements will be met in consultation with DSPS

## 7. Representative Online Lesson or Activity

**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.**

Write a critique of a selected theatre production based on the following criteria:

PP 1: Plot: Be brief. 6 or 7 sentences max.

PP 2: Theme. What is the play about? Find the major theme and support it with an action in the play. What are the secondary themes? Again support with examples from the play.

PP 3: Genre: Is this a tragedy? Melodrama? Comedy? Tragicomedy? Other genre? Refer to lectures and to the texts for the formula to determine this, and prove it with examples from the play.

PP 4: Discuss production values. Director/designers: How were the designs unified? Describe the set. Did it tell the story of the play? Did costumes describe the characters and show changes of character? Discuss the acting.

PP 5: Universal worth: Was the play worth doing? Why? Will the themes still be viable in decades and centuries ahead?

The above assignment meets the following learning objectives:

Objective 1: Compare theatre styles and techniques, focusing on current theatre productions.

Objective 2: Recognize specific contributions of all artists involved in theatrical production.

## Distance Education Quality
### Quality Assurance

Course objectives have not changed

Course content has not changed

Method of instruction meets the same standard of course quality

Outside assignments meet the same standard of course quality

Serves comparable number of students per section as a traditional course in the same department

Required texts meet the same standard of course quality

### Additional Considerations

Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.

Adequate technology resources exist to support this course/section

Library resources are accessible to students

Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments

Adequately fulfills "effective contact between faculty member and student" required by Title 5.

Will not affect existing or potential articulation with other colleges

Special needs (i.e., texts, materials, etc.) are reasonable

Complies with current access guidelines for students with disabilities

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

# DE Application
## 5. Course: DE for non-DE course: TH ART 5 - History of World Theatre

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Sawoski, Perviz

**First semester course to be offered:** Summer 2020

### Delivery Method

- Fully Online

**Other:** *[Please explain.]*

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

### 1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

Core Lectures on significant periods and styles of World Theatre, recorded and posted in modules for student viewing asynchronously. Lectures in conjunction with threaded discussion formats where student's pertinent questions are addressed by course instructor.

Unit summaries and study guide questions are assigned as assessment activities. These study guide questions and summaries are concurrent with each course module. The purpose of these activities is to demonstrate the student's grasp of subject material covered and students receive instructor feedback for further clarification.

Elective, live-feed green-rooms (theatre term) will be scheduled through zoom for active discussions between instructor and students on relevant topics concerning the historical periods studied.

Multi component assignments due weekly and/or bi-weekly where students receive assessments from instructor based on rubric guidelines.

Announcements and reminders by instructor will be posted regularly. Due dates and assignment submission warnings prior to closing deadlines will be communicated by email.

Students who are at risk or delinquent on assignments receive additional reminders and correspondence from instructor.

Virtual office hours, with flexible and regular time-slots, are scheduled for student access to instructor on a weekly and continual basis throughout the semester.

### 1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Student research projects, related to course content, will be required throughout the semester. Students are given opportunity to share individual projects and participate in discussions formats that enhance student interactions within groups.

Collaborative student projects are created and shared for student communications and responses in asynchronous and synchronous forums.

Students view pertinent supplemental material provided through URL links and participate in threaded discussion boards by posting reviews and commentary and in-turn respond to other students in congenial setting.

Elective green-rooms with a flexible scheduling will be accessible to students for core discussions on important course material and allowances for student study groups.

### 1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

Essential course lectures recorded and organized by unit modules for student viewing asynchronously. Lectures in conjunction with outlined unit objectives and supplemental materials such as: threaded discussion formats, unit study questions, quizzes, support information links, student research projects and regular occurring assessments by instructor.

Elucidated dry-board presentations posted in course modules which serve to supplement course lectures. All dry-board presentations and recorded lectures have corresponding unit outlines posted for student review asynchronously.

Study guide questions posted where lecture and material comprehension is tested. These study guide questions will serve as a forum for green-room discussions; threaded interactions between students and means by which to test overall learning outcomes.

Quizzes at each unit level are posted in modules to test core course learning objectives.  Some quizzes allow for multiple attempts to foster student self-check objectives.

Supplemental support materials and written assignments are means by which to assess student retention and support student success at each unit level.

### 1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   Lectures and Supplemental materials
   **Percentage of Online Course Hours** 50.00

2. **Written assignments**

   **Brief Description**

   Viewing Reading and Writing. Students need to view selected productions, read plays and write analytic papers.
   **Percentage of Online Course Hours** 30.00

3. **Discussion**

   **Brief Description**

   Discussion and Research project
   **Percentage of Online Course Hours** 20.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

Course units are organized in weekly modules with related supplemental materials which included course assignments, threaded discussions and student projects.

Assignments related to core objectives within each module are assigned and supplemented by examples, guidelines and participation expectations.

Quizzes are organized by unit and contained within each module as an appendix.

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Research Project**
   **Percent of Grade** 10.00
   **Assessment Method**
   Evaluated by Instructor based on rubric

2. **Threaded Discussion Points**
   **Percent of Grade** 10.00
   **Assessment Method**
   Frequency and Quality of Discussions based on Instructor Prompt

3. **Viewing assigned theatre productions via online format, and written critical analyses.**

   **Percent of Grade** 30.00

   **Assessment Method**

   Evaluation by instructor based on specific criteria.

4. **Module Quizzes**

   **Percent of Grade** 25.00

   **Assessment Method**

   Correct answers by multiple choice, true or false and fill in the blanks.

5. **Module Summary and Study Guide Questions**

   **Percent of Grade** 15.00

   **Assessment Method**

   Instructor Evaluation based on Rubric

6. **Final Exam**

   **Percent of Grade** 10.00

   **Assessment Method**

   Assessment based on correct answers.

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

Proficiency in Canvas, Zoom, Audio and Video Platforms and  Editing Software, Presentation Software (Google Slides/ PowerPoint/ Keynote, etc.

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

Library Database; Subscription to Drama Online, Bookstore, Counseling, Veteran's Program, Career Services, Disability Resources, Scholarships, EOPS/CARE

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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 accessibility requirements will be met in consultation with DSPS

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

Using links provided, watch "Death of a Salesman" and the interview with playwright, Arthur Miller.  Post comments on the assigned threaded discussion board. Base your comments on Aristotle's elements of drama.  Consider such questions: What are the major thoughts and themes of the work? What is the playwright trying to say with this production? Are there any correlation you can draw from you own experiences? Address any relevant social issues? Compare and contrast to other great tragedies viewed? In addition, respond to some of the posts of your fellow classmates, remembering to keep all comments collegial, constructive and stay within a professional tone.  Discussion assignments give students an opportunity to discover the insights of other students and to share thoughts and opinions on theatre as an art form.

The above assignment meets the following learning objectives:
Objective 1: Understand historic significance of cultures in order to gain a perspective of the present.
Objective 2: Express thoughts clearly in speaking and writing, as well as read and listen with understanding;

## Distance Education Quality
### Quality Assurance

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

Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
Adequate technology resources exist to support this course/section
Library resources are accessible to students
Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
Adequately fulfills "effective contact between faculty member and student" required by Title 5.

Will not affect existing or potential articulation with other colleges

Special needs (i.e., texts, materials, etc.) are reasonable

Complies with current access guidelines for students with disabilities

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

# DE Application
## 5. Course: DE for non-DE course: TH ART 41 - Acting I

**Form 7: Distance Education Application**
**Instructor preparing this document:** Sawoski, Perviz

**First semester course to be offered:** Summer 2020

**Delivery Method**

- Fully Online

**Other:** *[Please explain.]*

N/A

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

**1a. Instructor - Student Interaction**
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

Announcements: Weekly or more frequently
Assignments: Instructor feedback of three performance videos and three replay videos submitted by students to instructor on canvas
Assignments: Instructor feedback for tests, quizzes, exam and written production papers
Threaded discussion boards
Scheduled Zoom meeting that will be recorded and made available for students who missed or want to revisit the zoom session
Small group emails
Virtual Office hours

**1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Collaboration projects- partnering students for performance assignments
Group assignments
Small Group email
Threaded discussion boards

**1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

Student- content interaction would happen multiple times a week, using a variety of learning activities
Lectures on technique and use and understanding of techniques
Video performances demonstrating understanding of material taught
Threaded discussion and Q & A
Notes on technique taken on peer performances
Written assignments based on reviewing of techniques used in productions

**1d. Distance Ed-Interactions**
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Project Presentation**

   **Brief Description**

   Shared written and Performance Projects:

Students will submit a link to their videotaped performance of a pre-selected scene or monologue, which will be evaluated by the instructor. Following this, the student will present a replay of the same material, incorporating the adjustments and corrections suggested by the instructor. The student will also submit a written document for their performance. This document is a multiple page assignment that requires the student to describe and list the techniques used in their process to create the performance. In a semester, a student will create three or more performances.
**Percentage of Online Course Hours** 40.00

2. **Online Lecture**

   **Brief Description**

   Lectures:
   Lectures will be used to teach content of the course. This includes history, techniques and other elements related to the material. Lectures will be live as well as recorded on zoom for future reference by students, and posted on Canvas.
   **Percentage of Online Course Hours** 30.00

3. **Other (describe)**

   **Brief Description**

   Technique Demonstrations:
   Wherever possible, there will be links to examples of demonstrations of specific acting techniques, or concepts. For example, Demonstration of "Economy of Movement," or "Muscular Resistance."
   **Percentage of Online Course Hours** 10.00

4. **Videos**

   **Brief Description**

   Video Component:
   This may include links to articles, interviews or performances by practitioners of the craft.
   **Percentage of Online Course Hours** 10.00

5. **Threaded Discussions**

   **Brief Description**

   Threaded Discussions:
   There will be threaded discussions in Canvas with new topics introduced at frequent intervals. Topics will relate to course content, and may include theory, techniques, history or other related material.
   **Percentage of Online Course Hours** 10.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

Weekly Modules in Canvas with topics of discussion and assignments
Assignments due as scheduled
Video delivery of individual content topics related to assignments

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Scene work: for three Scenes, Replays and Paperwork**

   **Percent of Grade** 30.00

   **Assessment Method**

   Observation of video submissions and evaluation of written document of techniques used in the performance process.

2. **Production Papers**

   **Percent of Grade** 30.00

   **Assessment Method**

   Evaluation of Written Assignments:
   The student will submit three papers on productions reviewed.

3. **Class Participation- threaded discussions, notes**

   **Percent of Grade** 30.00

   **Assessment Method**

Evaluation based on frequency and quality of discussion responses and submission of notes

4. **Written Final Exam**

    **Percent of Grade** 10.00

    **Assessment Method**

    Evaluation of  answers to exam questions

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

Proficiency in Canvas, Zoom, Audio and Video Platforms and Editing Software, Presentation Software (Google Slides/ PowerPoint/ Keynote, etc

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

Library Database: Subscription to Drama Online, Bookstore, Counseling, Veteran's Program, Career Services, Disability Resources, Scholarships, EOPS/CARE

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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 accessibility requirements will be met in consultation with DSPS

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

The students will submit a video link of their pre-approved scene performance.This  will be accomplished by creating an appropriate ground plan, blocking and physical actions. They will break down their scenes into units and objectives, locate appropriate transitions, tempo-rhythm changes and climactic compositions. They will submit their scene analysis in the specific document format given by the instructor.The instructor will evaluate the performance and written analysis based on a pre-determined set of criteria.
The above assignment meets the following learning objectives:
Objective 1: Employ technical skills of acting and understand the mechanics of play producing and staging.
Objective 2: Develop physical poise, posture, voice, and control of bodily activity.


## Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: COSM 11A - Hair Cutting 1

Form 7: Distance Education Application
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and for the hands on practical portion..

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates. Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Discussion**

   **Brief Description**

   Students will interact with course content on a weekly basis through live video, readings, videos, discussions,and/or reflective assignments.
   **Percentage of Online Course Hours** 5.00

2. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts

**Percentage of Online Course Hours** 10.00

3. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.

   **Percentage of Online Course Hours** 5.00

4. **Exams**

   **Brief Description**

   There will be a midterm and final written and practical exam.

   **Percentage of Online Course Hours** 20.00

5. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of basic  hair cutting.

   **Percentage of Online Course Hours** 50.00

6. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.

   **Percentage of Online Course Hours** 10.00

## 2. Organization of Content

**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments

**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**

**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be done and submitted into the college management system.

2. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be a midterm and final written and practical exam.

3. **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   ": A hands-on lab will be part of each module which may include various aspects of hair cutting including shear, body and head position, and 4 different types of haircuts.

4. **Discussions**

   **Percent of Grade** 25.00

   **Assessment Method**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.

## 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

The student will analyze, design and execute a solid form haircut on a mannequin according to state board guidelines. Up load pictures of the haircut before, during and after the procedure to the college management system.

## Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

## DE Application
### 5. Course: DE for non-DE course: COSM 11B - Hair Styling 1

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Summer 2020

Delivery Method

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

**Other:** *[Please explain.]*

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

**1a. Instructor - Student Interaction**
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

**1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

**1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

**1d. Distance Ed-Interactions**
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 5.00

3.  **Discussion**

    **Brief Description**

    The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
    **Percentage of Online Course Hours** 5.00

4.  **Exams**

    **Brief Description**

    There will be a midterm and final written and practical exam.
    **Percentage of Online Course Hours** 20.00

5.  **Other (describe)**

    **Brief Description**

    A hands-on lab will be part of each module which may include various aspects of hair styling including wet set, blow drys and pin curls.
    **Percentage of Online Course Hours** 50.00

6.  **Written assignments**

    **Brief Description**

    Written assignments will be done and submitted into the college management system.
    **Percentage of Online Course Hours** 10.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1.  **Written Assignments**

    **Percent of Grade** 25.00

    **Assessment Method**

    Written assignments will be submitted online several times during the course.

2.  **Exams**

    **Percent of Grade** 25.00

    **Assessment Method**

    There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3.  **Lab Report**

    **Percent of Grade** 25.00

    **Assessment Method**

    A lab will be assigned to each module and a detailed report submitted.

4.  **Threaded Discussions**

    **Percent of Grade** 25.00

    **Assessment Method**

    Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

## 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will demonstrate a full stem pin curls and roller placement for at least four different elevations and take pictures of the wet set before during and after and then up load the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded.  The student will post the experience on the threaded discussion board for the lab.

## Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: COSM 11C - Hair Coloring 1

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instruction will be provided for the live video exchange for the duration of the class and for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates. Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

**Brief Description**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 5.00

4. **Exams**

**Brief Description**

There will be a midterm and final written and practical exam.
**Percentage of Online Course Hours** 20.00

5. **Other (describe)**

**Brief Description**

": A hands-on lab will be part of each module which may include various aspects of hair coloring including tint, bleaching and the application of demi permanent hair color.
**Percentage of Online Course Hours** 50.00

6. **Written assignments**

**Brief Description**

Written assignments will be done and submitted into the college management system
**Percentage of Online Course Hours** 10.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

**Percent of Grade** 25.00

**Assessment Method**

Written assignments will be submitted online several times during the course.

2. **Exams**

**Percent of Grade** 25.00

**Assessment Method**

There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

**Percent of Grade** 25.00

**Assessment Method**

A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussions**

**Percent of Grade** 25.00

**Assessment Method**

Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will demonstrate hair color applications (virgin bleach, virgin toner, tint back to natural, virgin tint lighter and darker, and retouch). and up load pictures of the hair color before during and after. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded.  The student will post the experience on the threaded discussion board for the lab.


### Distance Education Quality
**Quality Assurance**

Course objectives have not changed

Course content has not changed

Method of instruction meets the same standard of course quality

Outside assignments meet the same standard of course quality

Serves comparable number of students per section as a traditional course in the same department

Required texts meet the same standard of course quality

**Additional Considerations**

Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.

Adequate technology resources exist to support this course/section

Library resources are accessible to students

Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments

Adequately fulfills "effective contact between faculty member and student" required by Title 5.

Will not affect existing or potential articulation with other colleges

Special needs (i.e., texts, materials, etc.) are reasonable

Complies with current access guidelines for students with disabilities

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

# DE Application
## 5. Course: DE for non-DE course: COSM 11D - Permanent Wave 1

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Summer 2020

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and video conference option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 15.00

3. **Discussion**

**Brief Description**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 5.00

4. **Exams**

**Brief Description**

There will be a midterm and final written and practical exam.
**Percentage of Online Course Hours** 20.00

5. **Written assignments**

**Brief Description**

Written assignments will be done and submitted into the college management system.
**Percentage of Online Course Hours** 10.00

6. **Other (describe)**

**Brief Description**

A hands-on lab will be part of each module which may included various aspects of hair perming including wrapping a straight back or piggy back permanent wave.
**Percentage of Online Course Hours** 50.00

**2. Organization of Content**
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

**3. Assessments**
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

**Percent of Grade** 25.00

**Assessment Method**

Written assignments will be submitted online several times during the course.

2. **Exams**

**Percent of Grade** 25.00

**Assessment Method**

There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

**Percent of Grade** 25.00

**Assessment Method**

A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

**Percent of Grade** 25.00

**Assessment Method**

Students will be expected to contribute and respond to posted threaded discussions placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a mannequin, the students will demonstrate a sectioning and wrapping a straight back permanent wave procedure. Students will document by taking pictures of the permanent wave before, during and after. Students will upload the pictures in the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab.

## Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

## DE Application
## 5. Course: DE for non-DE course: COSM 16 - Nail Care 1

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

### 1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

### 1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms. .

### 1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

### 1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 5.00

4. **Other (describe)**

   **Brief Description**

   : A hands-on lab will be part of each module which may include various aspects of manicuring and pedicuring.
   **Percentage of Online Course Hours** 50.00

5. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 10.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussions placed in each module. Students will be expected to participate in group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a hand mannequin, the students will demonstrate a basic manicure and post pictures of the manicure before, during and after.  Students will up load the pictures to the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded.  The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: COSM 18 - Skin Care 1

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

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**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology

subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 5.00

3. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.
   **Percentage of Online Course Hours** 5.00

4. **Exams**

   **Brief Description**

   There will be a midterm and final written and practical exam.
   **Percentage of Online Course Hours** 20.00

5. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 10.00

6. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of facials including massage and cleaning of he face.
   **Percentage of Online Course Hours** 50.00

## 2. Organization of Content

**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments

**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussions placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

## 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a mannequin, the students will demonstrate  simple basic facial procedures, skin analysis, people skills, and consultation, and demonstrate an understanding of anatomy and physiology related to skin care: e.g. structure of skin, osteology, and neurology related to facial practice. and post pictures of the facial before during and after and then up load the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded.  The student will post the experience on the threaded discussion board for the lab.

## Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: COSM 21A - Hair Cutting 2

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and video conference option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.
   **Percentage of Online Course Hours** 5.00

2. **Online Lecture**

   **Brief Description**

   Power Point lectures, or class discussions will be provided for each module.  Alternative versions of the material will be provided e.g. slides with

notes, notes only, and podcasts.
**Percentage of Online Course Hours** 10.00

3.  **Discussion**

    **Brief Description**

    The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
    **Percentage of Online Course Hours** 5.00

4.  **Exams**

    **Brief Description**

    There will be a midterm and final written and practical exam.
    **Percentage of Online Course Hours** 20.00

5.  **Other (describe)**

    **Brief Description**

    A hands-on lab will be part of each module which may include various aspects of hair cutting including a blunt cut, layered cut and graduated hair cuts.
    **Percentage of Online Course Hours** 50.00

6.  **Written assignments**

    **Brief Description**

    Written assignments will be done and submitted into the college management system.
    **Percentage of Online Course Hours** 10.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1.  **Written Assignments**

    **Percent of Grade** 25.00

    **Assessment Method**

    Written assignments will be submitted online several times during the course.

2.  **Exams**

    **Percent of Grade** 25.00

    **Assessment Method**

    There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3.  **Lab Report**

    **Percent of Grade** 25.00

    **Assessment Method**

    A lab will be assigned to each module and a detailed report submitted.

4.  **Threaded Discussion**

    **Percent of Grade** 25.00

    **Assessment Method**

    Students will be expected to contribute and respond to posted threaded discussions placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will demonstrate a haircut. Students will document by taking pictures of the haircut before, during and after. Students will upload the pictures to the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be required and uploaded.  The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: COSM 21B - Hair Styling 2

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

Online for emergencies only

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

### 1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

### 1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

### 1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

### 1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Threaded Discussions**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 5.00

4. **Exams**

   **Brief Description**

   There will be a midterm and final written and practical exam.
   **Percentage of Online Course Hours** 20.00

5. **Written assignments**

   **Brief Description**

   Written assignments will be done
   **Percentage of Online Course Hours** 10.00

6. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of hair styling including finger waves and braiding.
   **Percentage of Online Course Hours** 50.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

2. **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

3. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

4. **Threaded Discussions**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students are expected to contribute to and respond to posted threaded discussions placed in each module.

## 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will demonstrate the procedure for the placement of the four pin curl bases and take pictures of the set before during and after and then up load the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab.

## Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: COSM 21C - Hair Coloring 2

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instruction will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to require to two different classmates. Small group activities/discussions - 3-4 times during the course, Synchronous Threaded Discussion will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 5.00

4. **Exams**

   **Brief Description**

   There will be a midterm and final written and practical exam.
   **Percentage of Online Course Hours** 20.00

5. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of hair coloring including tint back to natural and weaving.
   **Percentage of Online Course Hours** 50.00

6. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 10.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussions**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

### 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will demonstrate a technique using hair color and post pictures of the hair color before during and after and then up load the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded.  The student will post the experience on the threaded discussion board for the lab.

## Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: COSM 21D - Permanent Waving 2

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

On line in emergencies only.

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

1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates. Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.
**Percentage of Online Course Hours** 15.00

3. **Written assignments**

   **Brief Description**

   Written assignments will be done
   **Percentage of Online Course Hours** 10.00

4. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student - to student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout.the course.
   **Percentage of Online Course Hours** 15.00

5. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of advance permanent wave techniques using real products.
   **Percentage of Online Course Hours** 50.00

**2. Organization of Content**
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

**3. Assessments**
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussion placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Demonstrate the sectioning and wrap a piggyback permanent wave using real products. Students will document by taking pictures of the permanent wave before, during and after. Students will upload the pictures in the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 21E - Curly Hair Techniques 2

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

Course to be taught online in an emergency only.

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

### 1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instruction will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

### 1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.. Small group activities/discussions  are posted - 3-4 times during the course, Synchronous Threaded Discussion  will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

### 1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

### 1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of the different types of chemical texture practices and service according to the State Board of Barbering and Cosmetology.
   **Percentage of Online Course Hours** 50.00

4. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 5.00

5. **Written assignments**

   **Brief Description**

   Written assignments will be done weekly and up loaded to the college learning management system.
   **Percentage of Online Course Hours** 10.00

6. **Exams**

   **Brief Description**

   There will be a midterm and final written and practical exam.
   **Percentage of Online Course Hours** 20.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Discussions**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms.

4. **Lab report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will demonstrate a soft permanent waving techniques and up load the pictures of the soft permanent wave before during and after. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded.  The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 26 - Nail Care 2

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other: *[Please explain.]***

This course is to be taught online in an emergency only.

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

**1a. Instructor - Student Interaction**
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

**1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

**1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

**1d. Distance Ed-Interactions**
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

    **Brief Description**

    PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
    **Percentage of Online Course Hours** 10.00

2. **Videos**

    **Brief Description**

Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.

**Percentage of Online Course Hours** 5.00

3. **Discussion**

**Brief Description**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.

**Percentage of Online Course Hours** 5.00

4. **Exams**

**Brief Description**

There will be a midterm and final written and practical exam.

**Percentage of Online Course Hours** 20.00

5. **Other (describe)**

**Brief Description**

A hands-on lab will be part of each module which may include various aspects of nail care including manicure, nail wrap and nail tip.

**Percentage of Online Course Hours** 50.00

6. **Written assignments**

**Brief Description**

Written assignments will be done and submitted into the college management system.

**Percentage of Online Course Hours** 10.00

**2. Organization of Content**
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

**3. Assessments**
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

**Percent of Grade** 25.00

**Assessment Method**

Written assignments will be submitted online several times during the course.

2. **Exams**

**Percent of Grade** 25.00

**Assessment Method**

There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

**Percent of Grade** 25.00

**Assessment Method**

A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

**Percent of Grade** 25.00

**Assessment Method**

Students will be expected to contribute and respond to posted threaded discussions placed in each module. Students will be expected to participate in group discussion in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a hand mannequin, the students will demonstrate a nail tip application and post pictures of the nails before, during and after. Students will up load the pictures to the college's learning management system tools. . A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 28A - Skin Care 2A

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Summer 2016

Delivery Method

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

**Other:** *[Please explain.]*

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

### 1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

### 1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

### 1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

### 1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 15.00

3. **Discussion**

**Brief Description**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 15.00

4. **Other (describe)**

**Brief Description**

A hands-on lab will be part of each module which may include various aspects of skin care including make up, tweezing and waxing.
**Percentage of Online Course Hours** 50.00

5. **Written assignments**

**Brief Description**

Written assignments will be done and submitted into the college management system.
**Percentage of Online Course Hours** 10.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

**Percent of Grade** 25.00

**Assessment Method**

Written assignments will be submitted online several times during the course.

2. **Exams**

**Percent of Grade** 25.00

**Assessment Method**

There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

**Percent of Grade** 25.00

**Assessment Method**

A lab will be assigned to each module and a detailed report submitted.

4. **Discussions**

**Percent of Grade** 25.00

**Assessment Method**

Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will demonstrate a skin care procedure such as wax, tweeze or make up. Students will document by taking pictures of the service before, during and after. Students will upload pictures to the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be required and uploaded. The student will post the experience on the threaded discussion board for the lab.

## Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

## DE Application
## 5. Course: DE for non-DE course: COSM 28B - Skin Care 2B

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

The course is to be taught online in an emergency only.

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

**1a. Instructor - Student Interaction**
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and for the hands on practical portion.

**1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates. Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

**1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

**1d. Distance Ed-Interactions**
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Discussion**

   **Brief Description**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 5.00

3. **Videos**

    **Brief Description**

    Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.
    **Percentage of Online Course Hours** 5.00

4. **Exams**

    **Brief Description**

    There will be a midterm and final written and practical exam.
    **Percentage of Online Course Hours** 20.00

5. **Other (describe)**

    **Brief Description**

    A hands-on lab will be part of each module which may include various aspects of skin care including electrical modalities.
    **Percentage of Online Course Hours** 50.00

6. **Written assignments**

    **Brief Description**

    Written assignments will be done and submitted into the college management system.
    **Percentage of Online Course Hours** 10.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

    **Percent of Grade** 25.00

    **Assessment Method**

    Written assignments will be submitted online several times during the course.

2. **Exams**

    **Percent of Grade** 25.00

    **Assessment Method**

    There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

    **Percent of Grade** 25.00

    **Assessment Method**

    A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

    **Percent of Grade** 25.00

    **Assessment Method**

    Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and participate in group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a mannequin, the students will demonstrate thorough knowledge of the safe use of electricity and handling of electrical equipment related to skin care: i.e. vaporizer, brushing, vacuum, galvanic current, high frequency and dermal lights. Take pictures before during and after each modality then up load the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 31A - Hair Cutting 3

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and video conference option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 5.00

4. **Exams**

   **Brief Description**

   There will be a midterm and final written and practical exam.
   **Percentage of Online Course Hours** 20.00

5. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of advanced hair cutting including the usage of razor, clippers and shears.
   **Percentage of Online Course Hours** 50.00

6. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 10.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussions placed in each module. Students will be expected to participate in group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a mannequin, the students will demonstrate advanced haircuts . Students will document by taking pictures of the haircut before, during, and after. Students will upload the pictures to the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be required and uploaded. The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 31B - Hair Styling 3

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

This course is to be taught on line in an emergency only.

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

1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 5.00

4. **Exams**

   **Brief Description**

   There will be a midterm and final written and practical exam.
   **Percentage of Online Course Hours** 20.00

5. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of hair styling including blow drys and up dos.
   **Percentage of Online Course Hours** 50.00

6. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 10.00

**2. Organization of Content**
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

**3. Assessments**
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussions**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

### 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

### 5. Student Support Services

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements

## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.

**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

### 7. Representative Online Lesson or Activity

**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.**

Given a mannequin, the students will demonstrate a hairstyle using blow dryer and take pictures of the hairstyle before during and after and then up load the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 31C - Hair Coloring 3

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

This course is to be taught on line in an emergency only.

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

### 1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

### 1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

### 1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

### 1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

**Brief Description**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 5.00

4. **Exams**

**Brief Description**

There will be a midterm and final written and practical exam.
**Percentage of Online Course Hours** 20.00

5. **Other (describe)**

**Brief Description**

A hands-on lab will be part of each module which may include various aspects of hair coloring including tint retouch, tint back to natural, beaching and bleach retouch.
**Percentage of Online Course Hours** 50.00

6. **Written assignments**

**Brief Description**

Written assignments will be done and submitted into the college management system.
**Percentage of Online Course Hours** 10.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

**Percent of Grade** 25.00

**Assessment Method**

Written assignments will be submitted online several times during the course.

2. **Exams**

**Percent of Grade** 25.00

**Assessment Method**

There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

**Percent of Grade** 25.00

**Assessment Method**

A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

**Percent of Grade** 25.00

**Assessment Method**

Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will demonstrate the different color applications and procedures, take pictures of the hair color before during and after and then up load the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded.  The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 31E - Curly Hair Techniques 3

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

● Approved for Online Delivery in Emergency Contexts Only ("AODECO") *[Select this option if the course will meet its learning objectives in an online environment during emergencies but will not regularly be scheduled in an online format.]*

**Other:** *[Please explain.]*

This course is to be taught on line in an emergency only.

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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. The instructor will provide virtual office hours along with telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to at least two other students. Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussion - weekly, Student Lounge discussion board on course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 5.00

4. **Exams**

   **Brief Description**

   There will be a midterm and final written and practical exam.
   **Percentage of Online Course Hours** 20.00

5. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of thermal hair styling including press and comb and thermal curing techniques.
   **Percentage of Online Course Hours** 50.00

6. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 10.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be two exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

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

Instructors should have completed training on the learning management system and be knowledgeable of accessibility resources on and off-campus. They should be familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will demonstrate wet and dry thermal styling including press and curl using state board procedures of thermal ovens and irons and upload pictures of the thermal press before,during ,and after. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: COSM 36 - Nail Care 3

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 5.00

4. **Exams**

   **Brief Description**

   There will be a midterm and final written and practical exam.
   **Percentage of Online Course Hours** 20.00

5. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of artificial nails including acrylic nails, nail wraps and manicures.
   **Percentage of Online Course Hours** 50.00

6. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system
   **Percentage of Online Course Hours** 10.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

2. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussions placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

### 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

## 5. Student Support Services

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements

Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt

## 7. Representative Online Lesson or Activity

**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.**

Given a hand mannequin, the students will demonstrate a set of acrylic nails. Students will document by taking pictures of the nails before, during and after. Students will upload the pictures to the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 38 - Skin Care 3

**Form 7: Distance Education Application**
**Instructor preparing this document:** Manuel, Samantha

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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. They will provide virtual office hours along with telephone option and facetime option. Instructions will be provided for the live video exchange for the duration of the class for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require that students reply to two different classmates. Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts.
   **Percentage of Online Course Hours** 10.00

2. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology

subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 5.00

### 3. Videos

**Brief Description**

Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.
**Percentage of Online Course Hours** 5.00

### 4. Exams

**Brief Description**

There will be a midterm and final written and practical exam.
**Percentage of Online Course Hours** 20.00

### 5. Written assignments

**Brief Description**

Written assignments will be submitted online several times during the course.
**Percentage of Online Course Hours** 10.00

### 6. Other (describe)

**Brief Description**

A hands-on lab will be part of each module which may include various aspects of skin care including skin analysis, basic to advanced facials, electrical modalities, skin care regimens and treatment protocols.
**Percentage of Online Course Hours** 50.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

### 1. Threaded Discussion

**Percent of Grade** 25.00

**Assessment Method**

Students will be expected to contribute to and respond to threaded discussions placed in each module, and respond to group discussions in chat rooms and live video.

### 2. Lab Report

**Percent of Grade** 25.00

**Assessment Method**

A lab will be assigned to each module and a detailed report submitted.

### 3. Exams

**Percent of Grade** 25.00

**Assessment Method**

There will be two exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

### 4. Written Assignments

**Percent of Grade** 25.00

**Assessment Method**

Written assignments will be submitted online several times during the course.

### 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system and be knowledgeable of accessibility resources on and off-campus. They should be familiar with the college learning management system tools and willingness to stay current as technology changes every day.

### 5. Student Support Services

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements

## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.

**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

### 7. Representative Online Lesson or Activity

**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.**

Given a mannequin, the students will demonstrate the basic applications used for proper acne skin treatment on various skin types and post pictures of the steps involved with the service. Pictures will include the mannequin prior to product application, during each phase of product application and after, then upload the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab.

## Distance Education Quality

**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 38B - Mechanical Exfoliation

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Manuel, Samantha

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

### 1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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. They will provide virtual office hours along with telephone option and facetime option.) Instruction will be provided for the live video exchange for the duration of the class for the hands on practical portion.

### 1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require that students reply to two different classmates. Small group activities/discussions -are posted 3-4 times during the course, Synchronous threaded discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

### 1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

### 1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology

subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 5.00

3. **Videos**

    **Brief Description**

    Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.
    **Percentage of Online Course Hours** 5.00

4. **Exams**

    **Brief Description**

    There will be a midterm and final written and practical exam.
    **Percentage of Online Course Hours** 20.00

5. **Written assignments**

    **Brief Description**

    Written assignments will be submitted online several times during the course.
    **Percentage of Online Course Hours** 10.00

6. **Other (describe)**

    **Brief Description**

    A hands-on lab will be part of each module which may include various aspects of skin care including skin analysis, basic to advanced facials, microdermabrasion treatments, skin care regimens and treatment protocols.
    **Percentage of Online Course Hours** 50.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Threaded Discussion**

    **Percent of Grade** 25.00

    **Assessment Method**

    Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

2. **Lab Report**

    **Percent of Grade** 25.00

    **Assessment Method**

    A lab will be assigned to each module and a detailed report submitted.

3. **Exams**

    **Percent of Grade** 25.00

    **Assessment Method**

    There will be two exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

4. **Written Assignments**

    **Percent of Grade** 25.00

    **Assessment Method**

    Written assignments will be submitted online several times during the course.

### 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system and be knowledgeable of accessibility resources on and off-campus. They should be familiar with the college learning management system tools and willingness to stay current as technology changes every day.

### 5. Student Support Services

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements

Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.

**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

### 7. Representative Online Lesson or Activity

**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.**

Given a mannequin, the students will demonstrate skin analysis one of the basic applications of microdermabrasion and post pictures of the steps involved with the service. Pictures will include mannequin prior to product application, during each phase of product application and after, then up load the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 38C - Chemical Exfoliation

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Manuel, Samantha

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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. The instructor will also provide virtual office hours along with a telephone option and facetime option.  Instruction will be provided for the live video exchange for the duration of the class for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how the content relates to everyday life. Most discussions require that students reply to two different classmates.. Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussion - weekly, Student Lounge discussion board non-course topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 5.00

4. **Exams**

   **Brief Description**

   There will be a midterm and final written and practical exam.
   **Percentage of Online Course Hours** 20.00

5. **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 10.00

6. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of skin care including facial peels, basic to advanced facials, skin care regimens and treatment protocols.
   **Percentage of Online Course Hours** 50.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will be divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities include observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be two exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation

2. **Threaded Discussions**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

3. **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

4. **Written Assignments**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

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

Instructors should have completed training on the learning management system and be knowledgeable of accessibility resources on and off-campus. They must also be familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will demonstrate one of the basic application of peels and post pictures of the steps involved with the service. Pictures will include mannequin prior to product application, during each phase of product application and after, then upload the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 41B - Hair Styling 4

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

**Brief Description**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 5.00

4. **Exams**

**Brief Description**

There will be a midterm and final written and practical exam.
**Percentage of Online Course Hours** 20.00

5. **Other (describe)**

**Brief Description**

A hands-on lab will be part of each module which may include various aspects of hair styling including braids, up dos and wedding styles.
**Percentage of Online Course Hours** 50.00

6. **Written assignments**

**Brief Description**

Written assignments will be done and submitted into the college management system.
**Percentage of Online Course Hours** 10.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

**Percent of Grade** 25.00

**Assessment Method**

Written assignments will be submitted online several times during the course.

2. **Exams**

**Percent of Grade** 25.00

**Assessment Method**

There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

**Percent of Grade** 25.00

**Assessment Method**

A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

**Percent of Grade** 25.00

**Assessment Method**

Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

### 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will design an up-do hair style for a specific face shape and take pictures of the style before during and after and then up load the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab

## Distance Education Quality
**Quality Assurance**

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

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

# DE Application
## 5. Course: DE for non-DE course: COSM 42 - Men's Hair Styling

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates. Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 5.00

3.   **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
   **Percentage of Online Course Hours** 5.00

4.   **Exams**

   **Brief Description**

   There will be a midterm and final written and practical exam.
   **Percentage of Online Course Hours** 20.00

5.   **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of men's hair cutting and styling.
   **Percentage of Online Course Hours** 50.00

6.   **Written assignments**

   **Brief Description**

   Written assignments will be done and submitted into the college management system.
   **Percentage of Online Course Hours** 10.00

### 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

### 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1.   **Exams**

   **Percent of Grade** 25.00

   **Assessment Method**

   There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

2.   **Lab Report**

   **Percent of Grade** 25.00

   **Assessment Method**

   A lab will be assigned to each module and a detailed report submitted.

3.   **Written Assignemnts**

   **Percent of Grade** 25.00

   **Assessment Method**

   Written assignments will be submitted online several times during the course.

4.   **Threaded Discussion**

   **Percent of Grade** 25.00

   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussions placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

### 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a mannequin, the students will demonstrate men's haircuts.Students will document by taking pictures of the haircut before, during and after . Students will then up load the pictures to the college's learning management system tools.  A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded.  The student will post the experience on the threaded discussion board for the lab.

## Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 46 - Nail Care 4

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates. Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Written assignments**

    **Brief Description**

    Written assignments will be submitted online several times during the course.
    **Percentage of Online Course Hours** 10.00

2. **Online Lecture**

    **Brief Description**

    PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts

**Percentage of Online Course Hours** 10.00

3. **Videos**

**Brief Description**

Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be closed-captioned.

**Percentage of Online Course Hours** 15.00

4. **Discussion**

**Brief Description**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.

**Percentage of Online Course Hours** 15.00

5. **Other (describe)**

**Brief Description**

A hands-on lab will be part of each module which may include various aspects of gel nails including gel polish and nail art.

**Percentage of Online Course Hours** 50.00

### 2. Organization of Content

**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

### 3. Assessments

**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**

**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

**Percent of Grade** 25.00

**Assessment Method**

Written assignments will be submitted online several times during the course.

2. **Exams**

**Percent of Grade** 25.00

**Assessment Method**

There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

**Percent of Grade** 25.00

**Assessment Method**

A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

**Percent of Grade** 25.00

**Assessment Method**

Students will be expected to contribute and respond to posted threaded discussions placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

### 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
### Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a hand mannequin, the students will demonstrate a full set of gel nails. Students will document by taking pictures of the nails before, during and after. Students will upload the pictures to the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded. The student will post the experience on the threaded discussion board for the lab.

## Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 48 - Skin Care 4

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and face time option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

**Brief Description**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 5.00

4. **Exams**

**Brief Description**

There will be a midterm and final written and practical exam.
**Percentage of Online Course Hours** 20.00

5. **Other (describe)**

**Brief Description**

A hands-on lab will be part of each module which may include various aspects of facials, makeup and waxing as in preparation for the state board exam.
**Percentage of Online Course Hours** 50.00

6. **Written assignments**

**Brief Description**

Written assignments will be done and submitted into the college management system.
**Percentage of Online Course Hours** 10.00

**2. Organization of Content**
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

**3. Assessments**
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

**Percent of Grade** 25.00

**Assessment Method**

Written assignments will be submitted online several times during the course.

2. **Exams**

**Percent of Grade** 25.00

**Assessment Method**

There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

**Percent of Grade** 25.00

**Assessment Method**

A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

**Percent of Grade** 25.00

**Assessment Method**

Students will be expected to contribute to and respond to posted threaded discussions placed in each module. Students will be expected to participate in group discussions in chat rooms and live video.

### 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

### 5. Student Support Services

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements

## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.

**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

### 7. Representative Online Lesson or Activity

**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.**

Given a mannequin, the students will demonstrate the correct application of electrical and manual facials  and post pictures of the  before during and after the facials and then up load the pictures. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded.  The student will post the experience on the threaded discussion board for the lab.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 48B - Advanced Make-Up

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

### 1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and video conference option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

### 1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

### 1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

### 1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Online Lecture**

   **Brief Description**

   PowerPoint lectures, or class discussions will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts.
   **Percentage of Online Course Hours** 10.00

2. **Videos**

   **Brief Description**

   Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures or on the content editor. All videos will be

closed-captioned.
**Percentage of Online Course Hours** 5.00

3. **Discussion**

**Brief Description**

The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.
**Percentage of Online Course Hours** 5.00

4. **Exams**

**Brief Description**

There will be a midterm and final written and practical exam.
**Percentage of Online Course Hours** 20.00

5. **Other (describe)**

**Brief Description**

": A hands-on lab will be part of each module which may include various aspects of make up including lashes, foundation and eye shadow.
**Percentage of Online Course Hours** 50.00

6. **Written assignments**

**Brief Description**

Written assignments will be done and submitted into the college management system.
**Percentage of Online Course Hours** 10.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

The course will divided into weekly modules that include an assignment page that shares with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, and a discussion board.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Written Assignments**

**Percent of Grade** 25.00

**Assessment Method**

Written assignments will be submitted online several times during the course.

2. **Exams**

**Percent of Grade** 25.00

**Assessment Method**

There will be 2 exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

3. **Lab Report**

**Percent of Grade** 25.00

**Assessment Method**

A lab will be assigned to each module and a detailed report submitted.

4. **Threaded Discussion**

**Percent of Grade** 25.00

**Assessment Method**

Students will be expected to contribute and respond to posted threaded discussion placed in each module.  Students will be expected to participate in group discussions in chat rooms and live video.

## 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

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

Given a mannequin, the students will demonstrate a make up application. Students will document by taking pictures of the make up application before, during and after the service. Students will upload pictures to the college's learning management system tools.  A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be required and uploaded.  The student will post the experience on the threaded discussion board for the lab.

## Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 95A - Salon Experience

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
**There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.**
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and video conference option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of the beauty industry including facials, nail care, and hair care.
   **Percentage of Online Course Hours** 80.00

2. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.

**Percentage of Online Course Hours** 20.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

This laboratory class will be broken down into daily modules. The students will perform cosmetology related practical assignments and answer discussion questions.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Threaded Discussion**

   **Percent of Grade** 10.00

   **Assessment Method**

   Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

2. **Lab Report**

   **Percent of Grade** 90.00

   **Assessment Method**

   Completion of time sheet verifying hours and operations of work that meets the minimum requirements and standards for the State Board. The student will submit a detailed report to the course management system.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a mannequin or a live model, the students will demonstrate the mastery of all skills in the beauty industry. Students will document their work by taking pictures of the service before, during and after. Images will be uploaded to the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded.

## Distance Education Quality
**Quality Assurance**

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

Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.

Adequate technology resources exist to support this course/section

Library resources are accessible to students

Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments

Adequately fulfills "effective contact between faculty member and student" required by Title 5.

Will not affect existing or potential articulation with other colleges

Special needs (i.e., texts, materials, etc.) are reasonable

Complies with current access guidelines for students with disabilities

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

# DE Application
## 5. Course: DE for non-DE course: COSM 95B - Salon Experience

**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

### 1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and video conference option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

### 1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

### 1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

### 1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of the beauty industry including facials, nail care, and hair care.
   **Percentage of Online Course Hours** 80.00

2. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.

**Percentage of Online Course Hours** 20.00

### 2. Organization of Content

**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

This laboratory class will be broken down into daily modules. The students will perform cosmetology related practical assignments and answer discussion questions.

### 3. Assessments

**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**

**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Lab Report**

    **Percent of Grade** 90.00

    **Assessment Method**

    Completion of time sheet verifying hours and operations of work that meets the minimum requirements and standards for the State Board of Barbering and Cosmetology.  The student will submit a detailed report to the course management system.

2. **Threaded Discussion**

    **Percent of Grade** 10.00

    **Assessment Method**

    Students will be expected to contribute and respond to posted threaded discussions placed in each module.

### 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

### 5. Student Support Services

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

### 6. Accessibility Requirements

Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.

**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

### 7. Representative Online Lesson or Activity

**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.**

Given a mannequin or a live model, the students will demonstrate  the mastery of all skills in the beauty industry.  Students will document by taking pictures of the service before, during, and after.  Students will upload the pictures to the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be required and uploaded.

### Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by

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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.

## DE Application
## 5. Course: DE for non-DE course: COSM 95C - Salon Experience

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and video conference option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of the beauty industry including facials, nail care, and hair care.
   **Percentage of Online Course Hours** 80.00

2. **Discussion**

   **Brief Description**

   The weekly discussion will be posted to promote student-teacher interactions and student to student on a variety of cosmetology subjects, requiring students to comment on classmates' postings.  Small group discussions provided periodically throughout the course.

**Percentage of Online Course Hours** 20.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

This laboratory class will be broken down into daily modules. The students will perform cosmetology related practical assignments and answer discussion questions.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Threaded discussion**

   **Percent of Grade** 10.00

   **Assessment Method**

   Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

2. **Lab Report**

   **Percent of Grade** 90.00

   **Assessment Method**

   Completion of time sheet verifying hours and operations of work that meets the minimum requirements and standards for the Sate Board of Barbering and Cosmetology. The student will submit a detailed report to the course management system.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a mannequin or a live model, the students will demonstrate the mastery of all skills in the beauty industry. Students will document by taking pictures of the service before, during, and after. Students will upload the pictures to the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be required and uploaded.

## Distance Education Quality
**Quality Assurance**

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

Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.

Adequate technology resources exist to support this course/section

Library resources are accessible to students

Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments

Adequately fulfills "effective contact between faculty member and student" required by Title 5.

Will not affect existing or potential articulation with other colleges

Special needs (i.e., texts, materials, etc.) are reasonable

Complies with current access guidelines for students with disabilities

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

# DE Application
## 5. Course: DE for non-DE course: COSM 95D - Salon Experience

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Perret, Deborah

**First semester course to be offered:** Fall 2018

Delivery Method

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

**Other:** *[Please explain.]*

DE Contact/Interaction Guidelines and Best Practices
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**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

The instructor will send out a  "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 ongoing 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. The instructor will provide virtual office hours along with a telephone option and video conference option. Instructions will be provided for the live video exchange for the duration of the class and  for the hands on practical portion.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.**
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

Using synchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and how it relates to everyday life. Most discussions require students to reply to two different classmates.  Small group activities/discussions are posted 3-4 times during the course, Synchronous Threaded Discussions will be posted weekly and a Student Lounge discussion board will be posted for course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).**
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

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

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

1. **Other (describe)**

   **Brief Description**

   A hands-on lab will be part of each module which may include various aspects of the beauty industry including facials, nail care, and hair care.
   **Percentage of Online Course Hours** 80.00

2. **Discussion**

   **Brief Description**

   The daily discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cosmetology subjects, requiring students to comment on classmates' postings. Small group discussions provided periodically throughout the course.

**Percentage of Online Course Hours** 20.00

## 2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

This laboratory class will be broken down into daily modules. The students will perform cosmetology related practical assignments and answer discussion questions.

## 3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

1. **Lab Report**

   **Percent of Grade** 90.00

   **Assessment Method**

   Completion of time sheet verifying hours and operations of work that meets the minimum requirements and standards for the State Board. The student will submit a detailed report to the course management system.

2. **Threaded Discussion**

   **Percent of Grade** 10.00

   **Assessment Method**

   Students will be expected to contribute and respond to posted threaded discussions placed in each module.

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

Instructors should have completed training on the learning management system. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with the college learning management system tools and willingness to stay current as technology changes every day.

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

Department website for supply list, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, and SMC Reading Lab. State Board of Barbering and Cosmetology.

## 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

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

Given a mannequin or a live model, the students will demonstrate the mastery of all skills in the beauty industry. Students will document by taking pictures of the service before, during, and after. Students will upload the pictures to the college's learning management system tools. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be required and uploaded.

### Distance Education Quality
**Quality Assurance**

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

Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by

Administrative Regulation 5420 and college curriculum approval procedures.

Adequate technology resources exist to support this course/section

Library resources are accessible to students

Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments

Adequately fulfills "effective contact between faculty member and student" required by Title 5.

Will not affect existing or potential articulation with other colleges

Special needs (i.e., texts, materials, etc.) are reasonable

Complies with current access guidelines for students with disabilities

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

# Counseling and Testing 11B, Optional Practical Training and Transfer Seminar for F1 Visa Students

## Delivery Method

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

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features.  Examples include: *frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.*

### Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.

There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. The instructor will provide feedback, comments and suggestions to assist and support students as needed for course navigation. Further clarification will also be provided regarding content, assignments, and exam(s). The instructor will be available to talk to students over the phone or remotely, if necessary.

### 1b. 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*. Examples may include assignments where students are asked to review their peers' papers.*

### Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.

The instructor will provide a forum for student-student interaction using threaded discussion via Canvas and other learning platforms. The instructor will also provide opportunities for students to collaborate in a group setting.

### 1c. 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 to address a number of learning styles.  Instructional goals require that students frequently (several times per week) interact with online course materials.  Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

### Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.

Students will engage with the content regularly throughout the course. Each session will include online lectures, video links, immigration-related and transfer resources will allow the student to gain knowledge about Optional Practical Training and transfer options upon completion of their studies at Santa Monica College.

### 1d. Distance Ed-Interactions

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. *Examples include:  - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (eg. 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.*

| Online class activities that promote class interaction and engagement | Brief Description | Percentage of Online Course Hours |
|---|---|---|
| Online Lecture | PowerPoint lectures (which may be audio-narrated) will be provided for each module. | 40% |
| Videos | Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures. | 10% |
| Discussion Boards | Discussion boards will be assigned to each module regarding that week's course content. The discussions boards will provide ample opportunity for student-student and student-instructor interaction. | 10% |
| Exams | Throughout the course, there will be short quizzes to ensure students are staying current with course content. A final exam will be administered at the end of the term. | 10% |
| Other | Individualized research will be part of each module. Students will visit local university campuses. Company visits for internship and employment opportunities are necessary for students pursuing Practical Training. At least one written assignment will be required. | 30% |

## 2. Organization of Content

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.)  *For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.*

The course will be divided into modules. Each module will have introductory material in the form of a PowerPoint or video presentation, a discussion board, assignment and/or quiz. A final exam will be given at the end of the term.

## 3. Assessments

 **Assessments** of various forms should be conducted regularly, preferably on a weekly basis.  The instructor should update grades in a timely manner.  Assessments designed for this course should apply methodologies appropriate to the online modality.  The bulk of the grade for the course should be 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.

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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

| % of grade | Activity | Assessment Method |
|---|---|---|
| 25% | Final Exam | There will be a final exam at the end of the term which will be in the form of multiple choice, fill in the blank, and true/false questions. |
| 15% | Threaded Discussions | Students will be expected to contribute to and respond to threaded discussions. |
| 30% | Research | Students will be expected to utilize videos, links, and resources as part of their individualized research. Included are visits to university campuses and/or meetings with prospective employers. |
| 30% | Written Assignment | Students will submit a written assignment relevant to the content provided in the modules. |

## 4. Instructor's Technical Qualifications

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

> Instructor should be knowledgeable of accessibility resources including Canvas tools, presentation platforms, and be willing to stay current as technology changes.

## 5. Student Support Services

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

> Links to relevant Santa Monica College's student services will be an integral part of the course such as the Counseling Transfer Center, International Education Center, and Career Center. In addition, DSPS, Center for Wellness and Wellbeing, Library, and the Ombuds Office will be included to provide personal support.

## 6. Accessibility Requirements

Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.

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

Online lecture presentations and assignments will be made accessible with the assistance of the DSPS office. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

## 7. Representative Online Lesson or Activity

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

Students will be asked to research www.assist.org and identify a university, a major, and the general education course pattern (IGETC or CSUGE) of choice. Students will submit a fillable form listing the major preparation, selected GE and elective courses to meet the transfer requirements. (See attached sample assignment)
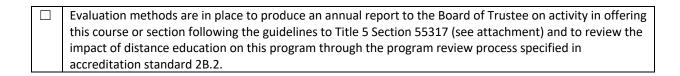
## Distance Education Quality

### Quality Assurance

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

### Additional Considerations

| | |
|---|---|
| ☐ | Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. |
| ☐ | Adequate technology resources exist to support this course/section |
| ☐ | Library resources are accessible to students |
| ☐ | Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments |
| ☐ | Adequately fulfills "effective contact between faculty member and student" required by Title 5. |
| ☐ | Will not affect existing or potential articulation with other colleges |
| ☐ | Special needs (i.e., texts, materials, etc.) are reasonable |
| ☐ | Complies with current access guidelines for students with disabilities |

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

# DE Application
## 5. Course: DE for non-DE course: COUNS 21H - Adapted Computer Technology

**Form 7: Distance Education Application**
**Instructor preparing this document:** Nasser, Dana

**First semester course to be offered:** Spring 2017

Delivery Method

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

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

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

6. Accessibility Requirements
## Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.

**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.**

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

Distance Education Quality
**Quality Assurance**

**Additional Considerations**

# DE Application
## 5. Course: DE for non-DE course: COUNS 22H - Adapted Computer Technology, Internet Skills for Academic Success

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Nasser, Dana

**First semester course to be offered:** Fall 2001

Delivery Method

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

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

5. Student Support Services

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

6. Accessibility Requirements

Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.

**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.**

7. Representative Online Lesson or Activity

**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.**

Distance Education Quality
**Quality Assurance**

**Additional Considerations**

# DE Application
## 5. Course: DE for non-DE course: COUNS 26 - Technology Literacy for Academic Success

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Form 7: Distance Education Application
**Instructor preparing this document:** Nasser, Dana

**First semester course to be offered:** Spring 2008

Delivery Method

**Other:** *[Please explain.]*

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

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

5. Student Support Services

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

6. Accessibility Requirements

Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.

**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.**

7. Representative Online Lesson or Activity

**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.**

Distance Education Quality
**Quality Assurance**

**Additional Considerations**

# DE Application
## 5. Course: DE for non-DE course: COUNS 59 - Textbook Strategies Using Technology

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**Form 7: Distance Education Application**
**Instructor preparing this document:** Nasser, Dana

**First semester course to be offered:** Fall 2008

Delivery Method

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

**Other:** *[Please explain.]*

DE request for Emergency only is in the attached files.

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.
**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

DE request for Emergency only is in the attached files.

1b. 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. Examples may include assignments where students are asked to review their peers' papers.
**Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.**

DE request for Emergency only is in the attached files.

1c. 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 to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).
**Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.**

DE request for Emergency only is in the attached files.

1d. Distance Ed-Interactions
**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. Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. 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.**

Interactions

2. Organization of Content
**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.) For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.**

DE request for Emergency only is in the attached files.

3. Assessments
**Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be 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.**
**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 assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.**

Assessments

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

DE request for Emergency only is in the attached files.

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

DE request for Emergency only is in the attached files.

### 6. Accessibility Requirements
Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
**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.**

DE request for Emergency only is in the attached files.

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

DE request for Emergency only is in the attached files.

### Distance Education Quality
**Quality Assurance**

**Additional Considerations**