



1900 Pico Boulevard Santa Monica, CA 90405  
310.434.4611

# Curriculum Committee Agenda

Wednesday, September 2, 2020, 3:00 p.m.  
Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96255668776>

Or iPhone one-tap (US Toll): +16699006833,96255668776# or +12532158782,96255668776#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

+1 253 215 8782 (US Toll)

+1 346 248 7799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

+1 312 626 6799 (US Toll)

Meeting ID: 962 5566 8776

International numbers available: <https://cccconfer.zoom.us/u/acU8rsAKu>

Or Skype for Business (Lync):

SIP:96255668776@lync.zoom.us

**Members:**

Dana Nasser, <i>Chair</i>	Susan Caggiano	Jamar London	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	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	Kiersten Elliott	Patricia Ramos	Esau Tovar
Maria Bonin	Tracie Hunter	Estela Ruezga	Tammara Whitaker
Patricia Burson	Maral Hyeler	Scott Silverman	A.S. President
Rachel Demski	Stacy Neal		

**Ex-Officio Members:**

Nathaniel Donahue

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

*All Distance Education Applications (emergency and fully online) on this agenda are being reviewed for recommendation, however each discipline's DE applications will be represented by a "Representative DE Application(s)" attached to the agenda (indicated in bold, with an associated page number.)*

*All other Distance Education applications listed are available for review in [META](#).*

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*

III. Announcements	
IV. Approval of Minutes .....	4
V. Chair's Report	

VI. Information Items

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

*(Non-Substantial Changes)*

3. ANIM 1 Storytelling
4. DMPOST 2 Digital Audio Fundamentals
5. DMPOST 3 Digital Video Fundamentals
6. DMPOST 22 Digital Music Production
7. DMPOST 23 Sound Design
8. DMPOST 31 Digital Compositing
9. ECE 47 Developing Family Childcare
10. ENGL 3 World Literature 1
11. ENGL 4 World Literature 2
12. ENGL 6 English Literature 2
13. ENGL 7 American Literature 1
14. ENGL 8 American Literature 2
15. ENGL 24 Grammar Review
16. ENGL 30A Beginning Creative Writing
17. ENGL 30B Advanced Creative Writing
18. ENGL 50 Mythology
19. GEOL 1 Physical Geology without Lab
20. GEOL 31, Introduction to Physical Oceanography
21. GR DES 31 Graphic Design Studio 1
22. GR DES 33 Typography Design 1
23. GR DES 38 Digital Illustration 1
24. GR DES 43 Typography Design 2
25. GR DES 51 Graphic Design Studio 3
26. GR DES 60 Design Research
27. GR DES 71B Motion Graphics 2
28. HIST 1 History of Western Civilization I
29. HIST 10 Ethnicity and American Culture
30. HIST 11 United States History Through Reconstruction
31. HIST 13 United States History After 1945
32. HIST 14 U.S. Environmental History
33. HIST 16 African-American History
34. HIST 20 History of California
35. HIST 33 World Civilizations I
36. HIST 34 World Civilizations II
37. HIST 53 The History of Religion
38. IxD 350 Interactive Storytelling
39. IxD 370 Design for Community Change
40. IxD 450 Interaction Design Portfolio
41. IxD 460 Tangible Interaction

VII. Action Items

*(Courses: Distance Education)*

- |   |           |
|---|-----------|
| a. <b>ANIM 1 Storytelling (Representative DE Application)</b> ..... | <b>12</b> |
| b. <b>ANIM 2 2D Animation Fundamentals</b> .....                    | <b>15</b> |
| c. ANIM 3 3D Fundamentals   |           |
| d. ANIM 4 Digital Storyboarding                                     |           |
| e. ANIM 18 Perspective Drawing                                      |           |

f.	ANIM 19 Color Theory & Application	
g.	ANIM 21 Advanced 2D Animation	
h.	ANIM 22 2D Digital Production	
i.	ANIM 31 Advanced 3D Animation	
j.	ANIM 32 Digital Previsualization	
k.	ANIM 35 3D Modeling	
l.	ANIM 37 3D Character Creation	
m.	ANIM 38 3D Character Rigging	
n.	<b>DMPOST 2 Digital Audio Fundamentals (Representative DE Application)</b> .....	<b>18</b>
o.	DMPOST 3 Digital Video Fundamentals	
p.	DMPOST 22 Digital Music Production	
q.	DMPOST 23 Sound Design	
r.	DMPOST 30 Digital Video Editing	
s.	DMPOST 31 Digital Compositing	
t.	ENGL 3 World Literature 1	
u.	ENGL 4 World Literature 2	
v.	ENGL 6 English Literature 2	
w.	<b>ENGL 7 American Literature 1 (Representative DE Application)</b> .....	<b>21</b>
x.	ENGL 8 American Literature 2	
y.	<b>ENGL 24 Grammar Review (Representative DE Application)</b> .....	<b>25</b>
z.	ENGL 30A Beginning Creative Writing	
aa.	ENGL 30B Advanced Creative Writing	
bb.	ENGL 50 Mythology	
cc.	<b>GAME 1 Game Design Fundamentals (Representative DE Application)</b> .....	<b>29</b>
dd.	GAME 2 Game Mechanics	
ee.	<b>GEOL 1 Physical Geology without Lab (Representative DE Application)</b> .....	<b>32</b>
ff.	GEOL 31 Introduction to Physical Oceanography	
gg.	GR DES 18 Introduction to Graphic Design Applications	
hh.	GR DES 31 Graphic Design Studio 1	
ii.	<b>GR DES 33 Typography Design 1 (Representative DE Application)</b> .....	<b>36</b>
jj.	GR DES 35 Sketching for Graphic Design	
kk.	GR DES 38 Digital Illustration 1	
ll.	GR DES 43 Typography Design 2	
mm.	GR DES 51 Graphic Design Studio 3	
nn.	GR DES 60 Design Research	
oo.	GR DES 67 Web Design 3	
pp.	GR DES 71 Motion Graphics 1	
qq.	GR DES 71B Motion Graphics 2	
rr.	<b>IXD 310 Interaction Design Studio 1 (Representative DE Application)</b> .....	<b>40</b>
ss.	IXD 350 Interactive Storytelling	
tt.	IXD 370 Design for Community Change	
uu.	IXD 460 Tangible Interaction	

*(Courses: Online Delivery in an Emergency Context Only)*

vv.	<b>ANIM 41 Environment Design (Representative DE Application)</b> .....	<b>43</b>
ww.	ANIM 42 Prop and Vehicle Design	
xx.	<b>COSM 77 Barbering (Representative DE Application)</b> .....	<b>46</b>
yy.	COSM 78 Barbering 2	
zz.	<b>ET 89 Figure Drawing (Representative DE Application)</b> .....	<b>49</b>

VIII. New Business

IX. Old Business

X. Adjournment

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



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## Curriculum Committee Minutes

### Wednesday, June 3, 2020, 3:00 p.m.

### Zoom Meeting

#### Members Present:

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

#### Members Absent:

Nick Mata	Emin Menachekanian	Lee Pritchard	Michael John Siemer (A.S.)
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#### Others Present:

Susan Caggiano	Laura Manson	Maxim Safioulline	Sharon Thomas
Rachel Demski	Marissa Moreno	Howard Stahl	Alexandra Tower
Judith Douglas	Brenda Rothaupt		

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

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

The meeting was called to order at 3:15 pm. Motion to approve the agenda with taking items out of order, and to discuss the Environmental Sciences program map (VII. b.) with the program revision (VII. m.)

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

The motion passed unanimously. *(Brenda Antrim was not present for vote.)*

#### II. Public Comments

None

#### III. Announcements

Jenny informed the Committee that all curriculum items that went to Board last night were approved.

#### IV. Approval of Minutes

Motion to approve the minutes of May 27 with no revisions

**Motion made by:** Estela Narrie; **Seconded by:** Toni Trives

The motion passed unanimously. *(Brenda Antrim was not present for vote.)*

#### V. Chair's Report

The Chair thanked all of the committee members for their service during a very challenging semester. A special acknowledgement was given to Gary Huff, Jae Lee, Lee Pritchard and Toni Trives, whose terms finish this semester.

The Committee also congratulated Toni on her retirement.

#### VI. Information Items

##### 1. Redesign of the Student Experience

If today's 4 maps are approved, we will have 100 total maps approved thus far.

*(Non-Substantial Changes)*

2. AD JUS 3 Legal Aspects of Evidence
3. BUS 6 Advanced Business Law
4. CIS 32 Microsoft Access
5. Business AS (addition of CIS 70 elective)
6. Entrepreneurship Certificate of Achievement (addition of CIS 70 elective)
7. Marketing Certificate of Achievement (addition of CIS 70 elective)
8. Sales and Promotion AS/Certificate of Achievement (addition of CIS 70 elective)

## VII. Action Items

### *(Consent Agenda)*

- Program Maps
  - a. Database Applications Developer AS/Certificate of Achievement
  - b. Environmental Science AA/Certificate of Achievement
  - c. Geography AA-T
  - d. Geography Transfer

Motion to approve items a., c., and d. from the Consent Agenda with no revisions.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Jason Beardsley  
 The motion passed unanimously. *(Brenda Antrim was not present for vote.)*

### *(Courses: New)*

- e. ECE 76 Children in Nature (Prerequisite: ECE 21 or three years of Early Children program experiences)  
 Motion to approve ECE 76 with no revisions  
**Motion made by:** Gary Huff; **Seconded by:** Sasha King  
 The motion passed unanimously.

Motion to approve ECE 76 prerequisite with no revisions  
**Motion made by:** Jae Lee; **Seconded by:** Estela Narrie  
 The motion passed unanimously.

- f. ECE 77 Nature: In, Out and Beyond (Prerequisite: ECE 76)  
 Motion to approve ECE 77 with removal of CSUGE Area E.  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Estela Narrie  
 The motion passed unanimously.

Motion to approve ECE 77 prerequisite with no revisions  
**Motion made by:** Gary Huff; **Seconded by:** Jacqueline Monge  
 The motion passed unanimously.

- g. FRENCH 9 French Culture and Civilization (Skills Advisory: FRENCH 3)  
 Motion to approve FRENCH 9 with no revisions  
**Motion made by:** Estela Narrie; **Seconded by:** Sasha King  
 The motion passed unanimously.

Motion to approve FRENCH 9 skills advisory with no revisions  
**Motion made by:** Brandon Reilly; **Seconded by:** Fariba Bolandhemat  
 The motion passed unanimously.

### *(Courses: Substantial Changes)*

- h. DANCE 41 Contemporary Modern Dance I (Changed: Course Description; Addition of 1 lecture hour; Increase units (1 to 2); Course Objectives, Course Content, Lab Content, Methods of Evaluation, Textbooks, Sample Assignments)  
 Motion to approve DANCE 41 with no additional revisions  
**Motion made by:** Estela Narrie; **Seconded by:** Audra Wells  
 The motion passed unanimously.

*(Courses: Distance Education)*

- i. ECE 76 Children in Nature  
Motion to approve Distance Education for ECE 76 as a block with ECE 77 (VII. j.)  
**Motion made by:** Estela Narrie; **Seconded by:** Jason Beardsley  
The motion passed unanimously.
- j. ECE 77 Nature: In, Out and Beyond  
Passed as a block with ECE 76 (VII. i.)
- k. FRENCH 9 French Culture and Civilization  
Motion to approve Distance Education for FRENCH 9 with no revisions  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Jae Lee  
The motion passed unanimously.

*(Courses: Global Citizenship)*

- l. FRENCH 9 French Culture and Civilization  
Motion to approve FRENCH 9 Global Citizenship with no revisions  
**Motion made by:** Jason Beardsley; **Seconded by:** Estela Narrie  
The motion passed unanimously.

*(Programs: Revisions)*

- m. Environmental Science AA/Certificate of Achievement
- Remove "Introductory Courses: select 1 of the following courses (3 units): BIOL 9 or ENVRN 7 (same as GEOG 7)" from the program; reducing total program units from 43 to 40  
Motion to approve changes to Environmental Science with no additional revisions.  
**Motion made by:** Garen Baghdasarian; **Seconded by:** Toni Trives  
The motion passed with 17 yes votes: Yes: 17; No: 1 (Guido Davis Del Piccolo); Abstain: 1 (Estela Narrie)
- Motion to approve the Program Map for the Environmental Science AA/Certificate of Achievement  
**Motion made by:** Estela Narrie; **Seconded by:** Garen Baghdasarian  
The motion passed with 14 yes votes: Yes:14; No: 2 (Guido Davis Del Piccolo, Jennifer Merlic); Abstain: 3 (Jason Beardsley, Sheila Cordova, Safa Saleem)
- n. Interaction Design BS
- Addition of CS 7 and CS 87A as alternative options to CIS 54; no change in units  
Motion to approve changes to the Interaction Design BS with no additional revisions.  
**Motion made by:** Guido Davis Del Piccolo; **Seconded by:** Sheila Cordova  
The motion passed unanimously.
- o. Changes to degrees and certificates as a result of courses considered on this agenda
- French 9 was added to the Certificate of African and Middle Eastern Studies under the first part of required language courses.  
**Motion made by:** Estela Narrie; **Seconded by:** Toni Trives  
The motion passed unanimously.

**VIII. New Business**

None

**IX. Old Business**

Jason informed the Committee that the DE form is up on the website noting the addition of the option for emergency approval.

**X. Adjournment**

Motion to adjourn the meeting at 4:48 pm

**Motion made by:** Estela Narrie; **Seconded by:** Jennifer Merlic

The motion passed unanimously.



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## Curriculum Committee Minutes

Wednesday, July 29, 2020, 1:00 p.m.  
Zoom Meeting

### Members Present:

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

### Members Absent:

Sheila Cordova	Nick Mata
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### Others Present:

Lydia Casillas	Matthew Fox	Denise Kinsella	Debbie Perret
Lisa Collins	Gail Fukuhara	Sehat Nauli	Tom Peters
Lisa Courto	Jon Huls	Pressian Nicolov	Vicki Rothman
Rachel Demski			

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

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

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

**Motion made by:** Audra Wells; **Seconded by:** Jason Beardsley

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 22 with no revisions.

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

The motion passed unanimously. *(Aurelie Chevant not present for vote)*

### V. Chair's Report

The Chair thanked the Committee Members for their work over the summer. We have made much progress on the requests.

She asked that the Curriculum Reps continue to check their curriculum approval queues this week. We would like to have a number of DE requests on our first Fall Meeting on September 2nd. At that time, we will also have a training session.

The Chair announced that the workflow, "DE for Emergency only" is fixed. Faculty should use this proposal type when making requests for delivery in emergency contexts only. She also explained that we

will be starting a more streamlined DE app review in the Fall. While the approval process will be the same for the DE conversions, we will consider a streamlined review process for the meetings to help the Curriculum Members in reviewing the voluminous number of DE apps while maintaining the quality of the review process. The Chairs who present at the meetings will provide an executive summary of their multiple course conversions.

## VI. Information Items

None

## VII. Action Items

*(Courses: New)*

- a. COUNS 11B Practical Training and Testing Seminar for F-1 Visa Students  
Motion to approve COUNS 11B with updates to SLOs.

**Motion made by:** Jason Beardsley; **Seconded by:** Audra Wells

The motion passed unanimously.

*(Courses: Distance Education)*

- b. ART 10C – Digital Media

Motion to approve distance education for ART 10C with no revisions.

**Motion made by:** Jason Beardsley; **Seconded by:** Susan Caggiano

The motion passed unanimously. *(Aurelie Chevant not present for vote)*

- c. COSM 10A Related Science 1A

Motion to approve distance education for COSM 10A as a block with COSM 10B (VII. d.), COSM 20 (VII. e.), COSM 30 (VII. f.), COSM 40 (VII. g.), and COSM 64 (VII. h.) with no revisions.

**Motion made by:** Estela Narrie; **Seconded by:** Susan Caggiano

The motion passed unanimously.

- d. COSM 10B Related Science 1B

Passed as a block with COSM 10A (VII. c.)

- e. COSM 20 Related Science 2

Passed as a block with COSM 10A (VII. c.)

- f. COSM 30 Related Science 3

Passed as a block with COSM 10A (VII. c.)

- g. COSM 40 Related Science 4

Passed as a block with COSM 10A (VII. c.)

- h. COSM 64 Salon Management

Passed as a block with COSM 10A (VII. c.)

- i. COUNS 15 Job Search Techniques

Motion to approve distance education for COUNS 15 with no revisions.

**Motion made by:** Dione Carter; **Seconded by:** Audra Wells

The motion passed unanimously.

- j. GEOL 4 Physical Geology with Lab

Motion to approve distance education for GEOL 4 with no revisions.

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

The motion passed unanimously.

- k. MEDIA 2 Reading Media: Acquiring Media Literacy Skills

Motion to approve distance education for MEDIA 2 with no revisions.



**Motion made by:** Estela Narrie; **Seconded by:** Jacqueline Monge  
The motion passed unanimously.

- l. RRM 3 Resource Management and Zero Waste for Communities  
Motion to approve distance education for RRM 3 with no revisions.  
**Motion made by:** Estela Narrie; **Seconded by:** Sharlene Joachim  
The motion passed unanimously.
- m. SOCIOL 2 Social Problems  
Motion to approve distance education for SOCIOL 2 with no revisions.  
**Motion made by:** Susan Caggiano; **Seconded by:** Estela Narrie  
The motion passed unanimously.
- n. TH ART 2 Introduction to the Theatre  
Motion to approve distance education for TH ART 2 as a block with TH ART 5 (VII. o.) and TH ART 41 (VII. p.) with no revisions.  
**Motion made by:** Estela Narrie; **Seconded by:** Briana Simmons  
The motion passed unanimously.
- o. TH ART 5 History of World Theatre  
Passed as a block with TH ART 2 (VII. n.)
- p. TH ART 41 Acting I  
Passed as a block with TH ART 2 (VII. n.)

*(Courses: Online Delivery in an Emergency Context Only)*

- q. COSM 11A Hair Cutting 1  
Motion to approve distance education for COSM 11A as a block with COSM 11B (VII. r.), COSM 11C (VII. s.), COSM 11D (VII. t.), COSM 16 (VII. u.), COSM 18 (VII. v.) with no revisions.  
**Motion made by:** Jason Beardsley; **Seconded by:** Dione Carter  
The motion passed unanimously.
- r. COSM 11B Hair Styling 1  
Passed as a block with COSM 11A (VII. q.)
- s. COSM 11C Hair Coloring 1  
Passed as a block with COSM 11A (VII. q.)
- t. COSM 11D Permanent Wave 1  
Passed as a block with COSM 11A (VII. q.)
- u. COSM 16 Nail Care 1  
Passed as a block with COSM 11A (VII. q.)
- v. COSM 18 Skin Care 1  
Passed as a block with COSM 11A (VII. q.)
- w. COSM 21A Hair Cutting 2  
Passed as a block with COSM 11A  
Motion to approve distance education for COSM 21A as a block with COSM 21B (VII. x.), COSM 21C (VII. y.), COSM 21D (VII. z.), COSM 21E (VII. aa.), COSM 26 (VII. bb.), COSM 28A (VII. cc.), and COSM 28B (VII. dd.) with no revisions.  
**Motion made by:** Jason Beardsley; **Seconded by:** Jacqueline Monge  
The motion passed unanimously.
- x. COSM 21B Hair Styling 2

Passed as a block with COSM 21A (VII. w.)

y. COSM 21C Hair Coloring 2  
Passed as a block with COSM 21A (VII. w.)

z. COSM 21D Permanent Waving 2  
Passed as a block with COSM 21A (VII. w.)

aa. COSM 21E Curly Hair Techniques 2  
Passed as a block with COSM 21A (VII. w.)

bb. COSM 26 Nail Care 2  
Passed as a block with COSM 21A (VII. w.)

cc. COSM 28A Skin Care 2A  
Passed as a block with COSM 21A (VII. w.)

dd. COSM 28B Skin Care 2B  
Passed as a block with COSM 21A (VII. w.)

ee. COSM 31A Hair Cutting 3  
Motion to approve distance education for COSM 31A as a block with COSM 31B (VII. ff.), COSM 31C (VII. gg.), COSM 31E (VII. hh.), COSM 36 (VII. ii.), COSM 38 (VII. jj.), COSM 38B (VII. kk.), and COSM 38C (VII. ll.) with no revisions.

**Motion made by:** Jason Beardsley; **Seconded by:** Estela Narrie  
The motion passed unanimously.

ff. COSM 31B Hair Styling 3  
Passed as a block with COSM 31A (VII. ee.)

gg. COSM 31C Hair Coloring 3  
Passed as a block with COSM 31A (VII. ee.)

hh. COSM 31E Curly Hair Techniques 3  
Passed as a block with COSM 31A (VII. ee.)

ii. COSM 36 Nail Care 3  
Passed as a block with COSM 31A (VII. ee.)

jj. COSM 38 Skin Care 3  
Passed as a block with COSM 31A (VII. ee.)

kk. COSM 38B Mechanical Exfoliation  
Passed as a block with COSM 31A (VII. ee.)

ll. COSM 38C Chemical Exfoliation  
Passed as a block with COSM 31A (VII. ee.)

mm. COSM 41B Hair Styling 4  
Motion to approve distance education for COSM 41B as a block with COSM 42 (VII. nn.), COSM 46 (VII. oo.), COSM 48 (VII. pp.), and COSM 48B (VII. qq.) with no revisions.

**Motion made by:** Jason Beardsley; **Seconded by:** Jacqueline Monge  
The motion passed unanimously.

nn. COSM 42 Men's Hair Styling  
Passed as a block with COSM 41B (mm.)

- oo. COSM 46 Nail Care 4  
Passed as a block with COSM 41B (mm.)
- pp. COSM 48 Skin Care 4  
Passed as a block with COSM 41B (mm.)
- qq. COSM 48B Advanced Make-Up  
Passed as a block with COSM 41B (mm.)
- rr. COSM 95A Salon Experience  
Motion to approve distance education for COSM 95A as a block with COSM 95B (VII. ss.), COSM 95C (VII. tt.), and COSM 95D (VII. uu.) with no revisions.  
**Motion made by:** Jason Beardsley; **Seconded by:** Estela Narrie  
The motion passed unanimously.
- ss. COSM 95B Salon Experience  
Passed as a block with COSM 95A (VII. rr.)
- tt. COSM 95C Salon Experience  
Passed as a block with COSM 95A (VII. rr.)
- uu. COSM 95D Salon Experience  
Passed as a block with COSM 95A (VII. rr.)
- vv. COUNS 11B Practical Training and Testing Seminar for F-1 Visa Students  
Motion to approve distance education for COUNS 11B with no revisions.  
**Motion made by:** Susan Caggiano; **Seconded by:** Fariba Bolandhemat  
The motion passed unanimously.
- ww. COUNS 21H Adapted Computer Technology  
Motion to approve distance education for COUNS 21H as a block with COUNS 22H (VII. xx) and COUNS 26 (VII. yy.) with revision to the answer for “6. Accessibility Requirements” using “template” 508 compliance language on all courses.  
**Motion made by:** Susan Caggiano; **Seconded by:** Aurelie Chevant  
The motion passed unanimously.
- xx. COUNS 22H Adapted Computer Technology, Internet Skills for Academic Success  
Passed as a block with COUNS 21H (VII. ww.)
- yy. COUNS 26 Technology Literacy for Academic Success  
Passed as a block with COUNS 21H (VII. ww.)
- zz. COUNS 59 Textbook Strategies Using Technology  
Motion to approve distance education for COUNS 59 with no revisions.  
**Motion made by:** Audra Wells; **Seconded by:** Briana Simmons  
The motion passed unanimously.

### VIII. New Business

None

### IX. Old Business

None

### X. Adjournment

Motion to adjourn the meeting at 2:40 pm.

**Motion made by:** Dione Carter; **Seconded by:** Susan Caggiano

The motion passed unanimously.

# DE Application: ANIM 1 - Storytelling

## Delivery Method

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

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

### 1b. Student - Student Interaction

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 out by posting replies and engage in a discussion in the "General Questions" discussion board.

Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting.

Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

### 1c. Student - Content Interaction

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

### 1d. Distance Ed-Interactions **30% Discussion Boards**

This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.

#### **30% Online Lecture**

Lecture Topics will be done in written files that are compliant for accessibility.

#### **30% Videos**

Closed captioned video will be used for demonstrations.

### **10% Project Presentation**

Students are required to present all projects for grading. This will be done with video presentations that are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.

## **2. Organization of Content**

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

## **3. Assessments**

### **20% Presentations**

Using a rubric to establish project parameters, students present their stories by the due date. Instructor and class feedback is done within two weeks. Students grades shall be posted within a week of presentations.

### **5% Discussion Boards**

Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.

### **15% Class Exercises**

Students will work together or individually on identifying story breakdowns, archetypes and the steps in the Hero's journey. They will also illustrate their own stories. These exercises directly relate to the class topics and project. Images and write ups of the work are submitted by each student. Instructor shall review and grade the submissions within a week.

### **60% Projects**

Students shall submit their individual stories in written and drawn forms. The final project submission is digital and ready for inclusion in a digital portfolio at the end of class. (No one project will be more than 30%).

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

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**

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

## **6. Accessibility Requirements**

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

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

Course Objective:

Recognize and apply the breakdown of story formula.

Sample Assignment:

Students will watch a closed-captioned movie and identify the 3 acts, the 8 archetypes and the 12 steps of the hero's journey.

Online Process:

Students will read and listen to lectures and demonstrations which are posted in the online course - the handouts shall be accessible and the videos shall have transcripts. Then they will answer questions from a handout. Discussions of the assignment with the instructor and other students will be done at the end to assure understanding and recognition of the story formula. This is accomplished through discussion boards or conferencing tools such as ConferNow. In addition, the final project is to be documented by scanning and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

## **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: ANIM 2 - 2D Animation Fundamentals

## Delivery Method

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

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

### 1b. Student - Student Interaction:

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 out by posting replies and engage in a discussion in the "General Questions" discussion board.

Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting.

Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

### 1c. Student - Content Interaction:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

### 1d. Distance Ed-Interactions

#### **30% Discussion Boards**

This is a critical component and will comprise discussions on topics and student projects.

Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.

#### **30% Online Lecture**

Lecture Topics will be done in written files that are compliant for accessibility.

#### **30% Videos**

Demonstrations of assignments will be recorded live in videos that will be captioned and uploaded.

#### **10% Project Presentation**

Students are required to present all projects for grading. This will be done with video presentations

which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.

## **2. Organization of Content**

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

## **3. Assessments**

### **15% Presentations**

Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.

### **10% Discussion Boards**

Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.

### **60% Projects**

Students shall submit weekly projects as well as a final project. All project submissions will be digital files that are ready for inclusion in an online portfolio at the end of the semester.

### **15% Class Exercises**

Class exercises are completed within a time frame and are used as a means of mastering the skills necessary to the achievement of the projects. Feedback is given immediately and evaluation follows.

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

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**

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

## **6. Accessibility Requirements**

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

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

Course Objective:

Apply the basic principles of animation to individual projects.

Sample Assignment:

Bounce a ball once entering on the left and exiting on the right for a total of 2 seconds. Use the



following Principles: staging, timing, pose to pose, stretch and squash, slow in and slow out, exaggeration.

**Online Process:**

Students will read and listen to lectures and demonstrations which are posted in the online course - the handouts shall be accessible and the videos shall have transcripts. Then they will animate from their computers using the techniques demonstrated and discussed in lectures. Upon completing the assignment, discussions with the instructor and other students will be done to assure understanding and mastery of the skill. This is accomplished through discussion boards or video conferencing tools. Instructors will give feedback within a week and grades will be posted shortly thereafter.

**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: DMPOST 2 - Digital Audio Fundamentals

## Delivery Method

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

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments.

Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment.

The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

### 1b. Student - Student Interaction

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 out by posting replies and engaging in the discussion boards. Students will post and discuss projects and research in the discussion boards.

Midterm and Final presentations will be recorded with feedback from students and the instructor for developmental feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting.

### 1c. Student - Content Interaction

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (written and transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

### 1d. Distance Ed-Interactions

#### **35% Online Lecture**

Lecture content will be delivered both in HTML format that is compliant for accessibility and in captioned video recordings.

#### **35% Project Presentation**

Students are required to complete weekly projects for grading that are based on the lecture content.

#### **20% Peer Feedback**

A live weekly Q&A session will be conducted to provide instructor feedback on the current project.

These sessions will be recorded and captioned for students who are unable to attend. Students will also be asked to provide qualitative feedback or questions during these sessions as part of their participation grade.

### **10% Threaded Discussions**

This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be for instructor and peer feedback on course material as well as general class communication.

## **2. Organization of Content**

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

## **3. Assessments**

### **10% Participation**

Students will be required to post an introduction at the start of the semester, and be asked to provide qualitative feedback on the discussion boards or during live Q&A sessions, and complete

### **20% Analysis Paper**

Students shall submit a digital file of a written analysis of an assigned audio recording. Instructor feedback will be provided directly through the online learning platform.

### **20% Midterm Project**

Students will submit an individual midterm audio editing project applying all of the principles learned over the course to date. The instructor and peers shall review online. The instructor will use the online course system to record and transcribe for posting.

### **20% Final Exam**

Students will take an online exam based on terminology and concepts of digital audio, production and editing. Instructor feedback will be provided directly through the online learning platform.

### **30% Final Project**

Students will submit an individual, final editing-to-picture audio project applying all of the principles learned over the semester. The instructor and peers shall review online. The instructor will use the online course system to record and transcribe for posting.

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

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**

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

## **6. Accessibility Requirements**

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

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

Course Objective:

Use digital audio techniques to effectively record, edit, mix and process audio.

Sample Assignment:

Create an audio recording that represents footsteps walking from the right of a space to center, to the rear right, to the rear left, and back to center using panning, crossfades, and reverb depth.

Online Process:

Students will read and watch the lecture notes and video demonstrations that are posted in the online course - the course notes shall be accessible and the videos shall have transcripts. Then they will complete the assignment by downloading provided files and using the techniques outlined in the lecture content. Discussions with the instructor and other students will be done to assure understanding and mastery of the required skills. This will be accomplished through discussion boards and video conferencing tools. Students will submit the final file or hyperlink to the online course, and the instructor will give feedback and post grades within 48 hours.

## **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: ENGL 7 - American Literature 1

## Delivery Method

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

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

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) 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 and in 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 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, or a common issue occurring in assignment submissions, or skills assessments via announcements or discussions.

Additionally, individual feedback will occur via assignments comments, writing assessments, LMS messaging, conferencing, and office hour visits.

The instructor will also host weekly, online office hours where students can meet them to address any questions or concerns they may have. Instructors will also provide recorded info sessions for projects or pre-recorded lessons.

Students will receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

### 1b. Student - Student Interaction

Students will communicate regularly with each other via the LMS. For each module, students will interact in a threaded discussion for each assignment and/or topic. Students will respond to a discussion topic and then will 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, peer review and group critiques of each other's work, and the assigned readings.

### 1c. Student - Content Interaction

Students interact with course materials several times a week. Each module will have an overview, with all the expectations, goals, and dates listed for that module explained. Within each module, students will some or all of the following: read assigned material; watch lectures and/or multimedia video lectures; read/review content in LMS pages; and/or review 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. Students will submit assignments and activities for feedback, revision and peer review of essays and other writing assignments.

## **1d. Distance Ed-Interactions**

### **5 % Discussion Boards**

Students will post their work to discussion boards and critique the work of their peers.

### **30% Videos**

Students will view online lectures, skills demonstrations and videos related to the content, skills and projects covered in the course.

### **5% Threaded Discussions**

Students will post critical questions regarding the assigned readings, and participate in discussions related to the questions raised by classmates.

### **20% Exams**

short-answer and essay questions

### **40% Written assignments**

Literary essays

## **2. Organization of Content**

Content is organized into modules based on semester weeks. Objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages; external websites and texts; audio (with transcripts); captioned videos; and images with alternative text. Remedial and advanced learning activities are provided, including reflective writing, supplemental materials, and self-check quizzes. 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 to participate in synchronous office hours and live demos as well as recorded demonstrations. Content pages will include links to recorded lessons or other content and online videos placed along with text and images. Students will use discussion boards to show work in progress and give/get feedback from other students and the instructor. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, will be used to create student-centered learning. There will also be links provided on a regular basis that will bring students' attention to current events that have relevance to the course.

## **3. Assessments**

### **25% Discussions and Quizzes**

Assess students' ability to identify important literary figures, key literary themes, and the social and political contexts that influenced the production of literary texts

### **25% Final Exam**

Assess students' comprehensive mastery of key literary figures, themes and contexts

### **50% Essays**

2-3 Literary essays assessing students' ability to analyze and compare important literary themes and stylistic features in one or more literary works

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

Instructors will need proficiency in the learning management system, video conferencing software and various other tools to produce video recorded lessons/content. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other

trainings. Instructors will need to know how to use web-based technologies to create slideshows, screencasts, and captioned videos. An instructor may need support from the IT department, distance education department, teaching excellence center, instructors who have experience teaching online, and the LMS support hotline.

## **5. Student Support Services**

The instructor will provide information about and links to online and on-ground tutoring services, financial aid, counseling, special programs, emotional support center, the library, and the learning management system help features. These resources will not only be presented, but also incorporated into introductory assignments (e.g. introductions and/or quizzes or other introductory activities).

## **6. Accessibility Requirements**

The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. Each module will have the same format/structure to reduce cognitive load and help students understand expectations. The content pages will consistently use heading styles. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background. Hyperlinks will be embedded. Links will lead to internal material whenever possible. Only acronyms will be written in all-caps letters. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.

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

Course Content: Reinventions Threaded Discussion

Review the texts we've been reading by Benjamin Franklin and Ralph Waldo Emerson. Consider how these writers

1. Create a concept of their own identity. (3-5 sentences)
2. Relate to the society and context in which they are writing - how are they in line with the values of their peers and where do they differ? (3-5 sentences)
3. Create and contribute to the idea of the American Dream. (5-7 sentences, including examples from the text(s) using MLA citations)

By Monday at 11:59pm, post your response by hitting the "Reply" button below.

By Wednesday at 11:59pm use the "like" button to select your favorite replies and post a reply to one of your peers. Explain why you agree or disagree with your peer's post.

## **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: ENGL 24 - Grammar Review

## Delivery Method

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

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

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) 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 and in 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 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, or a common issue occurring in assignment submissions, or skills assessments via announcements or discussions.

Additionally, individual feedback will occur via assignments comments, writing assessments, LMS messaging, conferencing, and office hour visits.

The instructor will also host weekly, online office hours where students can meet them to address any questions or concerns they may have. Instructors will also provide recorded info sessions for projects or pre-recorded lessons.

Students will receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

### 1b. Student - Student Interaction

Students will communicate with each other weekly via the LMS. For each module, students will interact in a discussion for each assignment and/or topic. Students will respond to a discussion topic and then will 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, peer review and group critiques of each other's work, and the assigned readings. Students will also be encouraged to communicate by Canvas Inbox to form study groups, work on projects, and offer other support.

### 1c. Student - Content Interaction

Students interact with course materials several times a week. Each module will have an overview, with all the expectations, goals, and dates listed for that module explained. Within each module, students will read assigned material, including pages in the LMS; watch instructor's lectures and multimedia video lectures; and view 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. Students will submit assignments and activities for feedback, revision and peer review of essays and other writing assignments.

## **1d. Distance Ed-Interactions**

### **20% Discussion Boards**

Instructor will post a topical/critical question related to the module content; students will respond to that question, and each other's responses.

### **10% Study and/or Review Sessions**

Instructor will post a study guide before exams and will group the students so they can review the content and practice the grammar content.

### **5% Online Lecture**

Instructor will introduce topics in written form and in videos.

### **5% Videos**

Students will view online lectures, skills demonstrations and videos related to the content, skills and projects covered in the course.

### **10% Project Presentation**

Students will present one grammar topic in the semester

### **5% Class Debate**

Instructor will post a difficult grammar problem and the students will have to decide whether it's correct or not and offer support with specific rules that they've learned

### **10% Exams**

3 quizzes and 1 final exam.

### **30% Written assignments**

Students will complete assigned work related to the content for each module.

### **5% Threaded Discussions**

Students will post critical questions regarding the assigned readings and participate in discussions related to the questions raised by classmates.

## **2. Organization of Content**

Content is organized into modules based on semester weeks. Objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages, external websites and texts, audio (with transcripts), captioned videos, and images with alternative text. Remedial and advanced learning activities are provided, including reflective writing, supplemental materials, and self-check quizzes. 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 to participate in synchronous office hours and live demos as well as recorded demonstrations. Content pages will include links to recorded lessons or other content (via Zoom or other recording tools) and YouTube videos placed along with text and images. Students will use discussion boards to show work in progress and give/get feedback from other students and the instructor. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. There will also be links provided on a regular basis that will bring students' attention to current events that have relevance to the course.

## **3. Assessments**

### **30% Exams and Tests**

LMS Online Test: feedback in comments section

**25% Final Exam**

LMS Online Test: feedback in comments section

**25% Summaries**

Discussion Board with feedback from instructor and students

**10% Quizzes**

LMS Online Test: feedback in comments section

**10% Discussions**

Responses to instructor and peer questions in LMS

**4. Instructor's Technical Qualifications**

Instructors will need proficiency in the learning management system, video conferencing software and various other tools to produce video recorded lessons/content. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other trainings. Instructors will need to know how to use web-based technologies to create slideshows, screencasts, and captioned videos. An instructor may need support from the IT department, distance education department, teaching excellence center, instructors who have experience teaching online, and the LMS support hotline.

**5. Student Support Services**

The instructor will provide information about and links to online and on-ground tutoring services, financial aid, counseling, special programs, emotional support center, the library, and the learning management system help features. These resources will not only be presented, but also incorporated into introductory assignments (e.g. introductions and/or quizzes or other introductory activities).

**6. Accessibility Requirements**

The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. Each module will have the same format/structure. The content pages will consistently use heading styles. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background. Hyperlinks will be embedded. Links will lead to internal material whenever possible. Only acronyms will be written in all-caps letters. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.

**nRepresentative Online Lesson or Activity**

Parts of Speech Summative Assignment Content: Parts of speech  
Course Objective 1: Identify parts of a speech in a sentence.

Activity:

1. Students are placed in groups of two on the learning management system.
2. In a discussion board, each student posts a sentence with all the parts of speech in it (except interjections).
3. Their partner must reply to the discussion post and label all the parts of speech of every word in the sentence correctly.

Grading:

Students will be graded on the number of the parts of speech included in their original sentence and the number of parts of speech they identify in their partner's sentence.

**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: GAME 1 - Game Design Fundamentals

## Delivery Method

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

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments.

Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment.

The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

### 1b. Student - Student Interaction

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 out by posting replies and engaging in the discussion boards. Students will post and discuss projects and research in the discussion boards.

Midterm and Final presentations will be recorded with feedback from students and the instructor for developmental feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting.

### 1c. Student - Content Interaction

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (written and transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

### 1d. Distance Ed-Interactions

#### **40% Online Lecture**

Lecture content will be delivered both in HTML format that is compliant for accessibility and in captioned video recordings.

#### **15% Exams**

Students are required to take weekly quizzes for grading that are based on the class note content.

#### **30% Peer Feedback**

A live weekly Q&A session will be conducted to provide instructor feedback on the current project.

These sessions will be recorded and captioned for students who are unable to attend. Students will also be asked to provide qualitative feedback or questions during these sessions as part of their participation grade.

### **15% Threaded Discussions**

This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be for instructor and peer feedback on course material as well as general class communication.

## **2. Organization of Content**

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

## **3. Assessments**

### **15% Participation**

Students will be required to post an introduction at the start of the semester, and be asked to provide qualitative feedback on the discussion boards or during live Q&A sessions, and complete exercises as part of their participation grade.

### **25% Game Review Report**

Students shall submit a digital file of a written report on a published electronic game. Instructor feedback will be provided directly through the online learning platform.

### **30% Midterm Concept Document and Presentation**

Students will submit an individual midterm game concept document applying all of the principles learned over the course to date. Each student will present their concept online. The instructor and peers shall review online. The instructor will use the online course system to record and transcribe for posting.

### **30% Final Visual Presentation**

Students will submit and present online an individual final consisting of a visual game presentation applying all of the principles learned over the semester. The instructor and peers shall review online. The instructor will use the online course system to record and transcribe for posting.

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

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**

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

## **6. Accessibility Requirements**

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

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

Course Objective:

Analyze and develop an effective, original game concept.

Sample Assignment:

Write a "game review" on a published electronic game. It should cover the following topics:  
Briefly describe the game product, including the features, goals and audience  
Discuss the quality and kinds of media used (sound, graphics, images, etc.) Discuss how this interactive game compares with similar non-interactive titles (e.g. movie, comic book, or non-electronic game).

Online Process:

Students will read and watch the lecture notes and video demonstrations that are posted in the online course - the course notes shall be accessible and the videos shall have transcripts. Then they will complete the assignment by downloading provided files and using the techniques outlined in the lecture content. Discussions with the instructor and other students will be done to assure understanding and mastery of the required skills. This will be accomplished through discussion boards and video conferencing tools. Students will submit the final file or hyperlink to the online course, and the instructor will give feedback and post grades within 48 hours.

## **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: GEOL 1 - Physical Geology without Lab

## Delivery Method

- Fully Online

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

There will be frequent instructor-student interactions, starting with weekly communication by the instructor to the students via email and announcement on canvas describing the week's activities. Announcements will include pre-recorded videos pertinent to that week, such as pre-recorded lectures and/or videos relevant to the concepts introduced, and where applicable, 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 will 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 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, such as homework assignments, and they will be used as informal spaces to study, collaborate on course work, share resources, organize meetings, and discuss questions related to the course. In addition, a virtual student lounge will be created to encourage students to interact more on a personal level.

### 1c. Student - Content Interaction

Students will regularly engage with the content on a weekly basis. This will be done through recorded lectures, online videos, homework assignments, and weekly quizzes to help guide the students through the content. Weekly quizzes will provide a low-stakes opportunity for students to test their mastery and understanding of the course material before exams. All video content including recorded lectures will have captioning to go with the audio portion. Videos that showcase or document geology in real life will be provided where ever possible to enhance the learning opportunities for students. Many excellent documentaries are available via BBC, PBS, Nova, and National Geographic and these often capture students attention. These videos along with threaded discussions will be used where applicable to increase student- content interactions.

### 1d. Distance Ed-Interactions

#### **30% Exams**

Four exams will be given, each worth 10%. These exams will be administered in canvas (or similar Learning Management Software). Each exam will cover 3-5 chapters. Weekly reading quizzes will be completed by students after they finished the reading and complete an optional reading outline for their notes.

#### **20% Online Lecture**

Weekly videos will introduce students to the material and explain the fundamental concepts for the week. These videos will also include short introductions to any homework assignments 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**

### **15% Threaded Discussions**

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

### **5% Videos**

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>

### **20% Written assignments**

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

### **10% Discussion**

A virtual lounge will be set up for students to engage in discussion, studying, and to ask questions to one another as well as to the professor.

## **2. Organization of Content**

Content will be organized in weekly blocks around text book chapters which are based on the course content. Students will engage with course material in the following ways: 1) pre-recorded videos will be used each week to deliver content. All videos will be closed captioned and posted for students to watch at their convenience. 2) For each chapter, course reading will be assigned from the textbook with the option for students to use an OER text. Reading quizzes for each unit will be assigned and will help students test their understanding of the material. Reading quizzes will be open book with no time limit. 3) For each chapter, a threaded discussion post will be created where the instructor and students can interact with each other to ask and answer questions related to the week's topic. 4) Homework assignments will be assigned to reinforce course learning with the option for students to collaborate with classmates and submit materials as a group if they choose. This collaboration will be encouraged to increase community in the online environment. 5) 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 CConfer. 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**

### **40% Exams**

Four exams, each worth 10% (total 40%). Exams may include multiple choice, matching, True/ False, fill in the blank, and short answer.

### **20% Quizzes**

Reading quizzes will be given after each chapter (12-15 quizzes total). These quizzes will be open book and untimed for students to complete and show their understanding of the material.

### **20% Written assignments**

Students will respond to threaded discussions for each chapter (12-15 discussion topics). These discussions can include responding to instructor prompts and/ or responding to what their peers have written.

### **20% Homework**

Homework assignments (at least 5) will encourage students to engage with the material in additional ways.

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

An instructor would need knowledge and experience delivering course content remotely through canvas and CCCConfer. They would need to know how to schedule secure zoom meetings for virtual meetings with students. Knowledge of canvas would facilitate communication with students in this format.

#### **5. Student Support Services**

All student support services should be integrated into the online classroom to facilitate easier access to these resources for our students. If the students can find links to 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**

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

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

Course Objective: 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.

Activity: Threaded discussion post on plate tectonics

Plate tectonics are a unifying theme in geology and the theory is taught and reinforced throughout the course. Introducing the topic to students often reveals that the group has a range of experience from some students who remember the theory from previous course material to others who have never learned it. We teach this from the perspective of the student who has not heard of the theory before. Students would first watch the pre-recorded lecture on plate tectonics and they may or may not have completed the weekly reading and reading quiz. The threaded discussion post would show three satellite images of: 1) a mid ocean ridge (which displays both divergent and transform plate boundaries), 2) the San Andreas fault (a transform boundary), and the 3) the Mariana trench (a convergent subduction zone). The students would be asked "Pick an image (1, 2, or 3) and describe what the image showing. Using what you learned this week, what evidence do you see that this is a plate boundary?" Students would be asked to answer this question in the threaded discussion and respond to each other as well. A threaded discussion that gives students this type of choice could help the instructor understand which type of plate boundary students are still struggling with based on which image most students chose to respond to.

### **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: GR DES 33 - Typography Design 1

## Delivery Method

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

## DE Contact/Interaction Guidelines and Best Practices

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

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

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will respond to communication from students via email within the designated time frame as indicted per each assignment, and within 24 hrs. in the "General Questions" discussion board, and any other communication media used.

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

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:**

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

### 1d. **Distance Ed-Interactions**

#### **50% Online Lecture**

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.

#### **25% Project Presentation**

Students are required to present all project assignments for grading. This will be done with video presentations or google slides which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.

#### **15% Discussion Boards**

This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where project links are posted for feedback, a board for general questions for class communication, and instructor feedback. The majority of assignments /exercise projects will be uploaded to the online storage system (Google Drive or similar) folder and to individual student google folder. All assignments / exercises will be organized within weekly modules..

#### **10% Videos**

Demonstrations of expectations for assignments and additional skills needed to produce the assignment for class. Along with additional examples of previous student work indicating expectations in regard to design and production quality. Videos shall be captioned.

## **2. Organization of Content**

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each weekly module clearly states what the objectives are, and the assignments and exercises are consistent with the topic for that week.

This studio course introduces classical typography—tradition, terminology, specification, and production. With an emphasis on legibility and craftsmanship, students will develop rectilinear typographic compositions while learning type indication, comping, layout and hierarchy. This is the first in a sequence of two courses.

In addition, the purpose of this course is to examine the architecture of type from the single letter form to an entire page layout while examining basic typography as a compositional tool. Students will engage in skill-building exercises and assignments throughout the course. Students will develop functional and visually engaging compositions using any volume of type within any given space.

The objective of this course is to help each student develop a clear understanding of hierarchy and Typographic formalism. This course will also cover a brief history of the origins of the alphabet, typesetting technology and the roles of the graphic designer.

This Class is organized around lecture presentations and class assignments. Students are expected to have read or viewed the required reading or videos before coming to class. Participation in discussions are essential and required. The assignments reflect what is covered in the weekly module video presentations and material.

During the first assignment and exercise typography will be taught in the traditional manner, with the drawing of letter forms. Students will move into utilizing the computer on all class assignments but will be expected to upload their initial thumbnail sketches for all assignments.

By the end of this course each student should have a common lexicon, structure for critiquing and an understanding and love and appreciation of typography!

## **3. Assessments**

### **10% Discussion Boards**

Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.

### **20% Presentations**

Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.

### **40% Class Exercises**

Students will work individually on exercises such as drawing of basic letterforms and designing of historic typographic posters. These exercises directly relate to the weekly class topics. Image files and write ups of the work are submitted by each student. Instructor shall review and grade the submissions within a week. (No one exercise is worth more than 30%).

### **30% Projects**

Students shall submit final PDF's for each project assignment and exercise. The submission is digital and ready for inclusion in their online storage system (Google drive or similar) folder.

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

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**

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

## 6. **Accessibility Requirements**

All content will be reviewed to ensure compliance is met. Videos shall be close captioned; files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

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

Course Objective:

Understand the principles of hierarchy and typographic formalism.

Students will develop the ability to apply the fundamentals of typeface classification, typographic hierarchy and formalism through this assignment brief

\_Mix and Match. Process:

1\_ In the weekly module, read or listen to the lecture on typeface classification and the principles of mixing and matching typefaces. 2\_ In the weekly module, read or listen to the lecture on typographic hierarchy.

Study the principles presented in both of these lectures and apply them to the specific assignment brief.

Assignment brief:

Step 1\_ Concept and hand draw on tracing paper five to ten initial designs with your first and last name using two different typeface combinations or two different family members within the same typeface. Students will reference the demonstration video provided in the module. This video will show tools, materials, process and size.

Each design needs to utilize a different typeface combination.

Step 2\_ Bring five of your best design concepts into a digital format. Students will use software such as Adobe Illustrator or InDesign. Make sure to list all the typefaces that you are using.

Each design should fit comfortably within an 8.5 x 11 inch spatial ground. Step 3\_ Select three designs to explore to finish.

Step 4\_ Choose one final design to complete.

Online process:

This project assignment will be completed in two weeks. Students will turn in weekly progress images for "discussion" with the class at specified time and date. Instructor will provide mid review feedback. Students will turn in their final projects for review and comments at the end of two weeks at specified time and date. The instructor will provide each student with a comment video uploaded as an mp4 to a shared folder such as Google Drive for the final submission.

Classmates are to respond to a minimum of 4 student projects - and if a student already has 4 comments then they are to choose another student, so all students receive feedback. Final presentations will be done similarly except the final presentation will be a video of the student work. The video will be done at a time the students sign up for and the instructor will provide a forum in the online course to record the presentation (such as ConferNow). The instructor will give detailed feedback in a video format.

## **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: IxD 310 - Interaction Design Studio 1

## Delivery Method

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

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

### 1b. Student - Student Interaction

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 out by posting replies and engage in a discussion in the "General Questions" discussion board.

Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting.

Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

### 1c. Student - Content Interaction

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

### 1d. Distance Ed-Interactions

#### **40% Discussion Boards**

This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.

#### **30% Online Lecture**

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.

#### **20% Project Presentation**



Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.

### **10% Videos**

Videos will demonstrate the critical processes and interactions which require illustration in a time-based medium. Videos shall be captioned.

## **2. Organization of Content**

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

## **3. Assessments**

### **20% Presentations Percent of Grade**

Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.

### **20% Discussion Boards**

Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.

### **20% Class Exercises**

Students will work together or individually on small skill building exercises such as research, design, justify, and articulate their work using human-centered design principles and screen-based interaction patterns. These exercises directly relate to the class topics and projects. Each student submits final deliverables. Instructor shall review and grade the submissions within a week.

### **40% Projects**

Students shall submit midterm and final projects in the medium specified in the rubric for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.

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

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**

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

## **6. Accessibility Requirements**

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

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

Course Objective:

Identify key historical and contemporary Interaction Design examples.

Sample Assignment: Research one human-centered design principle.

Using historical and contemporary user interface examples, find 5 interfaces that follow the chosen principal and 5 interfaces that do not. Create a presentation for your fellow classmates that introduce the principle, what it is, and the user interfaces selected. Give an overview of each user interface, how it used or did not use the principle appropriately. For each of the 5 that did not utilize the principle, provide your opinion on how it could be improved.

Online Process:

Students will read or listen to lectures and demonstrations which are posted in the online course. Handouts shall be accessible and the videos shall have transcripts.

Students will complete assignment from their computers using techniques in these lectures/demonstrations. Feedback from the instructor and other students will be done periodically to assure understanding and mastery of the skill. This will be done through discussion boards, written and audio and/or video feedback on assignments from the professor, peer review, and conferencing tools.

In addition, the final project is to be documented and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

## **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: ANIM 41 - Environment Design

## Delivery Method

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

## DE Contact/Interaction Guidelines and Best Practices

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

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

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

### 1b. **Student - Student Interaction**

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 out by posting replies and engage in a discussion in the "General Questions" discussion board.

Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting.

Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

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

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

### 1d. **Distance Ed-Interactions**

#### **15% Discussion Boards**

This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.

#### **20% Study and/or Review Sessions**

Group research and discussion shall be required for some of the projects. The class shall be divided into small groups and they shall collaborate in the online class through a tool such as Groups, or Google Drive, or Teams. The small groups shall add notes and ideas into the small group forum and then develop a write up and visual presentation to post for the class. Each member of the group will be given a specific part, such as conceptual write up, research notes, sketches, models. The group shall post

their research and visual presentation with the inclusion of what each person was in charge of. Students will be mostly graded on their individual contribution but also for the collaborative effort.

### **45% Online Lecture**

Lecture Topics will be done in either (or both) written files that are compliant for accessibility or captioned video presentations.

### **20% Project Presentation**

Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.

## **2. Organization of Content**

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

## **3. Assessments**

### **25% Presentations Percent of Grade 25.00**

Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.

### **10% Participation**

Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.

### **25% Class Exercises**

Students will work together or individually on small skill building exercises such as sketch models or research. These exercises directly relate to the class topics and project. Images and write ups of the work are submitted by each student. The instructor shall review and grade the submissions within a week.

### **40% Final Project**

Students shall submit final portfolio pages for each project. The submission is digital and ready for inclusion in a portfolio at the end of the term.

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

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**

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

## **6. Accessibility Requirements**

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and

slideshows shall be reviewed for accessibility through the software and through a compliance review.

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

Course Objective:

Create functional and visually appealing environment designs for a variety of media projects.

Online Process:

In the weekly objectives, read or listen to the lecture on principles and elements of environmental background design. Then watch the captioned video demonstration on how to design a background for animation or games. The video shows the criteria for designing a background image which will create an effective “staging” area for the characters and action as indicated by the story script.

Students will submit their designs as digital files for discussion and critique with the class and the instructor.

Class discussions are available through the discussion boards in Canvas. All students will actively participate in critiquing the work of their classmates. Additional discussion with the instructor can be through the conferring tool (such as ConferNow) for private one-on-one critiques. Instructor critiques of students designs will reinforce the design decisions which are most successful.

The final presentation will be a completed background image showing the steps of progression from the initial idea to the finished image. The instructor will provide a forum in the online course to record the presentation (such as ConferNow)The video will be posted with transcripts for comment by class and instructor.

Students will submit a final portfolio page which includes the initial design sketches and analysis, images of the production stages, and of the final model, as well as a brief conceptual write up (a formal and narrative description) on a single page.

The instructor will give final detailed feedback in video format with transcript.

## **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: COSM 77 - Barbering

## Delivery Method

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

## DE Contact/Interaction Guidelines and Best Practices

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

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

The instructor will 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**

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

### 1d. **Distance Ed-Interactions**

#### **10% Online Lecture**

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

#### **15% Videos**

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.

#### **15% Discussion**

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.

#### **10% Written assignments**

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

#### **50% Other (describe)**

A hands-on lab will be part of each module which may included various aspects of facial and neck shaving along with mustache and beard trims.

## 2. **Organization of Content**

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**

#### **25% Exams**

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. Practical exams on shaving.

#### **25% Written Assignments**

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

#### **25% Lab Reports**

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

#### **25% Threaded Discussions**

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**

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**

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**

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**

Demonstrate a facial and neck shave along with a mustache and beard trim . Students will document by taking pictures of the shaving before, during and after. Students will upload the pictures in the college's learning management system. A picture of the proper table set up for the service according to the State Board of Barbering and Cosmetology will also be uploaded and required. 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 Trustees 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: ET 89 - Figure Drawing

## Delivery Method

Approved for Online Delivery in Emergency Contexts Only ("AODECO")

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

### 1b. Student - Student Interaction:

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:

The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

### 1d. Distance Ed-Interactions

#### **30% Discussion Boards**

Weekly discussions may be on the fundamental concepts of figure drawing, drawing techniques, when and how to apply them, drawing materials, artistic choices, etc. 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.

#### **50% Online Lecture**

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.

#### **20% Project Presentation**

Students will submit drawings digitally for interpersonal review via the online learning platform. The instructor will host and record online presentations of work on a weekly basis.

## 2. Organization of Content

The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.

### **3. Assessments**

#### **60% Projects**

There will be weekly projects that students must present to the class. Feedback will be given by the instructor and students via discussion boards and video reviews.

#### **30% Final Project**

In addition to the weekly projects, students will have to complete a final project for portfolio development that represents the culmination of skills learned throughout the semester.

#### **10% Participation**

Students will be assessed on their participation in weekly discussion boards and video reviews of work.

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

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**

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

### **6. Accessibility Requirements**

All content will be reviewed to ensure compliance is met. Videos shall be close captioned, files and slideshows shall be reviewed for accessibility through the software and through a compliance review.

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

Objective:

Incorporate the gestural and proportional organization of the figure

Lesson:

Lecture notes 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. Students will follow the lecture notes to learn and then apply the following to their drawings regarding gesture and proportion of the figure:

- A. Direction/axial relationships of the body
- B. Relationship of body movement to equilibrium
- C. Methods of proportional analysis

Students will submit sample drawing to the online learning platform, and the instructor and peers will offer feedback in the discussion boards and/or in an online video critique.

## **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.