SANTA MONICA COLLEGE
ACADEMIC
SENATE
1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, September 16, 2020, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/97500635859

Or iPhone one-tap (US Toll): +16699006833,97500635859# or +13462487799,97500635859#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 346 248 7799 (US Toll)
+1 253 215 8782 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
Meeting ID: 975 0063 5859
International numbers available: https://cccconfer.zoom.us/u/azOnb54qm

Or Skype for Business (Lync):
SIP:97500635859@lync.zoom.us

Members:

Dana Nasser, *Chair*	Susan Caggiano	Jamar London	Briana Simmons
Jason Beardsley, *Vice Chair*	Aurélie Chevant-Aksoy	Emin Menachekanian	Lydia Strong
Brenda Antrim	Sheila Cordova	Jennifer Merlic	Esau Tovar
Garen Baghdasarian	Guido Davis Del Piccolo	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Sharlene Joachim	Estela Narrie	A.S. Representative
Dione Carter	Sasha King	Brandon Reilly	A.S. Representative

Interested Parties:

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

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

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.

SANTA MONICA COLLEGE
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1900 Pico Boulevard
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310.434.4611

Curriculum Committee Minutes

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

Zoom Meeting

Members Present:

Dana Nasser, *Chair*	Susan Caggiano	Jamar London	Brandon Reilly
Jason Beardsley, *Vice Chair*	Aurélie Chevant-Aksoy	Emin Menachekanian	Briana Simmons
Brenda Antrim	Sheila Cordova	Jennifer Merlic	Lydia Strong
Garen Baghdasarian	Guido Davis Del Piccolo	Jacqueline Monge	Esau Tovar
Fariba Bolandhemat	Sharlene Joachim	Estela Narrie	Audra Wells
Dione Carter	Sasha King		

Members Absent:
None

Others Present:

Joelle Adams	Lisa Collins	Josephine Hao	Christyanne Melendez
Nicole Chan	Rachel Demski	Walt Louie	Elisa Meyer

(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
The meeting was called to order at 3:01 pm. Motion to approve the agenda with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Dione Carter
The motion passed unanimously.

II. Public Comments
None

III. Announcements
Estela is on the ASCCC Curriculum Committee, so if anyone has topics for Estela to bring up, email her so she can share with the Academic State Senate.

IV. Approval of Minutes
Motion to approve the minutes of June 3 with revision to remove *"Brenda Antrim not present for vote"*
Motion made by: Briana Simmons; **Seconded by:** Estela Narrie
The motion passed with the following vote: Y: 18; N; 0; A: 2 (Susan Caggiano, Esau Tovar)

Motion to approve the minutes of July 29 with no revisions.
Motion made by: Jamar London; **Seconded by:** Audra Wells
The motion passed with the following vote: Y: 18; N; 0; A: 2 (Sheila Cordova, Esau Tovar)

V. Chair's Report

The Chair welcomed the committee members back. She also introduced our new member, Esau Tovar, and thanked him for serving.

She requested that Committee Members continue to make comments about courses in META, but also email the comments to the tech review team. We will forward the comments to the proposal originator.

The Chair also reminded the members about a problem with the META conversion. When the courses were converted, they appear that they have only one assignment when there are two assignments. The assignments just need to be manually separated.

VI. Information Items

1. Curriculum Representative Training
   Digital links of the documents in the "Curriculum Representative handbook were sent out. Overview of auto-approval certifications and associated rules and regulations, as well as the difference in credit and noncredit courses and programs, and different program types (degrees , certificates, , Associate Degrees for Transfer)

(Non-Substantial Changes)

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

40. IXD 460 Tangible Interaction

VII. Action Items

(Courses: Distance Education)

a. ANIM 1 Storytelling (Representative DE Application)
b. ANIM 2 2D Animation Fundamentals (Representative DE Application)
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

Motion to approve distance education for: ANIM 1 (VII. a.), ANIM 2 (VII. b.), ANIM 3 (VII. c.), ANIM 4 (VII. d.), ANIM 18 (VII. e.), ANIM 19 (VII. f.), ANIM 21 (VII. g.), ANIM 22 (VII. h.), ANIM 31 (VII. i.), ANIM 32 (VII. j.), ANIM 35 (VII. k.), ANIM 37 (VII. l.), and ANIM 38 (VII. m.), ANIM 41 (VII. vv.), and ANIM 42 (VII. ww.), DMPOST 2 (VII. n.), DMPOST 3 (VII. o.), DMPOST 22 (VII. p.), DMPOST 23 (VII. q.), DMPOST 30 (VII. r.), DMPOST 31 (VII. s.), GAME 1 (VII. cc.), GAME 2 (VII. dd.), and ET 89 (VII. zz.), with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Esau Tovar
The motion passed unanimously.

n. DMPOST 2 Digital Audio Fundamentals (Representative DE Application)
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

All DMPOST courses passed as a block with ANIM courses, GAME courses, and ET 89.
(see motion details under VII. m.)

t. ENGL 3 World Literature 1
u. ENGL 4 World Literature 2
v. ENGL 6 English Literature 2
w. ENGL 7 American Literature 1 (Representative DE Application)
x. ENGL 8 American Literature 2
y. ENGL 24 Grammar Review (Representative DE Application)
z. ENGL 30A Beginning Creative Writing
aa. ENGL 30B Advanced Creative Writing
bb. ENGL 50 Mythology

Motion to approve distance education for: ENGL 3 (VII. t.), ENGL 4 (VII. u.), ENGL 6 (VII. v.), ENGL 7 (VII. w.), ENGL 8 (VII. x.), ENGL 24 (VII. y.), ENGL 30A (VII. z.), ENGL 30B (VII. aa.), and ENGL 50 (VII.bb.) with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Dione Carter
The motion passed unanimously.

cc. GAME 1 Game Design Fundamentals (Representative DE Application)
dd. GAME 2 Game Mechanics

All GAME courses passed as a block with ANIM courses, DMPOST courses, and ET 89.
(see motion details under VII. m.)

ee. GEOL 1 Physical Geology without Lab (Representative DE Application)
ff. GEOL 31 Introduction to Physical Oceanography

Motion to approve distance education for: GEOL 1 (VII. ee.) and GEOL 31 (VII. ff.) with no revisions.
Motion made by: Esau Tovar; **Seconded by:** Audra Wells
The motion passed unanimously.

gg. GR DES 18 Introduction to Graphic Design Applications
hh. GR DES 31 Graphic Design Studio 1
ii. GR DES 33 Typography Design 1 (Representative DE Application)
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
Motion to approve distance education for: GR DES 18 (VII. gg.), GR DES 31 (VII. hh.), GR DES 33 (VII. ii.), GR DES 35 (VII. jj.), GR DES 38 (VII. kk.), GR DES 43 (VII. ll.), GR DES 51 (VII. mm.), GR DES 60 (VII. nn.), GR DES 67 (VII. oo.), GR DES 71 (VII. pp.), GR DES 71B (VII. qq.), IXD 310 (VII. rr.), IXD 350 (VII. ss.), IXD 370 (VII. tt.), and IXD 460 (VII. uu.) with no revisions.
Motion made by: Guido Davis Del Piccolo; **Seconded by:** Estela Narrie
The motion passed unanimously.

rr. IXD 310 Interaction Design Studio 1 (Representative DE Application)
ss. IXD 350 Interactive Storytelling
tt. IXD 370 Design for Community Change
uu. IXD 460 Tangible Interaction
All IXD courses passed a block with GR DES courses.
(see motion details under VII. qq.)

(Courses: Online Delivery in an Emergency Context Only)
vv. ANIM 41 Environment Design (Representative DE Application)
ww. ANIM 42 Prop and Vehicle Design
All ANIM course passed as a block with DMPOST courses, GAME courses, and ET 89.
(see motion details under VII. m.)

xx. COSM 77 Barbering (Representative DE Application)
yy. COSM 78 Barbering 2
Motion to approve distance education for: COSM 77 (VII. xx.) and COSM 78 (VII. yy.) with no revisions.
Motion made by: Brandon Reilly; **Seconded by:** Briana Simmons
The motion passed unanimously.

zz. ET 89 Figure Drawing (Representative DE Application)
ET 89 passed as a block with ANIM courses, DMPOST courses, and GAME courses.
(see motion details under VII. m.)

VIII. New Business
None

IX. Old Business
None

X. Adjournment
Motion to adjourn the meeting at 4:41 pm.
Motion made by: Jason Beardsley; **Seconded by:** Briana Simmons
The motion passed unanimously.

Santa Monica College
Substantial Change: IARC 53, Production Design for Film and TV 1
(Formerly INTARC 37)

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

Date Submitted: October 2019
Transferability: Transfers to CSU

Degree Applicability: Credit - Degree Applicable
Skills Advisory(s): ARC 11

I. Catalog Description

This lecture course examines the Motion Picture Industry as it relates to the Art Department of Film and TV, specifically focusing on the job of the Production Designer, Art Director, Set Decorator, and Set Designer. The course emphasizes personal, educational, and professional qualifications required for entry into the Motion Picture Industry as a professional Production Designer, Art Director, Set Decorator, and Set Designer.

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

1. What I Really Want to Do On Set in Hollywood: A Guide to Real Jobs in the Film Industry, Dzyak, Brian , Lone Eagle © 2008, ISBN: 0823099539;
2. Scene Design and Stage Lighting, 10th, Parker, Wilford Oren, Wadsworth Publishing © 2014, ISBN: 978-1111344436;
3. Debbie's Book: The Source Book for Props, Set Dressing and Wardrobe, 31st, Debbie's Book, Debbie's Book © 2019, ISBN: 978-1938666148;
4. The Hollywood Reporter Trade Publication
5. Variety Trade Publication
6. Location Magazine

III. Course Objectives

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

1. Identify education, skills and personal qualifications for entry into the Motion Picture Production Design Profession.
2. Examine each area of Motion Picture Production as it relates to Feature Film, Television and other moving narrative media.
3. Breakdown a script and determine important visual elements that will tell the story visually.
4. Create basic design concepts that satisfy the requirements of the script.
5. Gain experience in basic sketching, drafting, research and presentation skills.
6. Identify basic shots and film composition as used in designing sets.

IV. Methods of Presentation:

Lab, Lecture and Discussion, Projects, Visiting Lecturers, Other (Specify), Field Experience, Observation and Demonstration, Critique, Field Trips, Group Work, Online instructor-provided resources

V. Course Content

% of Course	Topic

20.00%	Introduction to film making and film language.
20.00%	Script analysis
20.00%	Discussion of concepts
20.00%	Research, develop and present a project
20.00%	hands on props and set decoration
100.00%	Total

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

Percentage	Evaluation Method
20 %	Exams/Tests -
40 %	Final Project
20 %	Group Projects - Art Director's breakdown / shot plot
20 %	Research Projects - Research / Shot Plot
100 %	Total

VII. Sample Assignments:

Research:

Students will research, in depth, their time period and geographic location in order to develop visual language, their character and history for their story.

Set decoration:

Students will explore the set decorating and costume resources available to them, after researching their time and place, in order to document the particular elements that will be appropriate to use in the story and share their discoveries with team mates in preparation for their final presentation.

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Students will demonstrate knowledge of visual language analysis, and relate design decisions to story theme.
3. Student will translate research into resources found within the film making community and be able to apply findings within the resources to the designed set.

ADVISORY Checklist and Worksheet

IARC 53 Production Design for Film and TV 1

Proposed Advisory: ARC 11

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **IARC 53**

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

A)	Develop illustration skills to visually convey ideas
B)	Understand the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric.
C)	Develop perspective sketches from a variety of sources such as orthographic drawings, digital images or photography, and the built environment.
D)	Observe, analyze and develop drawings from sight
E)	Understand basic light logic
F)	Manipulate surface textures and materials with the use of different medias such as markers, colored pencils, and ink

EXIT SKILLS (objectives) FROM: **ARC 11**

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

1.	Develop illustration skills to visually convey ideas
2.	Understand the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric.
3.	Develop perspective sketches from a variety of sources such as orthographic drawings, digital images or photography, and the built environment.
4.	Observe, analyze and develop drawings from sight
5.	Understand basic light logic
6.	Manipulate surface textures and materials with the use of different medias such as markers, colored pencils, and ink
7.	

	ENTRANCE SKILLS FOR: **IARC 53**								
EXIT SKILLS From: **ARC 11**		A	B	C	D	E	F	G	H
	1	X	X	X	X	X	X		
	2	X	X	X	X	X	X		
	3	X	X	X	X	X	X		
	4	X	X	X	X	X	X		
	5	X	X	X	X	X	X		
	6	X	X	X	X	X	X		
	7								
	8								

Santa Monica College
Substantial Change: IARC 63, Production Design for Film and TV 2
(Formerly INTARC 52)

Units:	3.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	4.50
Arranged:	0.00
Outside-of-Class Hours	54.00

Date Submitted:	October 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	IARC 53 or ARC 11

I. Catalog Description

This studio course features hands-on skills in production design for Film and TV. The course specifically focuses on design research, analysis, development, and presentation. Students learn to research and develop project from script to screen. Students produce set designs for Feature Film and TV.

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

1. Becoming Film Literate: The Art and Craft of Motion Pictures, LoBrutto, Vincent, Greenwood Publishing Group © 2007;
2. Production Design for Screen: Visual Storytelling in Film and Television, Jane Barnwell, Bloomsbury © 2017, ISBN: 1472580672;

III. Course Objectives

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

1. Breakdown a script and determine the important visual elements that will tell the story visually.
2. Create design concepts that satisfy the requirements of the script and the director.
3. Research and develop the designs using tear sheets, books, pictorial research, product catalogs, millwork catalogs, magazines and fine art to create your design concepts.
4. Apply the structure and the process of a motion picture and television Art Department. Identify the duties and responsibilities of all the members of the Art Department as well as rest of the Production Team.
5. Gain experience in sketching, drafting, decorating, model building, rendering and presentation skills and use these skills to create projects suitable for portfolio.
6. Demonstrate professional presentation skills in completed projects.
7. Analyze appropriateness of using a location or a set, economically and aesthetically.
8. Gain on set working experience.

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify), Field Experience, Observation and Demonstration, Critique, Projects, Field Trips, Visiting Lecturers, Group Work

V. Course Content

% of Course	Topic
10.00%	Script analysis principles

20.00%	Script breakdown, character analysis, and concept (visual language) development, location analysis and scouting, form crews appropriate for the project.
20.00%	Stage sets and location shooting, set sketches and their development into illustrations
20.00%	Develop location set plans and stage plans, elevations sand details, storyboard and thumbnail sketches
20.00%	Set decoration principals and practices – including sustainable and ethical practices
10.00%	Final Exam
100.00%	Total

Vb. Lab Content:

% of course	Topic
20.00%	Script, character, set, and location analysis
20.00%	Concept analysis and development
10.00%	Set decoration resources and practice
20.00%	Stage set and location shooting
20.00%	Develop location, set, and stage drawings
10.00%	Develop verbal and visual presentations
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Participation - Participation/Discussion/In Class Activities
20 %	Exams/Tests
60 %	Projects - 30% Project 1 30% Project 2
100 %	Total

VII. Sample Assignments:

Project 1:
Create a conceptual design source book appropriate to a given design problem in production design for film and television.

Project 2:
Develop a set of stage elevations and details for a given project Develop a white model of the set and do color renderings of the set illustrations. Drawings and model photos will be developed into presentation boards that will be presented in class.

Project 3:
Develop a project from concept to shooting

VIII. Student Learning Outcomes

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

2. Use tear sheets, books, pictorial research, product catalogs, millwork catalogs, magazines and fine art to create a conceptual design source book appropriate to a given design problem in production design for film and television.
3. Develop, prepare, and assess drawings and other presentation materials for inclusion in a professional production design portfolio.

ADVISORY Checklist and Worksheet

IARC 63 Production Design for Film and TV 2

Proposed Advisory: ARC 11

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **IARC 63**

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

A)	Develop illustration skills to visually convey ideas
B)	Understand the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric.
C)	Develop perspective sketches from a variety of sources such as orthographic drawings, digital images or photography, and the built environment.
D)	Observe, analyze and develop drawings from sight
E)	Understand basic light logic
F)	Manipulate surface textures and materials with the use of different medias such as markers, colored pencils, and ink

EXIT SKILLS (objectives) FROM: **ARC 11**

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

1.	Develop illustration skills to visually convey ideas
2.	Understand the principles of various types of drawing techniques: one-point, two-point, and three-point perspective, axonometric, oblique, and isometric.
3.	Develop perspective sketches from a variety of sources such as orthographic drawings, digital images or photography, and the built environment.
4.	Observe, analyze and develop drawings from sight
5.	Understand basic light logic
6.	Manipulate surface textures and materials with the use of different medias such as markers, colored pencils, and ink
7.	

	ENTRANCE SKILLS FOR: **IARC 63**								
EXIT SKILLS From: **ARC 11**		A	B	C	D	E	F	G	H
	1	X	X	X	X				
	2	X	X	X	X				
	3	X	X	X	X				
	4	X	X	X	X				
	5					X			
	6						X		
	7								
	8								

ADVISORY Checklist and Worksheet

IARC 63 Production Design for Film and TV 2

Proposed Advisory: IARC 53

SECTION 1 - CONTENT REVIEW:

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

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **IARC 63**

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

A)	Identify education, skills and personal qualifications for entry into the Motion Picture Production Design Profession.
B)	Examine each area of Motion Picture Production as it relates to Feature Film, Television and other moving narrative media.
C)	Breakdown a script and determine important visual elements that will tell the story visually.
D)	Create basic design concepts that satisfy the requirements of the script.
E)	Gain experience in basic sketching, drafting, research and presentation skills.
F)	Identify basic shots and film composition as used in designing sets.

EXIT SKILLS (objectives) FROM: **IARC 53**

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

1.	Identify education, skills and personal qualifications for entry into the Motion Picture Production Design Profession.
2.	Examine each area of Motion Picture Production as it relates to Feature Film, Television and other moving narrative media.
3.	Breakdown a script and determine important visual elements that will tell the story visually.
4.	Create basic design concepts that satisfy the requirements of the script.
5.	Gain experience in basic sketching, drafting, research and presentation skills.
6.	Identify basic shots and film composition as used in designing sets.
7.	

	ENTRANCE SKILLS FOR: **IARC 63**								
EXIT SKILLS From: **IARC / ARCH 53**		A	B	C	D	E	F	G	H
	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

DE Application: ANTHRO 9

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 in the following ways: 1. Welcome email: Before the course starts, the instructor will send out a welcome email to students. It will include key logistical information (how to access Canvas, class meeting times, where to get the textbook, course expectations, etc.) and an overview of the scope of the course to allow students to have a smooth start to the class. A copy of the syllabus will be sent in the same email, so that students can review the course requirements and schedule. 2. Student survey: Students will be sent a "getting to know you" survey at the beginning of the semester, which will allow for more personalized interactions between the instructor and students. 3. Invitation to office hours: In the first week of the semester, the instructor will send a letter to students with an invitation to office hours. It outlines the value of office hours and how to best prepare for your meeting. 4. Office hours: Remote office hours will allow the professor to interact one-on-one or in small groups with the students and to instructions and respond to student questions. Virtual office hours will be held multiple times per week and will occur via Zoom. Additional office hours may be scheduled, if needed for student convenience. 5. Asynchronous online class meetings: Optional class meetings will be held and announced ahead of time to students. All class content will be delivered over Zoom. Classes will be recorded and made available to students for asynchronous learning. 6. The instructor will record all class sessions and post a link to the recording on Canvas. This will allow students to watch class sessions when their schedules don't permit synchronous learning. 7. Announcements: The instructor will post weekly announcements on the Announcements page on Canvas. This will provide students will a road map of what is due in the course, as well as any upcoming assignments and deadlines. It will also include tasks, links to learning resources, and tips that they can implement to facilitate their study time during the week. A checklist will be provided, so that students can mark off tasks as they are completed and see what needs to be done next. 8. Breakout rooms: Students will do collaborative learning exercises, such as practical application and reading apprenticeship using Zoom's breakout room feature. The instructor will move between rooms to make sure groups are staying on tasks and to offer help or answer questions. 9. Timely feedback and comments: Instructor provides timely feedback and comments on students' work. The instructor will provide a grading rubric for assignments. In addition to the grade for the assignment, the instructor will provide additional comments with recommendations, feedback, and tips to help students improve. 10. Instructor-monitored discussion forum: instructor monitors discussion boards and provides timely feedback (within 48 hours). 11. Canvas messages and emails: The instructor will make every effort to respond to students' emails/messages within 24–48 hours.

1b. Student - Student Interaction

Student-student interaction is carried out through the following ways: 1. Discussion boards: Students will be able to interact with each other in an asynchronous manner via Canvas discussion boards. Discussion boards will also provide a platform where students can ask and respond to questions. It will be a hub for sharing helpful resources. Some graded assignments will require students to post to the discussion board, as well as respond to posts by other students. 2. Practical application: Students may work collaboratively during optional online practical application sessions. For instance, students will work with virtual and interactive 3D bone scans, which are freely accessible online. This is an appropriate alternative to physical cast material. Students may work in groups using the breakout rooms feature in Zoom (optional). These sessions will be designed to maximize interaction and foster collaborative learning. 3. Reading apprenticeship: students engage in periodic reading apprenticeship exercises throughout the semester. Students will interact and share their answers and strategies with their classmates.

1c. Student - Content Interaction

Student-content interaction is carried out through the following ways: 1. Lecture presentations will be recorded synchronously and will be made available to students to watch asynchronously. PDF copies of lecture slides and class notes will be made available on Canvas. 2. Some of the reading quizzes require students to write a reflection on their quiz result, study strategies used and plans for implementing new strategies for future assessments. 3. Instructional videos: instructional videos will be provided to help students learn the key concepts and skills. 4. Two surveys will be sent out during the semester (at the quarter and three-quarter points) to allow students to reflect on their learning and to give feedback to the professor. 5. Quizzes: Graded quizzes will be given every few weeks covering the lecture/conceptual material over the previous weeks. Instructor will also provide timely comments and feedback for each quiz. 6. Exams: There will be two non-cumulative exams and a cumulative final exam that focus on course content. 7. Discussion boards: Students will create posts and reply to course-relevant content on discussion boards.

1d. Distance Ed-Interactions

30% Online Lecture
Google Slides lectures will be narrated by the instructor. These will be complemented by PDF versions of the slides and lecture notes, which will be accessible through Canvas.

10% Videos
Videos will be provided that will complement course material. Some of the practical application content are supplemented with instructional videos. All videos will be closed-captioned.

20% Discussion Boards
Discussions board will be used for general student-student and instructor-student interactions. It will be be a place student can share resources with one another. Certain graded assignments require students to post content on the discussion forums based on instructions provided by the instructor.

10% Exams
Lecture exams and quizzes will be taken on Canvas and will test student understanding of the material throughout the semester.

20% Other (describe)
Practical Application: outside and instructor-created resources will be provided to students in order so they may practice the principals and techniques of paleoanthropology we learn about in the course.

10% Written assignments
Students will write papers in response to assigned readings, which focus on some aspect of paleoanthropology. Guidance and feedback will provided on drafts submitted prior the deadline. A discussion thread on Canvas will be created to discuss the readings.

2. Organization of Content

Course content will be organized into weekly modules that correspond with the concepts and objectives described in the course outline. A typical instructional module includes (1) overview of the expectations and materials covered in the module; (2) instructional video(s) to deliver the contents of the week; (3) instructional page(s) to explain the key concepts and skills needed to complete the weekly assignments; (4) a graded practical application worksheet with detailed instructions; (5) weekly quizzes to test the comprehension of the material; (6) a discussion forum; (7) other course-specific components as necessary.

3. Assessments

1% Syllabus and Canvas quiz
This quiz will test students' understanding of the syllabus and Canvas.

30% Exams

Three mid-semester non-cumulative exams.

15% Worksheets
Weekly worksheets that focus on practical application of knowledge.

25% Discussions
Students will participate in threaded discussions on Canvas. Students will respond to topics being covered lecture or readings. They will be provided with questions and prompts to respond to. Students will be required to make posts and respond to post by other students. Discussions will be used to assess students' participation and level of engagement in the class.

10% Reading quizzes
Students will take reading quizzes on Canvas. Reading quizzes will test students' knowledge on topics covered in the readings, which include chapters from the textbook and other provided reading materials.

9% Selected readings reflection papers
Students will write reflection papers in response to three selected articles.

10% Final
Cumulative final exam.

4. Instructor's Technical Qualifications

The instructor should be familiar with SMC online learning management system Canvas to manage the online class. They should also be familiar with using online meeting tools, such as Zoom.

5. Student Support Services

Website links to the SMC library, bookstore, DSPS, Admissions, Financial Aid, the Science Learning Resource Center, the STEM Center, the Center for Wellness and Wellbeing, the General Counseling and Transfer Services Center, and Student Health Services Center will be posted on the class Canvas homepage. In addition, useful learning resources including websites and videos will also be posted on Canvas.

6. Accessibility Requirements

All online course materials including lecture presentations, videos, images, assignments and other assessment forms, will be made accessible by incorporating design features such as closed captions, alternative text, headings for data tables, and skip navigation. Web links to additional resources that are appropriate for the course will be made accessible to all students.

7. Representative Online Lesson or Activity

Watch the TedX talk by Dr. Yohannes Haile-Selassie [link to video]. Write a 400 word response to the video or upload a 4 minute audio/video response (see bottom of page for acceptable formats). Discuss at least four of these prompts in your response: 1. How do paleoanthropologists know where to look for fossils? 2. What is it about the East African Rift Valley such an epicenter for paleoanthropological research? 3. How do the Badlands in the Afar Desert differ today from when early humans lived there millions of years ago? What caused this change? 4. Researchers working at Hadar in 1974 discover fossil remains that would change paleoanthropology forever. What did they discover? Using what you learned in class and in your textbook, why is this considered so important to the field? 5. How is the work of paleoanthropologists researching in the Afar Region different than what you had imagined what archaeological work looks like? 6. What is the significance of the "Ardi" fossil? 7. What surprised you most while watching Dr. Haile-Selassie's talk? Submitting: a text entry box, a website url, a media recording, or a file upload. File Types: doc, docx, odt, pdf, rtf, and txt.

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: ANTHRO 19

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

1. A Welcome Letter will be sent to all registered students 1-2 weeks prior to the start of the semester. The document will contain general information about the course, information and links to Canvas, information and links to DSPS, and contact information of the professor(s) of record. 2. Weekly Announcements will provide students will details of the material and tasks to be covered in the week ahead. Announcements will also be sent the week prior to the due date of each assignment, to announce optional Zoom meetings with students, and to announce any events (readings, films, meetings, webinars) that occur online in the LA area that are pertinent to course material. 3. Discussion Forums will be moderated by the professor(s) of record and feedback will be given to students within 72 hours of the close of the Discussion Forum. 4. All emails from students will be answered within 48 hours of receiving the email (holidays and emergencies excepted). 5. Weekly office hours will allow students to connect with the professor(s) of record via email or Zoom meetings. 6. Written assignments, Discussion Forums, and exams will be graded within 72 hours of the assignment due date (holidays and emergencies excepted). 7. A weekly optional Canvas Chat may also be offered for informal student-student and student-professor interaction.

1b. Student - Student Interaction

1. Weekly Discussion Forums are scheduled throughout the semester for all weeks of the course except those weeks that exams and projects are scheduled. Students are required to first post their comments, and then post responses to at least one of the peers comments. A rubric will be created as a guide for students for their discussion posts. 2. An 'Autoethnography of Food & Family' assignment in the first week of the semester will require students to introduce themselves to their fellow classmates. 3. Students in groups of 5-6 will be assigned to 'Heritage Food Groups' (according to varied geographic regions of the world, based on the heritage of students in the course) whereby they will first collaborate within their groups to create a group and individual presentations (PowerPoint or video) to share with other students in the class. In past semesters, we have had food heritage group presentations from such areas as East Asia, South America, the Middle East, Western Europe, the southern US, the Pacific Islands etc. 4. A 'Student Lounge' will allow students to ask questions, offer advice, and share information and resources with their peers. Canvas Chat may also be used to facilitate communication between students.

1c. Student - Content Interaction

The course will be organized into weekly Modules. Each weekly module will contain the Learning Objectives of the module, lecture material (PowerPoint, Word, and/or video), required reading material (all open access), a Discussion Forum, and information of outside resources for further study (links to webpages, articles, films etc.). Film clips, and possibly a few open-access films will be shown in the course. Students will have to answer 'Film Note' questions on these video presentations and submit their assignments on the course Canvas webpage. There will be 2-3 short answer/essay question exams. We will schedule a semester-long 'Home Garden' assignment and students will be required to keep a weekly Garden Journal. (In our on-ground version of this course, we have a course garden plot in the Student Learning Garden where students are assigned into 6 garden groups of 6-8 students. Students prepared the garden plots, plant seeds, and then maintain their plots throughout the semester. We were able to pivot to home container gardening once Covid-19 shut down the campus in the spring 2020 semester.) Students will share photos on Canvas with each other of the growth of their plants.

1d. Distance Ed-Interactions

25% Discussion Boards
Weekly Discussion Forums. Students are required to post their comments, and then post a response to a fellow classmate's post. Students will not be able to access their peer's posts until they first post a comment themselves.

15% Exams
Two to three short answer/essay question exams are scheduled.

15% Project Presentation
Heritage Food Groups. Students will be organized into groups of 5-8 students to produce a group presentation (PowerPoint and/or video presentation), and individual presentations of a family recipe that is representative of their food group. Presentations will be shared with students in other heritage food groups on the course Canvas webpage.

20% Online Lecture
Weekly lecture material will be presented in the format of PowerPoint, Word and/or video.

25% Written assignments
1. 'Who Am I' assignment: students introductions of themselves to their fellow classmates. 2. Garden Journal assignment (if feasible): students will record weekly observations of the growth of food crops in their home containers. 3. 'Film Notes' assignment: students will take notes on films shown in class (ex. "Food, Inc.") to answer the directed questions of the assignment. 4. 'Food Log' assignment: students will keep a 5-7 day food log to assess their eating habits, and to analyze their participation (as consumers, workers etc.) in the food system.

2. Organization of Content

The Course is organized into weekly Modules. Module 1/Week 1 is mostly information items (Welcome to Course, links to Canvas Guides, links to DSPS, Contact Information) and a 'Who Am I' assignment for students to introduce themselves to their classmates. Each Module for the remainder of the course contains: Learning Objectives, lecture material, linked (open access) reading material, video or film if scheduled for that module, Discussion Forum, written assignment or exam if scheduled for that module. Discussion Forums are not scheduled for modules that contain exams.

3. Assessments

20% Exams: 2-3 short answer/essay
Exams assess mastery of lecture and required reading material.

15% Heritage Food Group Project
Students in groups of 5-6 students will produce heritage food presentations (PowerPoint and/or video) of a family recipe that is representative of their heritage food group. The presentations are individual, but students work in organized food groups to discuss the various elements of cuisine of the region, recipes, embodied apprenticeship etc. For example, in a past semester a student whose family is from El Salvador made a presentation on her mom's pupusa recipe, along with providing information of the history of this dish in El Salvador and in the US.

25% Weekly Discussion Forums
Students will be required to post comments to the statements/questions on the weekly Discussion Forums, and then post replies to at least one of their fellow students posts. Students will not have access to their peer's comments until they post a comment themselves. A grading rubric will be created to guide students in their posts.

15% Food Log Assignment
Students will document their food consumption for a period of 7 consecutive days. Students will then write a short 2-5 page paper (double-spaced) about their food habits, and also note their roles as consumers, workers, and producers (cooking, cleaning, shopping for food) in the food system. A key

element of this assignment is to make "visible" to students all the invisible food workers and food producers who supply all of us with our daily food.

25% Written Assignments
1. 'Autoethnography of Food & Family' assignment: Students introduce themselves to their fellow classmates in a Discussion Forum for all students to see.. 2. 'Film Notes' assignment: Students answer directed questions to open-access films (ex. Food, Inc.) and video clips assigned. 3. 'Garden at Home' assignment: Students will record weekly observations on the growth of their food plants in their home containers. Photos of the progress will be posted on Canvas by students.

4. Instructor's Technical Qualifications

All faculty who teach this course have previously taught fully online courses at SMC and other LA CCs. These faculty are knowledgeable about the SMC online learning system (LMS) to organize and manage the course. All faculty who teach this course will have a working understanding of online conferencing programs such as Zoom and Skype.

5. Student Support Services

Links will be provided on the course Canvas webpage to DSPS, counseling services, Canvas help videos, SMC library, Bookstore, Admissions, Student Services.

6. Accessibility Requirements

All lecture material (PowerPoint, Word documents and video), course assessments, videos and films, linked open-access reading material, and linked outside resources will meet required accessibility standards.

7. Representative Online Lesson or Activity

OBJECTIVE 3: Compare and contrast in a systematic manner the beliefs, values, and ideologies of different cultures in reference to attitudes toward food and the impact those beliefs have on culture. HERITAGE FOOD AND CULTURE – XX points Due: XX Post in the Discussion "Heritage Food". Read your classmates' posts and comment. Share with our class at XX Zoom Meeting Here are the guidelines for your food heritage assignment. Don't hesitate to email your questions. You will need to refer to lecture and reading material for the following aspects of your presentation: - defining a cuisine - recipes/domestic recipes - meals, occasions of eating/commensality - terroir; the domestic kitchen/home-cooking - embodied apprenticeship Assignment guidelines: You should address these in your write-up for this assignment. - Where is the dish from? Maps are good. If you have music or slides, or a short video, you are welcome to include them. - Talk about the country or region's cuisine. What is grown there? What is popular to eat? - What are the health, flavor and aesthetic principles of food. What about the terroir? What are the principles of eating and sharing food? Hospitality? - Why did you choose this particular dish to share with the class? - What memories do you have of the dish? What memories or stories do others in your family (or friends) have about it? Ask people and share their responses with us. - What is the history - the provenance - of your dish? Is it a feast food? Family food? Street food? - What is the history of the dish in your family? On what occasions is it usually eaten? When did you eat it growing up? When do you eat it now? - What ingredients go into your dish? Where do they traditionally come from – are they bought? grown? sent? home-made? Where did you get them this time? - If you bought the ingredients from a specialty shop or restaurant, tell us about it. - Who traditionally made or makes this dish? Who makes it in your household? Who made it on this occasion? If you bought it, where did you get it? - If you made the dish, describe your experience (not necessarily the step by step process of cooking.) Have you made it before? - - Did you work with, or get guidance from, someone else? What was that like? Relate this to the concept of 'embodied apprenticeship' – learning by doing - and the experience of cooking with others. - Did you use a recipe? Does the recipe have a story? Does it 'belong' to someone in particular? - Has the dish evolved over time; for example, as a result of migration or diet change? Was it adapted by you or your family from something else? Who did the adapting? When and why?

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: ART 13

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

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

1b. Student - Student Interaction

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

1c. Student - Content Interaction

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

1d. Distance Ed-Interactions

25% Videos
Students will view demonstration videos related to the projects and techniques covered in the class.

40% Discussion
Students will post their work to discussion boards and critique the work of their peers.

35% Threaded Discussions
Students will post questions on assigned readings and be required to participate in finding answers to

the questions posed by the class.

2. Organization of Content

Content will be structured in a similar manner as ground delivery. Students will have access to lecture content and visual examples along with appropriate demonstrations of technique and assignment and projects. The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide directly with those concepts and objectives described on the course outline. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. There will be opportunities for students to participate in synchronous office hours and live demos as well as recorded demonstrations. Canvas has robust tools including the creation of content pages where links to recorded zoom and YouTube videos can be placed along with text and images. Discussion boards will be utilized for students to show work in progress and give/get feedback from other students and instructors. The content is organized into modules. Modules are consistently structured and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, and 3D models are used to create student-centered learning. There will also be links provided on a regular basis that will bring to the attention of students current events that have relevance to the course.

3. Assessments

30% Discussion Board Responses

View weekly content pages in the LMS and post a question/ response to the discussion board. Reply to a question posed by a peer on the discussion board. Students will be assessed on the quality, nuance, and depth of the questions that they post as well as on the thoughtfulness and accuracy of their responses to other students.

30% Design Projects

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

20% 3D Design Principles Exam

An exam will be given on the basic organizing principles of 3D design. Students are assed on their ability to recognize and employ various compositional strategies.

20% Comprehensive Projects

A comprehensive project is given at then end of the course. Students are graded on their ability to synthesize knowledge of key terms and concepts in the course.

4. Instructor's Technical Qualifications

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

5. Student Support Services

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Watch these 3 videos showing different techniques by 3 international paper artists. They use a variety of methods to turn the flat paper surface into wonderful 3D sculptures. They design with shape, form and texture. (Provide links to captioned videos: Video 1, Video 2 and Video 3.) You may search online for more artist working with paper, but I will be providing more advanced examples and instruction in the Part 2. Try several small experiments with the methods show in these videos and submit one photo grouping of at least 3 of your preliminary experiment results. This will allow you to learn and make mistakes, and try multiple techniques. You will learn from both successes and failures. These are not intended to be finished works of art. Write a few sentences about your results: Post an embedded photo with your comments in the Discussions assignment in Canvas. Interaction with Instructor: This will be graded, and feedback will be given by your instructor. Your written comments can include answers to the following question: 1. Did you score folding lines with a ball point pen or a blade? (In the British videos they refer to a ball point pen as a Biro.) 2. Did you create some flexible paper shapes by cutting lots of negative areas? 3. What techniques shown in the videos did you find most interesting? 4. What did you learn through your experimentation? You may add other comments. Interactions with Students: You will be required to add to the threaded discussion, commenting on work done by at least two other students. Additional points will be given for completion.

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 50C

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

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. Virtual office hours along with a video conferencing option will be provided.

1b. Student - Student Interaction

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

1c. Student - Content Interaction:

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

1d. Distance Ed-Interactions

25% Discussion Boards

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.

25% 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

50% 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. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, instructor will provide feedback to students privately using Speed Grader.

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% Written Assignments

Weekly written assignments will be submitted online through the college course management system

50% Written 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. A variety of short response (written) prompts will also be provided for the same reasons. For both types of questions, instructor will provide feedback to students privately using Speed Grader.

25% Threaded Discussions
Students will be expected to contribute and respond to posted threaded discussions placed in each module. Students will be expected to participate in group discussions in chat rooms.

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

Create an instruction booklet demonstrating the proper use of Cosmetology equipment. Students will work together or individually through the college course management system, creating a step by step California State Board of Barbering and Cosmetology booklet showing the proper use of Cosmetology equipment utilizing the NIC.

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: COUNS 1

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

The instructor will regularly initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course, including participation in threaded discussions.

1b. Student - Student Interaction

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums including threaded discussions and email for communication and collaboration activities. A rubric of equivalent grading document will be provided which explains how participation will be evaluated. The course includes activities that are designed to build a sense of community among learners.

1c. Student - Content Interaction:

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

1d. Distance Ed-Interactions

10% Online Lecture
Week 1 and Week 3 Zoom session which will be recorded. Week 1 is a welcome and overview of the syllabus and class expectations. This will include expected time frames to responses to inquiries, discussion board posts, and feedback on assignments and assessments. Week 3 reviews the take home midterm

30% Threaded Discussions
Student will be expected to respond to a prompt and then reply to at least 2 other students. Detailed instructions regarding level of student participation will be provided.

50% Written assignments
Assignments, Midterm, and Final Project. This will include written assignments based on assigned reading, the take home goals midterm, and the final project

10% Exams
Quizzes to assess learning. These will be given throughout the semester in a multiple choice, True/False, fill in the blank format

2. Organization of Content

Instructor will organize content in weekly modules on Canvas. There will be additional course handouts in the files tab, which will be organized according to the modular units.

3. Assessments

15% Adjusting to college/Components of student success
Students will respond to a series of questions regarding components of student success. They will then respond to (2) other students' posts on discussion board. Detailed instructions regarding level of student participation will be provided.

15% Goal Setting
Students will be assigned a take home midterm that asks them to set a goal using the S.M.A.R.T. method and then taking one action each day for 10 days towards completing that goal.

15% Time Management
Students will be given a series of assessments to fill out regarding time management strategies. They will pick a strategy from the reading and work towards a goal using time management to complete their midterm

10% Improving memory and concentration
Students will be given an exercise where they will apply their knowledge of strategies taught in memory such as mnemonic devices and concentration strategies to solve common obstacles that arise with college students

10% Note Taking
Students will use the Cornell note taking method to create notes for one of their classes

15% Textbook Reading Strategies
Students will use their knowledge of the SQ3R method to effectively retain information while reading college textbooks

10% Exam preparation
Students will utilize test taking strategies and anxiety reduction techniques to effectively prepare for college exams

10% Learning style strategies
Students will take the learning style inventory to determine their strongest learning style--Visual, Auditory, Kinesthetic

4. Instructor’s Technical Qualifications

The technical qualifications of an instructor should include knowledge of Canvas, Zoom, and the various technical support resources available through the college's website. The instructor's role for supporting course technology is explained to students, and links to technology support are provided.

5. Student Support Services

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

6. Accessibility Requirements

Many factors will best prepare an instructor to remain in compliance with Section 508 standards. The OEI rubric and the Peralta Online Equity rubric contain a thorough overview of required accessibility as it relates to content presentation, interaction, assessment and accessibility. First and foremost, having an open line of communication with the Disability Resource Center and ensuring both instructors and students understand the accommodations such as extended time and audio files that need to be available to students. Additionally, instructors need to ensure their videos are closed captioned, their

syllabus is available in a screen-reader friendly view and that assignments/documents are available in a variety of formats, including word and pdf. And when creating pages, listing clear and aligned objectives, appropriate course navigation and chunking, embedding instructions into content, using specific and consistent font, headings, and appropriate bullets and numbering.

7. Representative Online Lesson or Activity

The design and facilitation of communication activities are responsive to the variety of cultures and communication styles in the learning community. There will be a threaded discussion covering the course objective: "Learn and implement common behaviors of successful students to develop self efficacy." Students will share their response to a prompt asking what qualities make a successful student and then will be asked to respond to at least 2 other students' responses in a threaded discussion.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application: ESL 902

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

There will be multiple, frequent, and ongoing communication exchanges between the instructor and each student. The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how students can communicate with the instructor and expectations and parameters for student-teacher communication. The instructor will also provide instructions and support as needed for course navigation in Zoom and/or in an ongoing Q and A Discussion/Virtual Office where students can ask questions and receive assistance regarding the course. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance in Canvas Speed Grader and comments shared publicly and privately in Canvas Discussions, Quizzes, and Assignments. The instructor will send weekly reminders of upcoming due dates in Canvas Announcements and via email. The instructor will be available to respond to students via email, Canvas Inbox, and/or Zoom/Video Conferencing option.

1b. Student - Student Interaction:

Students will communicate with their classmates throughout the course regarding course content and everyday life in Canvas and/or in live Zoom sessions/breakout rooms. The live sessions are optional and may be recorded to accommodate students who cannot attend. Students will participate in 1-4 asynchronous threaded discussion activities per week. Most discussions will require students to respond to classmates. There will be weekly small group/pair activities throughout the course. There will be at least one collaborative assignment in which students collaborate via Google docs, Padlet, or Canvas groups. Students will be able to communicate with each other in a Student Lounge discussion board or a chat room where they are able to communicate with classmates regarding non-course-related topics.

1c. Student - Content Interaction:

Students will interact with course content on a weekly basis and will have regular opportunities to assess their comprehension of course material. Learning objectives are linked to coursework and/or reflective assignments. Course content may be presented in PowerPoint presentations, audio and video segments, recorded Zoom sessions, readings, downloadable grammar and vocabulary assignments, and other handouts. Students will engage with the course content in weekly synchronous (optional) and/or asynchronous discussions. Students will be assigned online journals and other writing assessments that focus on the unit's writing skill, vocabulary, theme, and grammar points. Writing assignments will be completed in Canvas via quizzes, online submission (uploading documents), text submission, and/or collaborative documents (Google Documents) or Padlet.

1d. Distance Ed-Interactions

10% Discussion Boards

Students will post responses to readings and/or listening passages in online discussion boards. Students will be asked to type responses as well as provide audio or video responses to prompts to practice all four skill areas of reading, writing listening, and speaking.

20% Online Lecture

The instructor will present content in online lectures delivered live and/or recorded in Zoom.

10% Videos
Links to videos will be embedded in the LMS for students to review grammar, practice listening, and pronunciation. All videos will be close-captioned.

10% Project Presentation
Students prepare and deliver short oral presentations on familiar topics individually or in groups in Zoom, Canvas, Flipgrid, or Padlet.

25% Exams
Students will take weekly formative assessments and summative tests at the end of every module. Tests cover vocabulary, grammar, reading, and/or writing skills.

10% Written assignments
Students will write journals other short writing assignments based on the weekly topics covered in class.

15% Threaded Discussions
Students will participate in weekly threaded discussions. Students will be asked to type responses as well as provide audio or video responses to prompts, and will be directed to respond to classmates' posts with comments or questions.

2. Organization of Content

The course will be divided into bi-weekly modules based on a theme that corresponds to units in the course textbook. Each module includes an objectives and assignments page which identifies the weekly required activities such as listening practice, vocabulary development, threaded discussions, speaking/pronunciation practice, reading, and writing activities as well as quizzes and tests.

3. Assessments

20% Discussion Board/ Threaded Discussion
Rubric with clear expectations

10% Written Assignments
Rubric with clear expectations

10% Oral Presentations
Rubric with clear expectations

25% Formative & Summative Quizzes/Tests
Canvas quizzes. PlayPosit.

35% Class Participation
Low stakes writing, grammar, vocabulary, role play, reading comprehension, and listening practice activities administered through the LMS such as Canvas features (assignment submission, quizzes), collaborative software such as Google Docs/Forms, outside resources, and/or Canvas third party apps such as Flipgrid, Kahoot, Padlet or Quizlet. Work marked complete or incomplete in Canvas with teacher feedback shared in Canvas SpeedGrader as appropriate.

4. Instructor's Technical Qualifications

Instructors should have completed training on the learning management system in place (Canvas). The instructor should be knowledgeable of accessibility resources on and off-campus. Instructor should be able to use videoconferencing software such as ConferZoom. The instructor should have facility with Microsoft Office (PowerPoint, Word) and document sharing in Google Drive, and video editing software such as Loom, Snagit, or ScreenCast. Instructor should be familiar with some third-party websites such as Quizlet, Padlet, Kahoot, and Flipgrid. Instructor will be able to access and use publisher's online resources and possess a willingness to stay current as technology changes every day.

5. Student Support Services

Support services that should be integrated into the online classroom will include links to SMC bookstore, Noncredit ESL Department website, ESL Tutoring information, Noncredit Student Support Services, Noncredit Counseling, Center for Wellness, Campus Police, DSPS, Canvas support, Zoom support.

6. Accessibility Requirements

Course Navigation: A clear homepage for the course will be established in The LMS in place such as Canvas. The homepage features HTML color-formatted banners (for page titles) and HTML color-formatted buttons to modules, information pages, etc. All unused sections of Canvas will be hidden. 2. Images and graphs: All images and graphs (not decorative) will include alternative descriptive text. 3. Content Pages will be divided into manageable sections. Each section will begin with a heading style and body text will use paragraph styles and appropriate font and color contrast when necessary. 4. Charts: Charts will include a descriptor and heading row/column titles to categorize chart information. 5. Links: Links are reformatted to have a specific name or titles (web addresses will not be used to indicate clickable links in Canvas). Web links to external pages should be formatted to open in a new browser tab or window. 6. Videos and Recorded Zoom Meetings: These files will be properly captioned and edited for grammar and accuracy.

7. Representative Online Lesson or Activity

Objective: Identify basic similarities and differences between two or more texts on a similar topic. Step 1: Read two short paragraphs about different neighborhoods posted in Canvas. Step 2: Add at least one similarity and one difference to the T-chart on the shared Padlet page. Step 3: Use there is/ there are; there isn't/ there aren't to write six sentences (Padlet, text entry, or document upload in Canvas) to compare the neighborhoods. Step 4: Part 1 - Post in the threaded discussion comparing the two neighborhoods. Say which neighborhood you like more and why. Due: Wednesday. Part 2 - Read all the student posts. Find 2 discussion posts that you agree with. Comment on these posts and say why you agree. Due: Friday. Step 5: In a Canvas written assignment, write a paragraph about your neighborhood. Use There is/are and There isn't/aren't.

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: GEOG 5

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

Instructor-student interaction is carried out through the following ways: 1) Welcome letter: a warm welcome letter is sent before class starts. In the letter, instructor will highlight the key information for students to smoothly start the class. All of the course expectations and requirements will be outlined in the syllabus and sent with the welcome letter. The welcome letter is also expected to build the contact between instructor and students. 2) Weekly announcement: weekly announcement provides students an overview of the tasks to be done in the week along with course contents and learning resources. 3) Weekly recorded lectures: Every week, the instructor will use recorded video lectures to deliver course content and lab instructions. 4) Timely feedback and comments: instructor provides timely feedback and comments on students' work (within 72 hours of assignment due date). All graded subjective assignments, such as essays and discussions, will be accompanied with detailed rubrics to explain the grade received. The instructor will give additional comments with recommendations, feedback, and tips to help students understand key concepts in physical geography. 5) Instructor-moderated discussion forum: the instructor will moderate and provide feedback promptly (within 24-48 on weekdays and 48-72 hours on weekends). 6) Canvas messages and emails: instructor provides specific instructions and address question for each individual student. Students' emails/messages is expected to be replied within 24 - 48 hours on weekdays and 48 - 72 hours on weekends. 7) Weekly virtual office hours: The student can have virtual face-to-face individual interaction (skype, zoom, or by phone) with the instructor to ask for additional clarification and assistance. With the ability to share computer screens via online appointments, the instructor is able to provide more individualized assistance as you would receive in person.

1b. Student - Student Interaction

Student-student interaction is carried out through the following ways: 1) Regular discussions: Discussion Boards will provide students with a place to ask general, conceptual, and technical questions. While the instructor will moderate and answer questions on the forum, students will also interact with one another by also answering questions and providing other tips or resources they come across. 2) Collaborative Assignments: Students will be organized into groups to work on collaborative lab works. Each group will have a group discussion board for their ideas on lab assignments. The instructor will closely monitor group discussion boards and provide comments and timely feedback. 3) Peer Feedback: Students have the opportunity to give brief feedback on each assignment in the form of a short peer review..

1c. Student - Content Interaction

Student-content interaction is carried out through the following ways: 1) Lecture presentation and other reading materials will be provided online for students to read and study 2) Instructional videos: instructional videos will be provided to help students learn the key concepts and skills. 3) Written assignments: Weekly written assignments will help students summarize the take-aways of the week and reflect on the key research topics in the field (e.g climate change, natural disasters) 4) Graded quizzes will be given every few weeks covering the lecture/conceptual material over the previous weeks. Instructor will also provide timely comments and feedbacks for each quiz.

1d. Distance Ed-Interactions

20% Discussion Boards

Students will use Discussion Boards to post their questions, share learning resources and stay

engaged with the instructor and other students in class.

20% Videos
Instructional videos will provide opportunities for students to virtually interact with course contents and the instructor. Videos will also be used by instructor to provide feedbacks and comments on students' work.

20% Online Lecture
Online lecture (recorded) is used to provide detailed instructions for student to learn the key concepts, information and skills. Lecture presentation and other auxiliary materials will be provided.

10%Study and/or Review Sessions
Multiple review sessions will be held throughout the semester to address students' questions on various assignments, quizzes and exams.

20% Exams
Online quizzes will be given after every unit and exams will be given after every module to assess student learning outcomes. Instructor will provide detailed rubrics for grading and provide timely feedbacks.

10% Other (describe)
Written assignments and Peer Review: Multiple written assignments, such as short essays, will be assigned to provide opportunities for students to reflect on key study topics in Physical Geography. Typical topics may include climate and climate change, soil erosion, extreme weathers, etc. Students will also be asked to provide peer review on other students' work to exchange ideas.

2. Organization of Content

Course content will be organized into weekly modules that correspond with the concepts and objectives described in course outline. A typical instructional module includes (1) overview of the expectations and materials covered in the module; (2) instructional video(s) to deliver the conents of the week; (3) instructional page(s) to explain the key concepts and skills needed to complete the weekly assignments; (4) a graded lab assignment with detailed instructions; (5) weekly quizzes to test the comprehension of the material; (6) a discussion forum; (7) other course-specific components as necessary.

3. Assessments

20% Weekly Quiz
Weekly quizzes (~10-15 in total throughout the semester) are used to assess students' comprehension on the key concepts and skills of the week

20% Exams
3-4 exams are used to assess the mastery of key concepts and skills in each environmental sphere (i.e. atmosphere, hydrosphere, biosphere and lithosphere.

20% Collaborative Labs
Collaborative labs are used to assess the mastery of practical skills in physical geography. Lab questions also provide students opportunities to deepen their understandings on the key concepts in physical geography.

20% Written Essays
Written essays are used to assess students comprehension on the key study topics in physical geography. Typical topics include, climate change, severe weathers, soil loss, drought, water pollution, and wildfires.

20% Group discussions
Students will participate in Threaded Discussions as individuals and groups. Group discussion will be

used to assess students' participation and level of engagement in the class.

4. Instructor's Technical Qualifications

The instructor should be familiar with SMC online learning system (LMS) to manage the online class. He/she should also be familiar with using online meeting tools such as Zoom.

5. Student Support Services

Website links to SMC library, bookstore, DSPS, Admissions, Financial Aid, Tutoring Center, Wellness and Well-being, Counseling, and Earth Science Department will be posted on the class website. In addition, useful learning resources including websites and videos will also be posted on class website

6. Accessibility Requirements

All online course materials including lecture presentations, videos, images, assignments and other assessment forms, will be made accessible by incorporating design features such as closed captions, alternative text, headings for data tables, and skip navigation. Outside web links to additional materials that are appropriate for the course will likewise be accessible to all students. Videos will be captioned.

7. Representative Online Lesson or Activity

Course Objectives: Read and interpret maps. Online lesson and activities include the following components: 1) Students are asked to watch an instructional video with closed caption to learn the key concepts and skills of map reading and interpretation. 2) An instructional webpage with written guidance on map reading and interpretation will be provided for students to read. Other resources, such as USGS technic documents, will also be linked to the page to help students learn and understand the key concepts and master practical map reading skills. 3) Students will be required to participate in a discussion forum with question prompt to summarize the key concepts they have learned and ask questions they may have. 4) Students will be grouped to finish a collaborative lab practice with digital maps from USGS topographic map collections and various thematic maps to practice map reading skills. 5) Students will be required to finish a short quiz containing multiple choice and short answer questions to test their understanding on the key concepts and skills of map reading and interpretation.

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 3

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 the LMS describing the week's activities. Where appropriate, 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 the LMS 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 on a weekly basis. 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. The course will be structured using the Module function on Canvas where all supplemental content, chapter reading guides, chapter quizzes, homework assignments, discussion boards, extra credit opportunities, links to videos, and exams, when scheduled, will be provided. The module structure will mimic the outline provided in the weekly announcements as well as the course schedule outlined in the syllabus provided at the beginning of the semester for clarity and consistency. Each module is designed to guide students through course content as well as provide them with opportunities to improve upon and test their comprehension. Detailed chapter reading guides will be provided that can include images/diagrams constructed by the instructor or referenced from the textbook as well as links to external supplemental information specifically chosen by the instructor to enhance understanding and comprehension. 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 that created by the instructor, will be transcribed by the instructor. Videos that showcase or document environmental-geology-related topics in real life will be provided wherever 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

Three exams will be administered in Canvas (or similar learning management software). Exams will cover 3 – 4 chapters. Students will also complete weekly reading quizzes based on assigned readings.

Students will be provided with weekly optional reading guides to complete as they read each assigned chapter that will prepare them for the chapter quizzes and the exams.

20% Online Lecture
Each week, students will begin the module by interacting with an online lecture provided by the instructor that introduces students to the material and explains the fundamental concepts for the week. This online lecture can take the form of an interactive page on Canvas or utilize recording software, such as Zoom or PlayPosit. Lectures will include written information, images, and videos. Lectures will also include short introductions to homework assignments new to that week and, when needed, a virtual walkthrough of more complicated activities or assignments for the week. In addition, each interactive lecture will include a bulleted list of the tasks assigned for the week.

20% Threaded Discussions
Students will participate in weekly threaded discussions. Threaded discussions will provide an additional pathway for students to be introduced to topics relevant to Environmental Geology and to discuss these topics with their instructor and peers. 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. Where possible, the instructor will record videos of relevant geology. These videos will be close-captioned where the caption has been corrected for accuracy by the instructor. In addition, other videos may be used in class to demonstrate course concepts and bring relevance to the material using the free resources available online. The following link provides an example of a video that highlights an important environmental geology-related issue, provided here with closed-captioning: https://youtu.be/xt5uJrWW1gE

15% Written assignments
Students will watch environmental geology-related documentaries in class and submit a written response to a prompt provided by the instructor. Students will also participate in a threaded discussion session after submitting their response so they may collectively discuss the issue presented in the documentary. The documentaries watched will have closed captioning.

10% Discussion
In addition to the opportunities for discussion provided above, 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, in an informal setting.

2. Organization of Content

Content will be organized in weekly blocks that focus students' attention on individual chapters from the textbook, each translating to a core concept from the field of environmental geology. Students will engage with course material in the following ways: 1) pre-recorded videos will be used each week to introduce students to the core aspects of the concept chosen for that week. All videos will be closed captioned and posted for students to watch at their convenience without restriction. 2) For each chapter, course reading will be assigned. A chapter reading guide that adopts an inquiry-based learning approach will be provided for each student to a) help them focus their attention on the most important aspects of the material and b) to provide them with supplemental information/imagery or links to external sources for supplemental information. Chapter reading quizzes will be assigned and will help students test their understanding of the material. Chapter reading quizzes will be open book with no time limit. 3) Students will engage in threaded discussions in Canvas discussion boards on a weekly basis that focus students' attention on real-life examples of environmental-geology related issues and applications. These discussion boards will provide a medium for students to discuss these topics with one another as well as with the instructor. 4) Homework assignments will be assigned to reinforce course learning. Most assignments will have the option for students to collaborate with one another to enhance the learning experience and to provide opportunities for peer-to-peer instruction. 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 CCConfer. The assigned activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

3. Assessments

40% Exams
Three exams covering 3 – 4 chapters. Exams will be administered in Canvas (or similar learning management software) and utilize the question options available, such as multiple choice, matching, short answer, True/False, and fill in the blank.

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% Homework
Other assignments will be assigned to students to encourage students to engage with the material in additional ways. For example, students could complete an assignment that introduces them to geologic hazards, including the geologic causes of these hazards and resources available to better understand these hazards.

20% Class Participation
Students will respond to threaded discussions. These discussions can include responding to instructor prompts and/ or responding to what their peers have written.

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. The following links will be provided on the course Canvas homepage: Financial Aid, the Bookstore, DSPS, Tutoring Center, SMC Library, the Center for Wellness and Well-being, Counseling, and the Earth Science Department. Links to additional resources will be added as needed. If the students can find these links in one place it will increase the likelihood that they will access those resources when they need them.

6. Accessibility Requirements

All videos shared in class will have closed captioning that was verified by the instructor. 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. The instructor will adhere to any accommodations outlined by DSPS for individual students.

7. Representative Online Lesson or Activity

Course Objective #3: Recognize and identify what conditions make regions susceptible to geologic hazards, including volcanoes, earthquakes, tsunami, floods, and landslides (mass wasting).
Assignment: Geologic Hazard Assessment Description: The goal of this course is to introduce students to environmental-related applications of the discipline of geology through the exploration and dissection of some of the most pressing geologic hazards that human populations face. California is both blessed and cursed with a rich geologic past, present, and future, but given the large international and out-of-state population, many of its residents have no awareness of the geologic hazards they inherited by moving to California. A central goal of a course like this is to provide students with the intellectual tools they need to identify general threats of geologic hazards in their communities and to introduce them to

the resources that are available to help mitigate the impacts of these hazards. In this course, students complete Geologic Hazard Assessments focused on the hazards listed above. Each Geologic Hazard Assessment is focused on one central geologic hazard: Volcanoes, Earthquakes, Landslides, etc. The assessments uses the Canvas quiz function, in an untimed format, to guide students through the resources available related to the hazard, including but not limited to, maps, fact sheets, government and academic websites, videos, and news articles. The goal of each assessment is to provide students with a greater level of understanding of the geology behind the hazard, the extent to which it affects greater Los Angeles, California, and therefore, each of them, and ways that they can take action to mitigate their risk on a personal and civic level.

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 5

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

1b. Student - Student Interaction

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

1c. Student - Content Interaction

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

1d. Distance Ed-Interactions

30% Exams

Three exams will be given. Each exam will cover 3-5 chapters. These exams will be administered via Canvas or similar learning management software. Weekly reading quizzes will be completed by students after they finished the reading and complete an optional outline.

15% Online Lecture

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

etc.) that require a more detailed explanation.

5% Videos
Videos will be used for some of the material. Depending on the instructor's schedule, access and availability, it may be appropriate for the instructor to record videos highlighting relevant geology, whether it be local or throughout the state. If this is not a possibility, the instructor may access and utilize existing documentaries and other open resources that provide video imagery of relevant geologic concepts. One example of an available resources include the educational videos created by PBS Eons. These videos often feature Historical Geology content. PBS Eons can be found here: https://www.pbs.org/show/eons/ One example video can be viewed here: https://www.pbs.org/video/the-search-for-the-earliest-life-1wkbhq/

40% Other (describe)
Weekly labs accompany each lecture. Labs are an opportunity for students to engage more deeply with the material through exercises designed to help students think critically and apply their knowledge (i.e. identify fossils and place them in geologic time based on what they have learned about fossils and geologic time from lecture and reading).

10% Discussion Boards
Each week students will participate in threaded discussions where they will interact with one another and with the instructor. The course will include Discussion Boards that offer both opportunities for formal and informal conversation. The Student Lounge, for example, will allow students to collaborate and connect similar to the way they would in an on-ground setting. Other Discussion Boards will be formally assessed and count toward their grade in the course.

2. Organization of Content

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

3. Assessments

35% Exams
There will be an exam at the end of every 3-5 chapters (1/3 of the way through the course content) which will be in the form of a multiple choice and/or essay question test completed online through Canvas or a similar platform

10% Chapter Quizzes
At the end of each weekly chapter, students will take a quiz that will be submitted online. The quiz will

consist of a variety of questions that can include multiple choice, matching, true-false, fill-in-the-blank, and/or short answer questions.

15% Threaded Discussions
For each chapter, students will be expected to respond to posted questions in the threaded discussion. Students will respond to the prompt as well as to each other and post them in a dedicated threaded discussion board.

40% Labs
A lab will be assigned to each module and students will be assessed via lab report, lab quiz, or a combination of the these assessment styles.

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 video conferencing such as Zoom meetings for virtual meetings with students and how to create breakout rooms in video conferencing such as Zoom for students to collaborate during group exercises.

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 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: Explain the applications and limitations of relative and absolute dating as they are applied to understand the timing of geologic events throughout Earth's history. Lesson: Age-dating Techniques The Grand Canyon is internationally revered for its vast landscape and haunting beauty, but among geoscientists it is valued for all that it reveals about the geologic past. Carved through a combination of tectonic uplift and river erosion, the Grand Canyon provides a look into the geologic past. To the layperson, the Canyon might just seem like a gaping chasm of rock, but to the geologist's mind's eye each layer in the Grand Canyon reads like a chapter in an epic novel. Using a geologist's mental framework, this epic tale can be told. In its essence, Historical Geology tells the story of how the Earth came to be, while providing a cautionary tale of what is to come. While understanding the setting in which a rock formed is critical to understanding the history of that particular rock, making sense of the context in which that rock is situated provides insight into the geologic changes that occurred before, during, and after the formation of that rock. In order to understand the timing of the events that occurred, one must have a systematic approach to interpreting the chronological order of events. In Geology, the systematic approach includes both relative-age dating techniques and absolute-age dating techniques. Relative-age dating techniques allow the geoscientist to assign an order (i.e. older or younger) to the exposed rock layers, and therefore, the events they represent. However, these techniques do not provide information about exactly when in geologic time these events occurred. Absolute age dating, on the other hand, relies on the presences of radioactive isotopes in the chemical composition of the rocks and allows the geoscientist to assign a numerical age to select rock layers. Yet there are limitations with this technique as well. It relies on the presence of radioactive isotopes that have decayed at a rate commensurate with the age of the rock. The actual dates obtained may represent any number of possible stages within the formation of the rock, and therefore, provide a range of possible ages rather than a specific and absolute age. Alone, one technique may not tell the complete story, but together, the story can be robust. In this exercise, students will be provided with a

cross-section of the Grand Canyon that includes absolute ages. The exercise can be carried out as follows: Option 1: Host a live session on Zoom where students are organized into groups and work through the exercise together. Following the session, the professor can debrief the exercise with the students in an interactive discussion. Option 2: Separate students into groups (or have students choose their own groups based on availability) and ask them to complete the exercise on their own. Have students submit written responses to the questions posed for credit. Part 1: Ask students to outline the geologic history of the Grand Canyon using only relative-age dating techniques. Part 2: Ask students to consider the absolute ages provided and revise their story as needed, identifying additional events that absolute-age dating may have revealed. Part 3: Ask students to discuss how considering numerical ages changed their understanding of the geologic history revealed by the Grand Canyon cross section. What did making sense of the Grand Canyon using relative-age dating principles alone reveal? How did adding numerical ages to these events change your understanding of these events? Part 4: Ask students to identify the benefits and limitations of each age-dating technique as revealed by this exercise.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application: GIS 25

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

All of the course expectations and requirements will be outlined in the syllabus and sent to students via announcements. The instructor will regularly send out multiple announcements to the class every week regarding the weekly content, tasks, resources, and tips. Each unit will contain a discussion forum for students to post questions. The instructor will monitor the discussion forum every day and respond promptly (within 24 hours) to provide help to students as needed. Students can also email the instructor via the course inbox or directly through email for any personal questions or extra help. All graded student assignments will provide a rubric explaining the grade received and the instructor will give additional comments with recommendations, feedback, and tips to help students improve their remote sensing skills. An overview video will help students learn how to navigate the course and its content. Weekly office hours are provided by appointment (i.e. student request) at the request of the student. The student can have virtual face-to-face individual interaction (skype, zoom, or by phone) with the instructor to ask for additional clarification and assistance. With the ability to share computer screens via online appointments, the instructor is able to provide more individualized assistance as you would receive in person.

1b. Student - Student Interaction

Students will be able to help one another through the discussion forums. To facilitate collaborative learning, students are encouraged to contribute to the course discussion forums by both asking and answering questions regarding the course material and weekly assignments. They can also email one another through the canvas inbox and share resources through the class via email. Additionally, students are invited to participate in peer review on the assignments. This will enable further student-to-student interaction as well as expose them to the process and outcomes that other students undertook.

1c. Student - Content Interaction

Students will interact with materials through the online learning platform (e.g. Canvas). Every week, a new unit will be released, with various text headers organizing the content by conceptual lectures, technical screencasts and videos, assignment instructions, resources, and a discussion forum. The mix of both conceptual and technical videos provide both knowledge and operational skills and help students complete their weekly assignments. Every few weeks a graded quiz will assess their comprehension of the material. Detailed grading rubrics with additional instructor comments will give individualized feedback and learning opportunities. In addition to lecture content, supplemental information such as external links, readings, and resources provide various modes of information to address different learning styles.

1d. Distance Ed-Interactions

20% Discussion Boards
Students will be required to respond to questions posted both by the instructor and other students

20% Videos
Student will be asked to watch videos to learn practical skills for map making.

20% Online Lecture
Online PowerPoint presentations with notes and/or reading assignments from an online text along with links to external content. Asynchronized lecture recording will be also provide for students to follow

along lecture presentation.

20% Project Presentation
Students will work independently on a Cartography project throughout semester. They will present the map to the rest of the class at the end of semester and provide comments and critiques on classmates' project outcomes.

20% Exams
Online quizzes will be given after every unit and exams will be given after every module

2. Organization of Content

The course includes conceptual and technical information and communication/collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide with those concepts and objectives described on the course outline. A typical instructional module includes (1) overview of the expectations and materials covered in the unit; (2) content for review including resources and a conceptual video lecture; (3) technical screencasts and videos walking students through a remote sensing exercise that will help them complete and master the remote sensing skills to complete their assignment; (4) a graded assignment with instructions, links to data, and references for specific tools they will utilize; (5) occasional quizzes to test their comprehension of the material; (6) discussion forum; (7) 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.

3. Assessments

30% Students will complete a semester project to synthesize map making principles
Submission of project. Grading will be based on (1) data quality (2) cartographic skills in map-making (3) project report

20% Quizzes
Four quizzes (5% each) consisting of objective questions and short-answer essays
Weekly lab assignments, exercises and reports

30% Weekly lab assignments, exercises and reports
Students will complete lab exercises, written assignments including lab reports and cartographic critiques

20% Group discussions on various topics in Cartography
Students will participate in Threaded Discussions as individuals and groups on various current topics and methods in Cartography

4. Instructor’s Technical Qualifications

The instructor should be familiar with SMC online learning system (e.g. canvas) to manage the online class. He/She should also be able to use the Citrix Server in SMC to guide student in using the GIS software installed on the server (e.g. ArcMap, ArcPro).

5. Student Support Services

Website links to SMC library, bookstore, DSPS, Admissions, Financial Aid, Tutoring Center, Wellness and Well-being, Counseling, and Earth Science Department will be posted on the class website. In addition, useful links to GIS data sources, articles, software online help documents and other professional discussion forum will be posted on the class website.

6. Accessibility Requirements

All online course materials including lecture presentations, videos, assignments and other assessment forms, will be made accessible by incorporating design features such as alternative text, headings for

data tables, and skip navigation. Outside web links to additional materials that are appropriate for the course will likewise be accessible to all students. All videos will be captioned.

7. Representative Online Lesson or Activity

Course Objective: "Define and explain basic principles of cartographic design, such as scale, projections, generalization, and symbolization." Assignment: Students will be asked to read a sample map with the aid of a video instructions. In the video students will be guided to read the key elements of the map and understand the design ideas. Then students will be asked to comment/critique on the cartographic design of the map in an essay format. They will also be asked to share the essay with other students on a discussion board, and comment on other students' response. Online teaching tools used for this assignment include dropbox, threaded discussion, and video recording tools (e.g. Camtasia, Zoom)

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: GLOBAL 10

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course. The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started. The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who …), Pages, Email/Message, and GPS. • Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates. • At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages • Instructor will comment and provide regular and constructive feedback on Assignments. • Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor. • Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message. • Instructor will use Message Students Who … through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources. • Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed. • Instructor will use CMS inbox to email or respond to emails from students. • Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class. Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

1b. Student - Student Interaction

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

1c. Student - Content Interaction

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

1d. Distance Ed-Interactions

18% Online Lecture
PowerPoints, lecture notes, and videos will be available to students.

18% Other (describe)
Quizzes: For each reading, there will be a short quiz designed to test that the students have read it and understood it. Another purpose of the quizzes is to keep the students connected to the course, so that you don't fall behind (which can happen easily in an accelerated online course) or drift off completely. The quizzes will contain multiple choice and true-false questions. Each Learning Module of the course will contain the quizzes required in that module.

8% Exams
There will be two exams: a midterm exam and a final exam. Both will be online. Each exam will contain a variety of short answer questions.

18% Written assignments
Class Preparation Assignments: These questions allow students to draw on a number of themes in the chapter and compare to recent events. Answer are be submitted early in the week.

38% Threaded Discussions
Discussion of questions provide by the instructor (i.e., Compare and contrast the ways that world-systems theory and the idea of the “bottom billion” explain global economic inequality).

2. Organization of Content

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning. The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives. The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning. The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys and assessment of content recall. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons. The instructor will include a course outline (schedule)

and list all materials/tools required for student success, on the syllabus.

3. Assessments

25% Exams
There will be a final exam. Each exam will contain a variety of short answer questions.

15% Quizzes
Quizzes: Short quiz for each reading designed to test that you have read it and understood it.

30% Written Assignments
Seven (7) Group Preparation Assignments (GPAs) for chapters to be answered, 10-12 per chapter.

30% Discussions
Guided projects with Government/Nongovernment/library databases searches relevant to the chapter

4. Instructor's Technical Qualifications

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

5. Student Support Services

The instructor will provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate. Resources and policies include: • Online Counseling • Disability Resources • Financial Aid • Bookstore • Online tutoring. • Canvas Resources and Technical Support • Title IX Policy & Resources • SMC Drop & Withdrawal Policies • Livesafe • Veteran's Resource Center • Resources for DREAMERS, DACAmented students, and undocumented students • Pronouns • Honor Code • Netiquette

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Course Objective # 1: Identify major recurring and emerging global issues; Global Inequalities: Inequalities of Race, Ethnicity, Gender, and Sexuality • Announcements: Due dates and reminders o Instructor-student Interaction ♣ The frequent, and on-going communication exchanges between the instructor and each student via course communication is through homepage announcements, modules, grade book comments box and individual emails. and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. Module will include: •

Chapter Objectives and PowerPoint overview links at the top of the module. • A chapter questions are posted with a due date. The submission of their answers will be uploaded within the assignment page. Class discussion: Instructor will provide directions in a student to student threaded discussion. Part 1 reply to the instructor's directions; select data concerning global inequalities from a selected United Nations and Global databases. Describe what you found and provide a url address of the content. • United Nations University, World Institute for Development Economics Research, World Income Inequality Database: https://www.wider.unu.edu/data • Research Network on Gender Politics and the State: https://pppa.wsu.edu/research-network-on-gender-politics-and-the-state/ • UNDP Human Development Reports, Gender Inequality Index: http://hdr.undp.org/en/content/gender-inequality-index-gii • International Labour Organization, ILOSTAT: https://ilostat.ilo.org/ • KOF Globalization Index: https://kof.ethz.ch/en/forecasts-and-indicators/indicators/kof-globalisation-index.html • Country Watch: http://www.countrywatch.com Part 2 of the discussion--reply to the Part 1 post of another student. The response must include the name of the student you are replying to. Tell them about how the textbook or library database article, News Plus, or Opposing viewpoints in context, Country Watch, is relevant in understanding their example.

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: IARC 53

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 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

10% Chat Rooms
Weekly discussions may be on construction methods, materials, observations and analysis of script and/or site. 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.

20% Study and/or Review Sessions
Posted hours for weekly online study groups/meetings to review assignments/worksheets. These online meetings are available for review by students not able to access the chatroom at the specified time.

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.

5% Exams
Weekly Quizzes to verify understanding of topics and a final exam for retention of knowledge.

5% Videos
Demonstrations of specific skills for class. Videos shall be captioned.

10% Project Presentation
Students shall give a brief presentation of their project to the class. The video shall be turned in, transcribed, and uploaded for student discussion. This shall be one of the weekly topics for the discussion board.

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

50% Weekly Exercises
Students are grouped and work on assignments that move them toward two presentations on the Collaboration areas of canvas. Assignments are turned in via canvas.

40% Projects
Two group projects submitted via canvas for comment and grading by the instructor. Weekly chatroom participation allows students to discuss projects with each other and the instructor. The two projects will be broken into stages and each stage turned in for instructor and student review and comments on a regular basis until final submission which will be graded and final comments made.

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

Objective: Breakdown a script and determine important visual elements that will tell the story visually. Assignment: Complete an Art Director's Breakdown for supplied script, list the sets, and determine contrasting elements for the script. Students will be given a script and a template for doing the breakdown. This is an individual assignment turned in via SMC on-line platform such as Canvas and commented and critiqued by the instructor. Contrasting elements would be shared by the group n a discussion for comment by the group and to determine the most effective visual contrast.

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: POL SC 21

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

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course. The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started. The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who …), Pages, Email/Message, and GPS. • Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates. • At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages • Instructor will comment and provide regular and constructive feedback on Assignments. • Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor. • Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message. • Instructor will use Message Students Who … through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources. • Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed. • Instructor will use CMS inbox to email or respond to emails from students. • Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class. Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

1b. Student - Student Interaction

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

1c. Student - Content Interaction

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

1d. Distance Ed-Interactions

50% Online Lecture
Students will be exposed to traditional/conventional lectures developed and delivered by the professor.

4% Videos
Select videos/short films will be required.

33% Discussion
Students engage in meaningful professor directed discussions relating to political theories focused on the concepts of race, ethnicity, gender, sexual orientation and other points of difference in American government, politics, and culture. These discussions require students to present their own “takes” or interpretations of established and burgeoning political theories. In addition, these discussions require students to evaluate and comment on the work of their peers enrolled in the course.

4% Project Presentation
Students will present their term project to the full class and will receive feedback from their peers and the professor.

9% Exams
Students will be evaluated in part by conventional examinations. A midterm exam and a final exam will be administered online to all students.

2. Organization of Content

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning. The instructor will include unit learning objectives at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives. The instructor will present content using a variety of modalities such as text (readings, slides), audio (podcast, interviews), video (lessons, lecture, presentations) and graphics (graphs, tables, charts, visuals, and banners), to facilitate student-centered learning. The instructor will use multiple CMS tools to deliver the content and streamline access to materials and activities for students. These tools include Pages to deliver reading, slides, and deliberate practice, and to embed or link to videos and audio, Discussion forums to deliver prompts on course content, Chat to deliver responses to questions, Collaboration and Groups to deliver student-created content, Quiz tool to deliver polls & surveys. The instructor will also use external apps such as Zoom to deliver lessons, responses to questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons. The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. Assessments

40% Lecture and Dialogue with the Professor
Examinations

20% Critical Analysis of political theories
Evaluation of Discussions focused on the concepts of race, ethnicity, gender, sexual orientation and other points of difference in American government, politics, and culture

20% Critical Analysis of political theories
Critical Review Essays focused on the concepts of race, ethnicity, gender, sexual orientation and other points of difference in American government, politics, and culture

20% Exploration and Development of burgeoning political theories and their electoral effects
Term Project

4. Instructor's Technical Qualifications

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

5. Student Support Services

The instructor will provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate. Resources and policies include: • Online Counseling • Disability Resources • Financial Aid • Bookstore • Online tutoring. • Canvas Resources and Technical Support • Title IX Policy & Resources • SMC Drop & Withdrawal Policies • Livesafe • Veteran's Resource Center • Resources for DREAMERS, DACAmented students, and undocumented students • Pronouns • Honor Code • Netiquette

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Critical Review Essay. Students will demonstrate enhanced and improved skills in critical analysis of difference theory (e.g., race, ethnicity, gender, sexual orientation). Students will first engage with their peers through threaded discussions and collaboratively work to deconstruct key concepts within difference theory. Students will then choose a focused narrow topic to consider and explore in a traditional critical review essay. Students will utilize FlipGrid to present their work to both the class and the professor for feedback. Zoom office hours will be utilized so the professor can give guidance and feedback once the essay has been submitted.

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: RRM 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 expectancy of the instructor-student interaction frequency will be reflected in feedback on all assignments from the instructor to the student, the opportunity to set up virtual office discussion and frequent announcements will be posted as an approach to stay connected. Weekly discussion boards will be used for students to participate in replying to peers.

1b. Student - Student Interaction

A weekly Discussion Boards assignment will be posted in Canvas for each student to respond to a prompt question (s) each student will be required to reply to 2 students' initial response. Guidelines will be posted as how to respond and how to reply to Discussion Threads. Additionally, there will be group projects where students will be put into groups and will be expected to participate in the project. I will also have a thread in Canvas where students can communicate about matters related to the class.

1c. Student - Content Interaction:

The aim is to create a learning environment that is adaptable to the specific needs of the students. Using an Inclusive Design approach, acknowledges that students have diverse needs, abilities, backgrounds and experiences, therefore the Student-Content interaction will include discussion boards, lecture material student will have to read or view on video weekly. A mid-term and final will be posted during the semester and bi-weekly quizzes to test the student's comprehension of the assigned reading. To meet the learning objectives of the course (s) student will need to do research on projects assigned in Canvas. Submission of projects as outlined in course instructions will be written or submitted through creating a video.

1d. Distance Ed-Interactions

15% Discussion Boards
Weekly Discussion Board assignments will be posted in Canvas- a prompt question (s) will be given related to material students read or a video they reviewed.

10% Videos
Students will be asked to watch videos posted in Canvas and then ask questions they will require interaction with other students.

20% Exams
Students will do biweekly quizzes, one Midterm and one Final Exam

4% Chat Rooms
A chat room will be set up where students can interact with each other

10% Peer Feedback
Peer feedback will be required on all discussion board posts and feedback on projects.

10% Study and/or Review Sessions
Review of lectures.

11% Online Lecture
Listen to lectures posted.

5% Project Presentation
Create video of project.

15% Written assignments
Assignments will include researching and writing a paper on the project assignment

2. Organization of Content

All course materials will be accessed through Canvas and laid out in weekly modules. Each week will have its own module. Each module will have a Text Header that includes an overview summary page, and at least one page of lesson material. Each module has some interactive elements: An Assignment, A Discussion, A forum for sharing responses with the class and for peer-learning among students, A quiz, to assess or evaluate student progress and/or mastery of concepts and ideas. Included in the course an entrance survey to gather feedback and information from students. Content will be included under each Text Header to explain the lesson, assignment or activity. It will be clear what outcomes will be achieved from completing assignments and engaging with the lesson materials. Instructor will sometimes use video to explain assignments in additional to a written instructional format. Students will watch videos, Ted Talks and hear guest speakers.

3. Assessments

30% Projects
Turning in assignment on time and following instructions given for the assignment- using Rubrics.

30% Written Assignments
Using Rubrics

20% Discussion Board
Rubrics

20% Midterm quizzes and Final Exam
grading

4. Instructor's Technical Qualifications

Competency in the use of Canvas management system, and other technological features embedded in Canvas such as external media, video recording. A microphone, web conferencing (Zoom), Camera and laptop or desktop preferred.

5. Student Support Services

Useful Resources links will be provided in a Canvas Module that include; Library, Career Services, Counseling, financial aid, DACA, SMC Equity policies, How to use Zoom or Canvas

6. Accessibility Requirements

The design of the course will use all requirements for accessibility. Class will be in in compliance with Sec 508 of the Rehabilitation Act. Use Canvas tools to make instructor's course content accessible to all students. Including students who have special physical, sensory, or cognitive requirements, and account for the different was that students learn. Caption videos Add alternative tags to embed images Avoid uploading scanned PDFs Avoid using tables to organize information Attach embedded links to descriptions

7. Representative Online Lesson or Activity

Course Objective: Exhibit a basic understanding of recycling, sustainable resource management systems and the tools employed to eliminate waste and use resources efficiently. One activity a student will engage in, is conducting research on how their solid waste is managed at their residence. A series of questions will be used as prompts for the student to use when contacting their waste hauler. They

will also have to research website to obtain answers to prompt questions for this assignment. Once the student finishes their research and has answered the assigned question, the student will use Canvas to upload assignment. Student may also use a multimedia source.

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: BIOL 3

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 begins with a detailed introductory package from the instructor that includes a welcome letter, as well as additional material that may include but will not be limited to PDF files, videos, and audio recordings sent to students by email, and also posted on the distant learning platform used by the college (e.g. Canvas). Students receive their detailed syllabus, SLOs, and expectations and resources for success in the online format by no later than the first day of the semester. The instructor provides lecture and instructional activities to cover course content on at least a weekly basis for the duration of the session. Each week, the instructor posts and/or emails regular announcements and reminders regarding assignments, quizzes and exams, including all upcoming due dates. The instructor explains in detail how the online platform is organized, so that students feel oriented and informed about where to look for additional information on the course. Topic based discussion boards encourage students to interact with each other and the instructor. The instructor provides regular feedback on discussion boards. These discussion boards also act as a format for online office hours. Individual students (or groups of students) that do not feel comfortable with the online open discussion group format, as well as those that require additional help, may address their needs through email threads, and when necessary, through individual or small group video chats (e.g. Zoom; Skype). Instructor provides feedback on all student graded assessments, as is the case in the on-ground version of this course. Students are encouraged throughout the semester to interact with the instructor often and using whatever format they feel most comfortable with.

1b. Student - Student Interaction:

Students engage in weekly synchronous and asynchronous activities that include but are not limited to discussion boards where they address review questions associated with every lecture. Additionally, students may be assigned partner activities, brainstorming activities, and/or small discussion groups, and are then expected to report to the larger group. The instructor monitors these discussions and gives guidance and feedback as needed. Additional general student discussion boards encourage students to interact with one another outside the framework of the course material. In the student discussion area, participants can share course material, create study groups, help each other, and exchange contact information.

1c. Student - Content Interaction:

A variety of assignments and activities are provided synchronously and asynchronously to require students to interact with course content, as well as the instructor and other students multiple times each week. These assignments will correspond to weekly topics and will include multimedia lecture material, review questions and problem solving used both for self-check quizzes as well as for group discussions, include lab simulations and virtual/interactive labs, and will require topic based discussion board activity. Multiple exams, quizzes, problem solving, and written assignments are also used to assess student performance and allow for regular feedback throughout the semester.

1d. Distance Ed-Interactions

10% Discussion Boards
Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various lecture/lab topics.

40% Online Lecture
Multimedia lecture presentations are provided to students synchronously and asynchronously that

includes recordings, zoom meetings, and breakout sessions for real-time collaborations. Additionally, students will be encouraged to post any questions that they might have in a discussion board or meet for online office hours.

25% Other (describe)
Lab Assignments: Multimedia presentations and lab activities are provided to students. Specific protocols and instructions are provided to show students the connection between the laboratory, lecture material, clinical/medical applications, and research applications. Students are also encouraged to post any questions that they have on the discussion board.

10% Written assignments
Students are guided to analyze experimental results and provide a well-written discussion and interpretation of data. This written assignment assesses students' abilities to combine what they have learned in the different sections of the course, and to use that information to either analyze and form hypotheses or to critique peer reviewed journal articles.

15% Exams
Students will be assessed on course content via short weekly quizzes and several exams per semester.

2. Organization of Content

Organization of content does not deviate from the on-ground version of this course. Delivery of content will be using online platforms (e.g. Learning Management System - Canvas) and resources. Each week, content will be presented in modular units for both the lecture and the labs.

3. Assessments

43% Exams
Several examinations on lecture content will be administered per semester. These may consist of multiple choice, short answer, and essay questions.

17% Final exam
A final examination will be administered at the close of the semester and may consist of multiple choice, short answer, and essay questions.

10% Lab reports
Students will be required to submit weekly lab reports and worksheets based on the laboratory activity for that week.

15% Lab quizzes
Students will be assessed weekly on the content of the lab activities performed previously. Multiple choice, short answer, and essay questions may be used.

10% Writing assignments
Students will practice critical thinking and analysis through writing assignments. These may include evaluations of scientific literature, research papers, and discussion threads on particular topics.

5% Participation
Students demonstrate engagement in the course by completing assignments and performing onlne activities.

4. Instructor’s Technical Qualifications

Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services

Santa Monica College Student Support and Online Services: https://www.smc.edu/student-support/ssc/index.php Instructor will provide additional specific links/contact information based on individual student needs (e.g., counseling, DSPS, financial aid, library, tutoring, etc.).

6. Accessibility Requirements

The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will be fully accessible including appropriate headings, formatting and color contrast. Multi-media will be closed-captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity

Objective 5. Acquire proficient scientific literacy for making informed decisions about issues with biological relevance, such as general health, medicine, nutrition, bioethics, and environmental concerns. In group discussions, students will analyze and critique scientific literature to debunk the false association between vaccinations and the development of autism.

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: CHEM 10

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

Instructor will describe the class structure to students at the start of online instruction, ideally on the first day of class. The instructor is expected to monitor participation of and provide regular updates to students either through synchronous or asynchronous means. Instructors should reply to a student's email within 72 hours. Regular contact between instructor and students may take place through one of the following methods: virtual office discussions, frequent announcements, gradebook feedback on student's work, participation in threaded discussion boards, emails, and/or videoconferencing.

1b. Student - Student Interaction:

Instructors will use tools and methods available for student-initiated interaction to accommodate a variety of communication styles. Examples may include using weekly threaded discussions with required peer comments or virtual collaborative assignments. The breadth and depth of a student's participation on these activities will be part of their grade. Instructors may also prompt students to reply to open-ended questions to promote student-student discussions.

1c. Student - Content Interaction:

Students will be expected to interact with the course content through various assignments. Examples may include viewing video and non-video lecture materials, taking content-based quizzes and exams, or working through specific laboratory assignments. The laboratory assignments may require students to watch videos, make observations, or use virtual simulation from external websites to make measurements and conduct chemistry experiments. Students will be expected to work on and submit these assignments at least once a week.

1d. Distance Ed-Interactions

30% Practice Problems

15% Student-Student Discussion

20% Discussion and Tutorial Sessions

10% Tests and Lab Reports

25% Lab or Lecture Videos and Simulation

2. Organization of Content

The content will be organized into modules that allow students to clearly follow instruction. The modules will include all the relevant lecture and lab materials for a given week or a given chapter. Content materials may include lecture notes, lecture and lab videos, or video recordings of live sessions with students. Each module may also contain assignments that must be completed. Every 3-4 weeks, the students take an exam that covers material from multiple modules.

3. Assessments

% of Grade	Activity Description	Assessment Method
5%	Class participation: students are expected to participate in	Practice problems

	threaded discussions or collaborative work on practice problems for each topic weekly.	or threaded discussions
15%	Lab Assignments: students will complete an assignment after watching a video on an experiment, usually with some required observation included in the video. Alternatively, students may be required to perform a virtual experiment. Labs are performed weekly.	Lab reports and virtual quizzes on each lab content
10%	Lecture quiz: this is a test covering each chapter's lecture material. Quizzes may occur every 1-2 weeks.	Quizzes on each chapter's lecture
40%	Exams: this is a more comprehensive test covering multiple chapters' materials. There are at least 3 exams per semester, corresponding to 10-15% per exam.	Tests covering materials from multiple chapters
10%	Lab Final: students will be tested on their cumulative knowledge of laboratory procedures. This assignment may be combined with the final exam.	Test covering lab knowledge from the entire semester
20%	Final Exam: students will be tested on their cumulative knowledge of lecture content.	Test covering lecture knowledge from the entire semester

4. Instructor's Technical Qualifications

Familiarity with tools for virtual communication such as email and video conferencing applications such as Zoom. Familiarity with a Course Learning Management System (LMS) used in the College, such as Canvas. Familiarity with other tools of virtual content sharing such as Google Drive, Office 365, or Dropbox.

5. Student Support Services

Instructors should provide links to the following student support services

Support for Students with Disabilities

- Disabled Student Center

Tutoring (On Campus & Online)

- STEM Center
- Science Learning Resource Center
- Black Collegians and Adelante
- Math Lab

Additional Services

- General Counseling
- SMC Bookstore
- SMC Library
- SMC Welcome Center
- SMC Writing Resources
- Financial Aid & Scholarships
- Veteran's Resource Center
- Student Health Services
- SMC Drive Thru Food Pantry
- Title IX Compliance

6. Accessibility Requirements

All videos that students are required to watch will be captioned. Additional accommodation for students with disabilities will be incorporated in consultation with staff at SMC Disabled Student Programs and Services Center. Additional Universal Design components, such as appropriate paragraph headings and the use of alt-text for images, will be incorporated whenever possible.

7. Representative Online Lesson or Activity

To meet objective #2, which is to use dimensional analysis to solve word problems involving unit conversions, students will be asked to complete the following assignment.
Watch the following YouTube video on Density, https://www.youtube.com/watch?v=vqW48XHk9H0.
After watching the video, complete the following assignment on Canvas.

1. What is the density of 96 mL of a liquid that has a mass of 90.5 g?
   A. 0.94 g/mL
   B. 1.1 g/mL
   C. 186.5 g/mL
   D. 28.4 g/mL
   E. none of the above

2. What is the volume of 19.6 g of a liquid that has a density of 0.967 g/mL?
   A. 16.9 mL
   B. 20.3 mL
   C. 14.7 mL
   D. 17.9 mL
   E. none of the above

3. What is the thickness of paint, in fm, on a refrigerator that has a width of 6.990×10^4 dm and a height of 9.98×10^5 hm? The density of the paint is 8.99 g/mL and it requires 53.8 lbs of paint to cover the front of the refrigerator. (454 g = 1 lb).

Once you work through the problems, post your experience on the threaded discussion board for this assignment. Your instructor will discuss the answers during the next office hour.

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: CHEM 11

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

There will be multiple types of instructor-student interactions. These may include the following: weekly announcements, regular assignment feedback, comments on, and scores of students' work, reply to a student's email within 24-48 hours except during weekends, or weekly live check-in with instructors to discuss content materials that students are having trouble with (such as lectures, office hours, or activity sessions). One-on-one meeting via videoconferencing or a phone call may also be set up for students in special circumstances. It is highly advised that the instructor will describe the class structure to students at the start of the instruction (ideally on the first day of class), either through live or recorded video.

1b. Student - Student Interaction:

The course will have regular forums that students are highly encouraged to participate in. Examples of these forums may include threaded discussions, collaborative work like creating Wiki pages, or break out room activities in Zoom. In addition to student-initiated discussion, instructors should provide structure to the student interactions via example problems and conceptual questions.

1c. Student - Content Interaction:

The course provides several ways for students to interact with the content. Examples may include providing videos for students to watch or problem-solving practice via assigned homework or quizzes. It is highly advised that the instructor provide follow-up live sessions to help students overcome difficulties and master content. Laboratory assignments require students to watch videos and make observations or use virtual simulations to make measurements and conduct chemistry experiments.

1d. Distance Ed-Interactions

40% Practice Problems and Lab Assignments

10% Student-Instructor Interactions

5% Student-Student Interactions

10% Tests/Quizzes

35% Lecture Videos and Lab Simulations

2. Organization of Content

The content is organized into weekly modules which are shared with the students virtually, for example using Canvas, a personal webpage, or email. The module should include relevant lecture and lab materials for a given week including lecture notes, lecture and lab videos, and recordings of synchronous lectures. The rest of the module contains the assignments that must be completed for the week. Every 3-4 weeks the students take an exam covering material from multiple modules.

3. Assessments

% of Grade	Activity Description	Assessment Method
60%	Exams and/or Quizzes: there should be a minimum of three Exams	Tests covering materials from multiple chapters

	and/or Quizzes, with each corresponding to no more than 20% of the overall grade.	
	Practice Problems – up to 15%, if assigned for a grade	Worksheets, online problem platforms like Sapling or Mastering Chemistry, or problem sets within the LMS where problems may be graded for completeness and/or correctness.
15%	Lab assignments: this may include lab quizzes, prelab, or postlab assignments. There are 11-13 lab reports per semester.	Lab reports which contain data observation and analysis
25%	Final Exam: cumulative exam(s) that covers both lecture and lab materials.	Test covering lecture and lab knowledge from the entire semester

4. Instructor's Technical Qualifications

At minimum, familiarity with tools for virtual communication such as email and video conferencing applications like Zoom. Familiarity with a Course Learning Management System (LMS) used in the College, such as Canvas. Familiarity with other tools of virtual content sharing such as Google Drive, Office 365, or Dropbox.

5. Student Support Services

Links to online tutoring for Chemistry and Math for example STEM, BC, Adelante
Links to Supplemental Instruction sessions
Link to SMC Academic Counseling and STEM Program Counseling
Links to Health and Wellness Support Service
Use of SMC Gateway to Persistence and Success (GPS) tool

6. Accessibility Requirements

All videos that students are required to watch will be captioned. Additional accommodation for students with disabilities will be incorporated in consultation with staff at SMC Disabled Student Programs and Services Center. Additional Universal Design components, such as appropriate paragraph headings and the use of alt-text for images, will be incorporated whenever possible.

7. Representative Online Lesson or Activity

To meet objective # 18: "Draw Lewis structures for simple molecules and polyatomic ions and use them to predict hybridization, geometry, isomerization, and polarity for these species." After watching the instructor-provided lectures on Drawing Lewis Structures but before watching the lectures on VSEPR Theory, students will be directed to the PhET website for science and math simulations to access the Molecules and Shapes simulation. There they will select "Model", and then explore the simulation to investigate how the number of bonds and lone pairs affects molecular/electronic geometries and bond angles, as well as to visualize structures in 3D. While exploring the simulation, students will complete a guided inquiry assignment that focuses on assigning the correct hybridization, geometry, and polarity classifications. A possible follow-up activity would provide students with another guided inquiry assignment containing a list of molecules to draw and then make predictions about their shapes and bond angles. The students would return to the same website and select "Real Molecules", and then complete the assignment by comparing their drawings/predictions to the actual structures in the simulation.

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: CHEM 19

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

At least one announcement will be posted weekly to the LMS by the instructor that summarizes the upcoming activities and the due-dates of graded assignments. Both lecture and lab content will be presented in recorded live meetings that students may attend synchronously or view asynchronously as suitable to their needs. During these sessions, instructors will be open to student comments and questions. These will take place one to three times per week. Instructors will provide prompts related to lecture and lab content to initiate threaded discussions. Instructors will moderate those discussions to clarify concepts and problem – solving techniques. At least one such discussion will take place weekly. For matters not appropriate for threaded discussions, students may communicate with the instructor via email. Instructors will be expected to respond to these emails Monday through Friday, within 48 hrs. Instructors will provide written feedback on lab reports and related problem sets at least once every two weeks. Video conferencing with individual students can be scheduled for special circumstances.

1b. Student - Student Interaction:

Students will be encouraged to share their questions related to lecture and lab content in threaded discussions. There should be at least one such discussion every week. Each student will be required to participate in threaded discussions to some degree to maintain enrollment in the class.

1c. Student - Content Interaction:

The content of the course may be accessible through slideware presentation tools, recorded live video conferences, textbook reading assignments, self-paced problem sets, and/or guided discovery exercises. Students will be expected to engage with the content at least 3-4 times per week.

1d. Distance Ed-Interactions

30% Recorded Live Video Presentations

30% Self-Paced Problem Sets

15% Virtual Lab Exercises

10% Threaded Discussions

15% Quizzes and Exams

2. Organization of Content

The semester’s content can be divided into “units” each of which is completed in about 4 weeks and is composed of the material covered in a mid-term exam. The units can be comprised of “chapters” that represent a set of related topics. The chapters can be broken into to modules that are designed to highlight a specific topic. Slideware presentations along with corresponding problem sets, can correlate with one module.

3. Assessments

% of Grade	Activity Description	Assessment Method
54%	Midterm	At least three midterm exams will be will be administered for each unit in the

	Exams	form of multiple choice and/or written responses submitted online. Exam results will be generated within a week of completion.
10%	Quizzes	Quizzes will be administered at weekly intervals in the form of multiple choice and/or written responses submitted online. Quiz results will be accessible to students within a few days of completion
10%	Lab Reports	Written reports that include observations, data analysis, and responses to follow-up questions will be submitted online at least 10 times during the semester.
6%	Threaded Discussions	Students are expected to participate either by posting questions or responding to the questions posed by the instructor and/or fellow classmates on a weekly basis.
20%	Final Exam	A final exam will be will be administered during the last week of the semester in the form of multiple choice and/or written responses submitted online. Exam results will be reported within a week of completion.

4. Instructor's Technical Qualifications

Faculty members will become familiar with the college's learning management system.

5. Student Support Services

Students will be provided links to support services such as campus tutoring services, counseling, and financial aid.

6. Accessibility Requirements

Images in all class materials will be described with an accompanying text.
Videos will be close-captioned.
Disabled students will be accommodated in consultation with the professional staff members of SMC's Center for Students with Disabilities.

7. Representative Online Lesson or Activity

Course Objective #4: Define the term "mole" and calculate the molar mass for an atom or compound.
The definition of the term "mole," along with practical examples demonstrating the calculation of molar mass, will be provided in a slideware presentation such as ®PowerPoint, a web-based video such as those available on ® YouTube, a recorded live video conference via a tool such as ® Zoom, and/or in an assigned text such as those listed in the "Expanded Course Outline."

A student may be asked to watch a video similar to this one: https://youtu.be/b2raanVWU6c
The concept of a mole will be reinforced in problem sets and quizzes accessible via ®Canvas.

Sample exercise that might be found in a problem set or quiz:

Write the formula for ammonia and determine:

a) The number of moles of N atoms contained in 2.0 moles of ammonia.
b) The number of moles of H atoms contained in 2.0 moles of ammonia.
c) The number of atoms of H contained in 2.0 moles of ammonia.

Practice in calculating molar mass will be provided in problem sets and tested in quizzes via ® Canvas

Sample application that might be found in a problem set or quiz:

Write the formula for ammonia and determine:

a) The molar mass of ammonia.
b) The number of moles of ammonia in a 35.0 g sample of ammonia.
c) The mass in grams in a 0.250 mole sample of ammonia.

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: CHEM 22

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

There will be multiple types of instructor-student interactions in one of several possible formats. Class structure and policies will be clearly defined by the instructor during the first class meeting, either synchronously through video lecture, or asynchronously by pre-recorded class video, or both. There will be weekly announcements, ongoing gradebook feedback, and regular comments on students’ class assessments. Instructors will reply to a student’s email within 72 hours. Students will have at least two opportunities each week for video or virtual group office hours with instructors to discuss content material and/or class concerns. One-on-one meeting via videoconferencing or a phone call may also be set up for students in special circumstances.

1b. Student - Student Interaction:

Instructors will use tools and methods available for student-initiated interaction to accommodate a variety of communication styles. Examples of these methods include the use of weekly threaded discussions with required peer comments, recorded online break-out room problems sessions, or virtual collaborative writing assignments. Additionally, students will work collaboratively on certain problem sets, sharing online documents and providing frequent and ongoing feedback to each other on their assignments. The breadth and depth of a student’s participation on these activities will be part of their grade. Instructors may also prompt students to reply to open-ended questions to promote student-student discussions.

1c. Student - Content Interaction:

Students will be expected to interact with the course content through various assignments. Examples may include viewing video and non-video lecture materials, taking content-based quizzes and exams, and working through specific homework and problem-solving assignments. Students will be expected to work on and submit these assignments at least once a week.

1d. Distance Ed-Interactions

35% Practice Problems and Discussion

10% Student-Student Discussion

15% Student-Instructor Interactions

10% Tests and Quizzes

30% Lecture Videos

2. Organization of Content

The content is organized into modules, typically by book-chapter or topic, in an LMS, a personal webpage, or email. These modules organize the materials for a given class topic, including items such as lecture notes, lecture videos, and recordings of lecture and documents used during discussion sessions. The rest of the module contains the assignments that must be completed for that topic. At least every 3-4 weeks, an assessment is scheduled which can be taken online at a designated time. The assessment can cover material from multiple modules or material from a single module.

3. Assessments

% of Grade	Activity Description	Assessment Method
65%	Exams and/or Quizzes: there should be a minimum of three assignments within this category, with each corresponding to no more than 20% of the grade.	Assessments covering materials from multiple topic modules or book-chapters.
25%	Final Exam: cumulative exam(s) that covers both lecture and lab materials.	Test covering lecture knowledge from the entire semester
10%	Class Discussion and Homework	Participation in group problem sessions, threaded discussions, group activities, and/or other group projects.

4. Instructor's Technical Qualifications

Familiarity with tools for virtual communication such as email and video conferencing applications such as Zoom. Familiarity with a Course Learning Management System (LMS) used in the College, such as Canvas. Familiarity with other tools of virtual content sharing such as Google Drive, Office 365, or Dropbox.

5. Student Support Services

Instructors should provide links to the following student support services

Support for Students with Disabilities

- Disabled Student Center

Tutoring (On Campus & Online)

- STEM Center
- Science Learning Resource Center
- Black Collegians and Adelante
- Math Lab

Additional Services

- General Counseling
- SMC Bookstore
- SMC Library
- SMC Welcome Center
- SMC Writing Resources
- Financial Aid & Scholarships
- Veteran's Resource Center
- Student Health Services
- SMC Drive Thru Food Pantry
- Title IX Compliance

6. Accessibility Requirements

All videos that students are required to watch will be captioned. Additional accommodation for students with disabilities will be incorporated in consultation with staff at SMC Disabled Student Programs and Services Center. Additional Universal Design components, such as appropriate paragraph headings and the use of alt-text for images, will be incorporated whenever possible.

7. Representative Online Lesson or Activity

To meet objective #6: Outline the synthesis of organic compounds using the reactions that are described in this course.

Students will watch the following video: https://youtu.be/ESTWEhRkYeI covering the basic principles of the Wittig reaction. Then they will answer the following questions.

1. Starting with an aldehyde, show how to synthesize 3-ethyl-3-octene using a Wittig reaction as the key bond forming step.

2. Starting with a ketone, show how to synthesize 3-ethyl-3-octene using a Wittig reaction as the key bond forming step.
3. For each synthesis above, show how the ylide is formed from an alkyl halide.
4. Does it matter whether the ylide is stabilized or unstabilized? Explain your answer.

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 50B

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. Virtual office hours along with a video conferencing option will be provided.

1b. Student - Student Interaction

Using synchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require a minimum of comments to two classmates. Small group activities/discussions - 3-4 times during the course, Synchronous Threaded Discussion - weekly, Student Lounge discussion board on course related topics. Verbal discussions will take place during live video exchange in chat rooms.

1c. Student - Content Interaction

Students 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

5% 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.

5% 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.

20% Exams
There will be multiple written and practical exams throughout the course.

50% Other (describe)
A hands-on lab will be part of each module which may include various aspects of the state board exam including hair cutting, hair styling, hair color and artificial nails.

10% Written assignments
Written assignments will be done and submitted into the college management system.

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

25% Exams
There will be multiple exams which will be in the form of either a multiple choice test or a paper submitted online and a practical operation.

25% Lab Report
A lab will be assigned to each module and a detailed report submitted.

25% Threaded discussions
Students will be expected to contribute to and respond to posted in threaded discussions placed in each module and group discussions in chat rooms and live video.

4. Instructor's Technical Qualifications

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

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

Distance Education Quality

Quality Assurance

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

Additional Considerations

- ☑ Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
- ☑ Adequate technology resources exist to support this course/section

- ☑ Library resources are accessible to students
- ☑ Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- ☑ Adequately fulfills “effective contact between faculty member and student” required by Title 5.
- ☑ Will not affect existing or potential articulation with other colleges
- ☑ Special needs (i.e., texts, materials, etc.) are reasonable
- ☑ Complies with current access guidelines for students with disabilities
- ☑ Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

DE Application: COUNS 41H

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

Course communication between student and instructor will consist of: regular weekly Zoom session with students for instruction and projects/assignments, gradebook feedback and comments on students work via Canvas. Virtual office hours will be provided as needed.

1b. Student - Student Interaction:

Student interaction will take place over scheduled zoom meetings and peer review of assignments/projects.

1c. Student - Content Interaction:

To ensure a student-centered e-learning environment where students frequently interact with online material, the following assignments and activities will be provided: weekly individual assignments, weekly group discussions based on lecture material/videos, quizzes, writing assignments, binder checks, in class (via zoom) assignments, and learning objectives linked to course work.

1d. Distance Ed-Interactions

Student activities to engage students in online learning and mastery of the course material include:
Lecture/class discussions/sharing of work/communal problem solving/videos: 75%
Assignments/Projects outside of class: 25%

2. Organization of Content

All course material is organized into weekly modules on Canvas. The PowerPoints, class assignments and quizzes are posted under the week that they will be discussed or based on the expected day of submission. The syllabus, PowerPoints, assignments, and quizzes are all accessible via Canvas.

3. Assessments

% of Grade	Activity Description	Assessment Method
Student's grade will be based on the following scores:		
3 homework assignments x 20 points each		- total of 60 points
3 quizzes x 20 points each		- total of 60 points
2 binder checks x 20 points each		- total of 40 points
1 final presentation x 40 points		- total of 40 points
In class assignments completed weekly		
Regular feedback provided via zoom on a weekly basis to ensure student's understanding of the topic discussed and level of mastery of student learning outcome. Assignments, quizzes, and binder checks are used to maintain regular student participation and to substantiate student learning.		

4. Instructor's Technical Qualifications

Canvas knowledge, PowerPoint, and experience with educating students with disabilities, especially as

it relates to independent living skills.

5. Student Support Services

Links to Counseling, DSPS, Wellness Center, High Tech Center, and Tutoring Services.

6. Accessibility Requirements

Captions for video content, audio transcript as well as recording of lectures available upon request, PowerPoint slides to be presented and posted in pdf format, greater font size for handouts.

7. Representative Online Lesson or Activity

Student Learning Objective: Increase self-awareness and acquire skills in daily living activities through a variety of self-discovery assessments and written exercises.
Online lesson using zoom: Powerpoint on stress management, video, and class discussion.
Activity: Students will practice using 6 different stress management techniques and provide a written self-reflection piece on their experience with stress and how the strategies learned in class helped to manage their stress related symptoms.

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: COUNS 52

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

Students will have teacher interaction during every class which will be held on zoom and video recorded. Prior to each class instructor will send and pertinent PowerPoints and any worksheets which we will look at in class as well as recorded lecture from previous class. Canvas will not be used.

1b. Student - Student Interaction:

Students will be able to interact with each other on Zoom every day during class time. Students are given opportunity to communicate their opinions or results of the activities with classmates everyday of lecture.

1c. Student - Content Interaction:

Students will be exposed to multiple formats of class materials daily. Examples include content from videos, PowerPoints, articles, Self-assessments and worksheets.

1d. Distance Ed-Interactions

38% PowerPoints
12% Articles
20% Videos
8% Discussion
20% Worksheets/Activities
2% Final

2. Organization of Content

Content organized by building skills into the topic and all lectures delivered by Zoom and supplemental materials provided by instructor to strengthen concepts

3. Assessments

% of Grade	Activity Description	Assessment Method
40% participation	outload reading, comments, feedback	participation
30% final	annotation and notes of textbook chapter	completion
40% activities	worksheets, self-assessments, content practice	class review

4. Instructor's Technical Qualifications

Technical support, Accommodation support, Zoom access, Adobe Acrobat Pro access, personal computer

5. Student Support Services

Tutoring resources, Special program resources, Center for Wellness and Wellbeing mental health counseling, Center for Wellness and Wellbeing Workshops

6. Accessibility Requirements

All videos have closed captioning, all zoom video recordings sent to students have transcript attached. All text read allowed in class.

7. Representative Online Lesson or Activity

To learn about different methods of note-taking we review outline method, mind mapping method, chart method. We read various short articles and as class create an outline based on it. Class does this individually for practice within outline template.

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: COUNS 921

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

Communication via Canvas announcements at least 2x/month for college or department updates and through emails if student is not attending class. Virtual office meetings can be made as student needs assistance and/or accommodations for regular academic classes.

1b. Student - Student Interaction:

Students interact during synchronous class meetings through discussions and break out rooms. This happens on a weekly basis.

1c. Student - Content Interaction:

Lecture slides are posted on Canvas as well as any supplemental material that can be used as a reference. As a non-credit class, there are no graded assignments so students interact with content for personal development.

1d. Distance Ed-Interactions

Discussion/Breakout groups 20%
Lecture 75%
Self-reflection/outside class 5%

2. Organization of Content

Methods of instruction include lecture, power point slides, written handouts, video supplementation (e.g. TED talk) and group discussion. Content will be listed on Canvas in module formats weekly.

3. Assessments

N/A – this is a noncredit class which is nongraded.

4. Instructor's Technical Qualifications

Canvas knowledge, CCCConfer, PowerPoint and relevant material for educating students on recovery from Acquired Brain Injury, especially as it relates to integrating into the academic setting

5. Student Support Services

Links to Counseling, DSPS, Wellness Center and Tutoring Services would be beneficial

6. Accessibility Requirements

Captions for video content, audio transcript available upon request as well as recording of lectures, PowerPoint slides to be presented and posted in pdf format, greater font size for handouts

7. Representative Online Lesson or Activity

Student Learning Objective: propose an academic adjustment needed to be successful in course. Based on module of academic strategies, students will be able to identify a support service and/or accommodation that benefits their learning style. This is reviewed and detailed during a mid-semester meeting with instructor.

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: ENGR 1

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

By the start of the course, the instructor will send an introductory email outlining the instructor's expectations for both instructor-student interactions and student-student interactions. Throughout the course, the instructor will continue to provide additional guidance and support for course navigation as well as assessment protocols throughout the term in the form of email or other electronic announcements. At least once per week, the instructor will provide feedback, comments, and suggestions on exams and assignments to support and improve student performance. Subsequent instructor-student interactions that will be ongoing and frequent include the use of traditional email, the LMS messaging system, threaded discussions and virtual office hours. Instructors are expected to reply to a student's email within 48 hours except during weekends.

1b. Student - Student Interaction:

Students will participate in student-student interactions with collaborative group work activities managed through email and/or threaded discussions. These discussions will require students to comment on the work and deliberations of at least two other classmates. These asynchronous forums will enable students to also create small groups that allow collaboration in discussing course material, homework assignments, and projects. Also, a major component of the course is a hands-on project which will enable break students into small groups to brainstorm ideas to conceptualize and design an engineering prototype. Previous collaboration on threaded discussions will enable students to apply knowledge learned in developing the prototype with fellow students.

1c. Student - Content Interaction:

Students will engage with the content regularly throughout the course. Each module will include interactive content such as online lectures, and video links. Students will be expected to complete weekly assignments within these modules, which may include quizzes, lab reports, or online homework. Students will be provided reading material to enhance online lectures and quizzes will allow for student self-assessment and provide immediate feedback to support different student learning styles. Discussion prompts will be posted on the threaded discussions to enable students to reflect on concepts presented in the course while sharing their thoughts with fellow students. Students will also be provided supplemental material from external web sites.

1d. Distance Ed-Interactions

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Video lectures will be provided for each module which will be broken down into shorter units. Alternative versions of the material will be provided where appropriate e.g. full lecture notes with instructor notations and an outline of lecture notes without notations.	35.00%
Videos	Links to a variety of videos will be embedded within the course modules that include external content and pre-recorded videos of lecture demonstrations.	20.00%

Discussion Boards	Topic and module specific discussion boards will be used to promote student-student and student-instructor interaction concerning lecture, video, homework, and lab assignments. Students will be required to respond regularly to peer and instructor posts.	10.00%
Quizzes	There will be quizzes and regular testing at the end of each module.	10.00%
Other (describe)	A hands-on project component will be assigned in the course. The project will consist of a group of students conceptualizing, brainstorming, designing, and creating an engineering prototype from readily available items.	25.00%

2. Organization of Content

The course will be divided into modules consistent with the concepts and objectives described in the course outline. Each module will be broken down into smaller learning units. Each module will have material in some or all of the following forms: online lectures and videos, reading assignments and problem-solving homework from the assigned text, collaborative work, online laboratory experiments, lecture presentations/animations, discussion boards and quizzes. 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. Instructor assessments through lab reports, quizzes, and exams also provide timely feedback regarding mastery of course content.

3. Assessments

% of Grade	Activity	Assessment Method
15.00%	Quizzes	Quizzes will be administered throughout each learning unit in a module to ensure that students have mastered the concepts in that module.
15.00%	Virtual Presentation	Students will be assigned a virtual presentation where students will discuss relevant learned concepts that apply to their success in future engineering coursework
25.00%	Threaded Discussions	Students will be expected to contribute to and respond to posts in threaded discussions placed in each module.
15.00%	Online Homework	Students will be expected to complete online homework assigned in each module.
30.00%	Group Project	Students will be expected to complete an engineering project prototype, report, and group presentation

4. Instructor's Technical Qualifications

Familiarity with tools for virtual communication such as email and video conferencing applications such as Zoom.
Familiarity with Canvas or other LMS systems.
Familiarity with virtual modes of content creation and sharing.

5. Student Support Services

Link to SMC Counseling and STEM Program Counseling
Use of SMC Gateway to Persistence and Success (GPS) tool
Links for other support services such as the Center for Wellness and Wellbeing, Veteran's Resource Center, and Center for Students with Disabilities

6. Accessibility Requirements

Online lecture presentations and assignments will be made accessible by incorporating relevant accessibility design features such as alternative text, headings for data tables, and skip navigation.

Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

7. Representative Online Lesson or Activity

Online exercise based on Objective/Student Learning Outcomes 2- Demonstrate the ability to solve engineering problems using the engineering design process
Instructions:
Step 1: Watch YouTube video Human-Powered Helicopter: Straight Up Difficult: SKUNK BEAR by NPR
Step 2: What is the problem definition, specifications, and constraints of developing a Human Powered Helicopter based on the American Helicopter Society's Igor I. Sikorsky Human-Powered Helicopter Prize?
Step 3: Comment on the difficulty of achieving 10 feet in flying a Human-Powered Helicopter. What is one physical law limiting the design from achieving 10 feet.
Step 4: What are the major components of the human-powered helicopter?
Step 5: Based on the U. of Maryland's design in the YouTube video, what is an alternative/optimal design that can be used to improve the performance?

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: PHYSCS 6

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

By the start of the course, the instructor will send an introductory email outlining the primary electronic modes for content delivery, assignment submission, and messaging. Regarding messaging, the instructor will explain his/her expectations for both instructor-student and student-student interactions. On the first scheduled day of class, the instructor will host and record a live videoconference session to provide additional detailed guidance for the navigation and retrieval of course content, assessment protocols, and to reiterate expectations for interactions in the coming weeks. At least once a week, the instructor will provide students with updates about course progress using electronic announcements. As needed, the instructor will provide written or verbal feedback, comments and suggestions on assigned work to support and improve student performance. The instructor will utilize videoconferencing to hold regular office hours to speak directly with students. At least once a week, the instructor will engage and promote student-to-student discussion by posting questions to a discussion board. With a frequency not lower than the scheduled number of class meetings per week, the instructor will monitor and answer questions in threaded discussions. The instructor will provide timely responses to queries from students. Student emails should be replied to within 48 hours except during weekends.

1b. Student - Student Interaction:

Asynchronous discussion forums will be created for each homework assignment and students will be encouraged to post questions and respond to those of others. Although the instructor will monitor these posts, these forums will exist primarily to give students opportunities to interact and work collaboratively through homework problems. The frequency of discussion will depend on the frequency with which homework is assigned and collected by the instructor. Nevertheless, the students' own pace will dictate how often questions and responses are posted. The instructor will assign small groups to work collaboratively on virtual laboratory experiments using a learning management system (LMS) such as Canvas to monitor and assess the discourse and productivity of each group. Students will be required to communicate and share some of their analysis by writing to the discussion forum native to the LMS. However, since numerous convenient options exist for electronic collaboration (e.g., email, chat, videoconferencing), each group will be encouraged to find other ways to communicate simply and effectively. Following each virtual laboratory experiment, students will be expected to critique and provide written comments on the submitted laboratory reports of at least two peers not belonging to their assigned group.

1c. Student - Content Interaction:

Students will be able to access and read an Open Education Resource (OER) textbook, interact with vetted physical simulations and work collaboratively in groups to complete the laboratory report, view online lectures (real-time or prerecorded), watch recordings of physical experiments, take self-paced practice quizzes, complete homework, and review practice materials for each unit. Students will need to access such content several times per module in order to complete the module. Each module is anticipated to take roughly one week.

1d. Distance Ed-Interactions

Online class activities that promote class interaction and	Brief Description	Percentage of Online Course Hours

engagement		
Lecture	Instructor-created video lectures will be provided for each module. Links to physical demonstrations and links to video content created by other educational institutions will be embedded.	30%
Discussion forums	Distinct discussion forums shall be dedicated to homework, laboratory group collaboration, and lecture content. For labs, students will be required to post written contributions toward the completion of their analyses.	20%
Testing	Each module will be accompanied by a practice quiz with narrow scope. At the end of several modules a test of wider scope will be administered.	25%
Other (describe)	A hands-on lab component will be assigned in each module. Lab activities include analyzing data from real and simulated experiments.	25%

2. Organization of Content

Course content will be organized into thematic units with each unit containing several modules. Each module has the following structure: reading assignment in an OER textbook, homework assignment, video lecture, practice quiz, and lab experiment. The typical module is anticipated to occupy a week's worth of the students' time. Each module will be published in its entirety so that students can direct their own pace. A reasonable pace for a student might be to complete the reading and lecture in one sitting (equivalent to the first of two class meetings per week), and complete the quiz and experiment in another sitting (equivalent to the second of two class meetings per week), while attempting homework problems and addressing confusion in-between sittings.

3. Assessments

% of Grade	Activity Description	Assessment Method
7%	Homework	A small set of problems chosen from the OER textbook accompany each module. Students will be able to post to a discussion board and receive guidance from the instructor on these problems. Students are expected to complete the assigned problems and will eventually be provided a link to written solutions.
13%	Quizzes	A practice quiz is included in each module. Students are expected to complete the quiz. Immediately after submitting their responses, students will be provided a link to a written solution. It is expected that students will read the instructor's explanations to ensure that they have understood the salient points from the module.
`	Lab	A virtual experiment is included in each module. A written lab report will be collected.
13%	Peer critique	Students will be expected to read and write comments on lab reports generated by their peers.
40%	3 Midterm Exams	At the conclusion of a unit's worth of modules, an exam will be administered. In addition to a grade and notification of errors, the instructor will provide suggestions for improvement.
13%	Final Exam	A comprehensive test covering the major topics.

4. Instructor's Technical Qualifications

The instructor should be proficient in using:

- their College-provided email;
- a learning management system such as Canvas to create the virtual classroom needed to facilitate content delivery, feedback and grading of student work, and to host discussions;
- a videoconferencing platform such as Zoom to host live office hours.

5. Student Support Services

Link to SMC Counseling
Use of SMC Gateway to Persistence and Success (GPS) tool
Links to SMC Center for Wellness and Wellbeing, Veteran's Resource Center, and Center for Students with Disabilities

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

The following is an excerpt from a virtual lab experiment which addresses Course Objective #2: ("Formulate qualitative explanations of physical phenomena both by written and verbal means"):
Step 1) In your group's discussion page, write a prediction about the outcome of the following experiment: "A ring and uniform disk of equal mass and equal radius are simultaneously released from rest at the top of a ramp. See the photograph. A race will ensue with both objects rolling without slipping down the incline. Which object reaches the bottom first? Or do they tie?"
Step 2) Watch the video clip <link to actual demonstration>
Step 3) Go back to your discussion and respond to your own post. Address the following questions: Which object won the race? What, if anything, did you notice about the motion of the motion of the bodies that you had not visualized or expected earlier? Which physical principles might assist us in understanding the outcome?
Step 4) After discussing with your group, write an explanation for your lab report on how the outcome of the race can be understood using moment of inertia and Newton's law for rotation. Can energy conservation also be used to understand the outcome?

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: PHYSCS 12

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

By the start of the course, the instructor will send an introductory email outlining the instructor's expectations for both instructor-student interactions and student-student interactions. The instructor may provide additional guidance and support for course navigation as well as assessment protocols throughout the term in the form of email or other electronic announcements. The instructor will provide consistent feedback, comments, and suggestions on exams and assignments to support and improve student performance. Subsequent instructor-student interactions will be at least once a week and include the use of traditional email, the LMS messaging system, threaded discussions and virtual office hours. Instructors are expected to reply to a student's email within 48 hours except during weekends.

1b. Student - Student Interaction:

Students will participate in student-student interactions with collaborative group work activities managed through email and/or threaded discussions. Most discussions will require students to comment on the work of a minimum of two other classmates. Using these asynchronous forums, students can also be broken up into small groups that will be able to communicate with each other throughout the course about not only collaborative work but concepts from the course material and homework assignments.

1c. Student - Content Interaction:

Students will engage with the content regularly throughout the course. Each module will include interactive content such as online lectures and video links. Students will be expected to complete weekly assignments such as homework and practice quizzes. Practice quizzes will allow for student self-assessment and provide immediate feedback to support different student learning styles. Students will also be provided supplemental material from external web sites.

1d. Distance Ed-Interactions

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Video lectures will be provided for each module which will be broken down into shorter units. Alternative versions of the material will be provided where appropriate e.g. full lecture notes with instructor notations and an outline of lecture notes without notations.	45.00%
Videos	Links to a variety of videos will be embedded within the course modules that include external content and pre-recorded videos of lecture demonstrations.	15.00%
Discussion Boards	Topic-specific discussion boards will be used to promote student-student and student-instructor interaction concerning lecture, video, homework, and assignments. Students will be required to respond regularly to peer and instructor posts.	25.00%
Quizzes and Exams	There will be practice quizzes inside each module, where	15.00%

	appropriate and regular testing at the end of each module.	

2. Organization of Content

The course will be divided into modules consistent with the concepts and objectives described in the course outline. Each module will be broken down into smaller learning units. Each module will have material in some or all of the following forms: online lectures and videos, reading assignments and problem-solving homework from the assigned text, collaborative work, lecture presentations/animations, discussion boards and quizzes. 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. Instructor assessments through assignments, quizzes, and exams also provide timely feedback regarding mastery of course content.

3. Assessments

% of Grade	Activity	Assessment Method
25.00%	Quizzes	Quizzes will be administered throughout each learning unit in a module to ensure that students have mastered the concepts in that module.
35.00%	Exams	Students will be assigned summative examinations covering material from either one or multiple modules, where appropriate.
20.00%	Threaded Discussions	Students will be expected to contribute to and respond to posts in threaded discussions placed in each module.
20.00%	Homework/ Assignments	Students will be expected to complete homework in each module, and assignments as appropriate.

4. Instructor's Technical Qualifications

Familiarity with tools for virtual communication such as email and video conferencing applications such as Zoom. Familiarity with Canvas or other LMS systems. Familiarity with virtual modes of content creation and sharing.

5. Student Support Services

Links to online tutoring for Physics and Math
Link to SMC Counseling and STEM Program Counseling
Use of SMC Gateway to Persistence and Success (GPS) tool
Links for other support services such as the Center for Wellness and Wellbeing, Veteran's Resource Center, and Center for Students with Disabilities

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Online exercise based on Objective 2- Predict the correct motion of an object given some initial conditions.
Instructions:
Step 1: To consider your initial ideas of how forces act on an object respond to the threaded discussion question- A two identical blocks are on the same incline. Block A is at rest and Block B is sliding down the incline at a constant speed. Do the same forces act on both blocks? What are those forces? What is the net force on each block? Explain your reasoning.
Step 2: Watch the video Friction: Crash Course Physics #6.
Step 3: Return to the threaded discussion question to comment on your initial response and add at least one more comment about what you learned from watching the video.
Step 4: Answer online submission problem: A 2.00 kg block is at rest on a horizontal surface. A

horizontal force of 7.00 N is able to start the block moving. Once the block is moving, only 5.00 N is needed to keep the block moving at a constant velocity. Using the information given, find (a) the coefficient of static friction between the block and the surface, (b) the coefficient of kinetic friction between the block and the surface and (c) the acceleration of the block if it were pushed with a force of 7.00 N while the block was moving. (d) Explain how the motion of the moving block would change if the force acting on it were less than 5.00 N.

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.
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- ☑ 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: ZOOL 5

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 begins with a detailed introductory package from the instructor that includes a welcome letter, as well as additional material that may include but will not be limited to PDF files, videos, and audio recordings sent to students by email, and also posted on the distant learning platform used by the college (e.g. Canvas). Students receive their detailed syllabus, SLOs, and expectations and resources for success in the online format by no later than the first day of the semester. The instructor provides lecture and instructional activities to cover course content on at least a weekly basis for the duration of the session. Each week, the instructor posts and/or emails regular announcements and reminders regarding assignments, quizzes and exams, including all upcoming due dates. The instructor explains in detail how the online platform is organized, so that students feel oriented and informed about where to look for additional information on the course. Topic based discussion boards encourage students to interact with each other and the instructor. The instructor provides regular feedback on discussion boards. These discussion boards also act as a format for online office hours. Individual students (or groups of students) that do not feel comfortable with the online open discussion group format, as well as those that require additional help, may address their needs through email threads, and when necessary, through individual or small group video chats (e.g. Zoom; Skype). Instructor provides feedback on all student graded assessments, as is the case in the on-ground version of this course. Students are encouraged throughout the semester to interact with the instructor often and using whatever format they feel most comfortable with.

1b. Student - Student Interaction:

Students engage in weekly discussion boards where they address review questions associated with every lecture. Additionally, students may be assigned partner activities, brainstorming activities, and or small discussion groups, and are then expected to report to the larger group. The instructor monitors these discussions and gives guidance and feedback as needed. Additional general student discussion boards encourage students to interact with one another outside the framework of the course material. In the student discussion area, participants can share course material, create study groups, organize extra credit activities, help each other, and exchange contact information.

1c. Student - Content Interaction:

Variety of assignments and activities are provided to encourage students to interact with course content, as well as the instructor and other students multiple times each week. These assignments will correspond to weekly topics and will include presented multimedia lecture material, review questions used both for self-check quizzes as well as for group discussions, and will require topic based discussion board activity. Several times throughout the semester, students are provided extra credit assignments, as well as individual and group research opportunities. Multiple exams, quizzes, and written assignments are used to keep track of student performance and allow for regular feedback throughout the semester.

1d. Distance Ed-Interactions

Discussion Boards
Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various lecture/lab topics.
Percentage of Online Course Hours 10.00
40% Online Lecture
Multimedia lecture presentations are provided to students, and are accompanied by a series of thought

questions that students will discuss in subsequent threaded discussions. Additionally, students will be encouraged to post any questions that they might have in a discussion board on that topic.

30% Other (describe)
Laboratory Assignments: Multimedia presentations covering the lab material are provided to students. Specific notes are provided to show students the connection between the laboratory and lecture material. Topic based expectations for laboratory outcomes are expressed. For some labs, students are provided a choice between completing the assignment entirely online, or attending a self-guided field trip where they may address the same learning outcomes. Additionally, students are encouraged to post questions on a discussion board addressing the given topic.

20% Written assignments
Students are asked to write a research paper from an ecological and evolutionary perspective, and with consideration for the impact of humans on the ecosystem under question. This written assignment assesses students' ability to combine what they have learned in the different sections of the course, and to use that information to either analyze and form hypotheses about field data or to critique pier reviewed journal articles.

2. Organization of Content

The use of multimedia presentations, discussion threads, videos, sharing of field datasets, peer review and online office hours will be an effective method of delivery. These materials and activities will be organized into modules in the LMS.

3. Assessments

40% Exams
2-4 written and multiple choice exams on lecture material

20% Final Exam
Written and multiple choice exam covering material from the entire semester.

20% Laboratory practical Exams
Students will complete two laboratory practical exams where they'll answer questions about organisms based on pictures and/or videos of organisms and/or ecosystems.

15% Quizzes
Students will participate in weekly (15 total) quizzes to assess their overall progress throughout the semester.

5% Presentation
Students will create presentations (individual or group) on one of the various topics discussed in class.

4. Instructor’s Technical Qualifications

Instructors should have received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support Services

Links and/or contact information to the following services should be provided: * Technical support for the online learning platform * General link for Santa Monica College Student Support and Online Services (Instructor will provide additional specific links/contact information based on individual student needs)

6. Accessibility Requirements

The course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate

transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Representative Online Lesson or Activity

All of the lessons and activities listed in the Course Outline of Record are readily adaptable to an online format for student learning, and all of these are designed to facilitate student learning of the objectives. Example: Submit a written report describing an exhibit in detail with illustrations of various animals associated with your assigned display at the Cabrillo Marine Aquarium and the Ocean Discovery Center.

Distance Education Quality

Quality Assurance

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