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

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

# Curriculum Committee Agenda
## Wednesday, September 30, 2020, 3:00 p.m.
### Zoom Meeting:
**Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96592488341**

**Or iPhone one-tap (US Toll):  +16699006833,96592488341#  or +13462487799,96592488341#**

**Or Telephone:**
**Dial:**
**+1 669 900 6833 (US Toll)**
**+1 346 248 7799 (US Toll)**
**+1 253 215 8782 (US Toll)**
**+1 312 626 6799 (US Toll)**
**+1 646 876 9923 (US Toll)**
**+1 301 715 8592 (US Toll)**
**Meeting ID: 965 9248 8341**
**International numbers available: https://cccconfer.zoom.us/u/ar4560dYs**

**Or Skype for Business (Lync):**
**SIP:96592488341@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

V. Chair's Report

VI. Information Items

    1.     Redesign of the Student Experience

    *(Non-Substantial Changes)*
    2.     PHOTO 30 Techniques of Lighting: Introduction
    3.     FASHN 9A Introduction to Fashion Illustration

VII. Action Items

    *(Courses: Substantial Change)*

    *(Courses: Global Citizenship)*

    *(Courses: Distance Education)*

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

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**
**ACADEMIC SENATE**

1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

# Curriculum Committee Minutes
## Wednesday, September 16, 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:**

| | | | |
|---|---|---|---|
| Jamey Anderson | Rachel Demski | Christyanne Melendez | Sehat Nauli |
| Christopher Badger | Josephine Hao | Walter Meyer | Debbie Perret |
| Ciaran Brewster | Liz Koenig | Eric Minzenberg | Christine Schultz |
| Victoria Charles | Stephanie Lewis | Pete Morris | Alex Tower |
| Lisa Collins | Jing Liu | Peter Morse | |

*(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 3:02 pm. Motion to approve the agenda with revision to move COSM 50R from *"Courses: Approved for Online Delivery in an Emergency Context Only"* to *"Courses: Distance Education"* (fully online).
**Motion made by:** Brandon Reilly; **Seconded by:** Susan Caggiano
The motion passed unanimously. *(Sasha King, Jamar London, and Estela Narrie not present for vote.)*

## II. Public Comments
None

## III. Announcements
None

## IV. Approval of Minutes
Motion to approve the minutes of September 2 with no revisions.
**Motion made by:** Audra Wells; **Seconded by:** Guido Davis Del Piccolo
The motion passed unanimously. *(Jamar London not present for vote)*

## V. Chair's Report
The Chair thanked the Curriculum Representatives for their hard work and commitment with all the DE

applications.

She reviewed how when we converted to META, the proposals require that we complete the SAM and TOP Codes for each course proposal for it to launch through the system. If faculty have questions about the codes, she encouraged them to check with their Chairs. Entering the codes incorrectly can have negative consequences.

Due to the number of proposals being submitted, the Chair asked that comments regarding proposals be sent to the Tech Review Team via email rather than being made solely in the Comments section in META.

She reviewed the DE approval process generally and distinguished the "For emergency only" and "fully online" requests.

## VI. Information Items

1. Redesign of the Student Experience
   Update provided by Jennifer Merlic - DPAC has evolved how they're working as a committee and decided last year the planning was happening too late for implementation (plans were developed in fall of the year of the plan.) Last year, DPAC made two years worth of plans (current year, and next year's) so going forward planning will happen in the year prior to allow plenty of time to meet goals and implementations. This year, five of the plans are related to the Redesign so a lot of progress is being made on planning efforts.

   *(Non-Substantial Changes)*
   2. ANTHRO 5 Physical Anthropology with Lab
   3. ANTHRO 9 Paleoanthropology
   4. ANTHRO 10 Forensic Anthropology
   5. ANTHRO 19 The Culture of Food
   6. ART 13 3D Design
   7. ART 34A New Genres
   8. BIOL 3 Fundamentals of Biology
   9. COSM 50C Written Preparation for State Board Exam
   10. ESL 902 English as a Second Language Level 2
   11. ESL 903 English as a Second Language Level 3
   12. ESL 904 English as a Second Language Level 4
   13. ESL 905 English as a Second Language Level 5
   14. ESL 906 English as a Second Language Level 6
   15. GEOG 5 Physical Geography with Lab
   16. GEOL 3 Introduction to Environmental Geology
   17. GEOL 5 Historical Geology with Lab
   18. GIS 25 Introduction to Cartography
   19. GLOBAL 10 Global Issues
   20. HIST 3 British Civilization I
   21. POL SC 21 Race, Ethnicity, and the Politics of Difference
   22. ZOOL 5 Introductory Zoology

## VII. Action Items

*(Courses: Substantial Change)*
a. IARC 53 Production Design for Film and TV 1 (formerly INTARC 37, changed: Course Name, Advisory: ARC 11 (was INTARC 28A), Textbooks, Course Objectives, Methods of Presentation, Course Content, Methods of Evaluation, Sample Assignments, SLOs)
   Motion to approve changes to IARC 53 and IARC 63 (VII. b.) as a block, with additional revision to IARC 53 to change Methods of Evaluation: "Final Project" 40% reduced to 30%, and addition of 10% Research/Analysis; no additional revisions to IARC 63.
   **Motion made by:** Jason Beardsley; **Seconded by:** Sharlene Joachim
   The motion passed unanimously. *(Jamar London not present for vote)*

b.   IARC 63 Production Design for Film and TV 2 (formerly INTARC 52; changed: Course Name, Hours (no change to units), Advisory: ARC 11 or IARC 53 (was INTARC 28A or INTARC 37), Catalog Description, Textbooks, Course Objectives, Methods of Presentation, Course Content, Lab Content, Sample Assignments, SLOs)
Passed as a block with IARC 53 (VII. a.)

*(Courses: Distance Education)*
c.   ANTHRO 5 Physical Anthropology with Lab
**d.   ANTHRO 9 Paleoanthropology (Representative DE Application)**
e.   ANTHRO 10 Forensic Anthropology
**f.   ANTHRO 19 The Culture of Food (Representative DE Application)**
Motion to approve distance education for: ANTHRO 5 (VII. c.), ANTHRO 9 (VII. d.), ANTHRO 10 (VII. e.), and ANTHRO 19 (VII. f.) as a block, with revision to change "Canvas" to "LMS (ex: Canvas)".
**Motion made by:** Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed unanimously. *(Jamar London not present for vote.)*

**g.   ART 13 3D Design (Representative DE Application)**
h.   ART 34A New Genres
Motion to approve distance education for: ART 13 (VII. g.) and ART 34A (VII. h.) as a block with no revisions.
**Motion made by:** Jacqueline Monge; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously.

**i.   COSM 50C Written Preparation for State Board Exam (Representative DE Application)**
j.   COSM 50E Written Preparation for Esthetician State Board Exam
k.   COSM 50N Written Preparation for Nail Care State Board Exam
l.   COSM 50R Written Preparation for Barbering State Board Exam
Motion to approve distance education for: COSM 50C (VII. i.), COSM 50E (VII. j.), COSM 50N (VII. k.), and COSM 50R (VII. l.) as a block with no revisions.
**Motion made by:** Jacqueline Monge; **Seconded by:** Dione Carter
The motion passed unanimously.

**m.   COUNS 1 Developing Learning Skills (Representative DE Application)**
Motion to approve distance education for COUNS 1 with no revisions.
**Motion made by:** Estela Narrie; **Seconded by:** Sharlene Joachim
The motion passed unanimously.

**n.   ESL 902 English as a Second Language Level 2 (Representative DE Application)**
o.   ESL 903 English as a Second Language Level 3
p.   ESL 904 English as a Second Language Level 4
q.   ESL 905 English as a Second Language Level 5
r.   ESL 906 English as a Second Language Level 6
s.   ESL 911 Beginning Listening and Speaking
t.   ESL 913 Intermediate Listening and Speaking
u.   ESL 915 Advanced Listening and Speaking
v.   ESL 961 Beginning Reading and Writing
w.   ESL 963 Intermediate Reading and Writing
x.   ESL 965 Advanced Reading and Writing
y.   ESL 971 Beginning ESL Vocabulary
z.   ESL 973 Intermediate ESL Vocabulary
aa.   ESL 975 Advanced ESL Vocabulary
bb.   ESL 994 ESL for College and Career Pathways-Introduction
cc.   ESL 995 ESL for College and Career Pathways-Effective Communication
Motion to approve distance education for: ESL 902 (VII. n.), ESL 903 (VII. o.), ESL 904 (VII. p.), ESL 905 (VII. q.), ESL 906 (VII. r.), ESL 911 (VII. s.), ESL 913 (VII. t.), ESL 915 (VII. u.), ESL 961 (VII. v.), ESL 963 (VII. w.), ESL 965 (VII. x.), ESL 971 (VII. y.), ESL 973 (VII. z.), ESL 975 (VII. ss.), ESL 994 (VII. bb.), and ESL 995 (VII. cc.) as a block with no revisions.

**Motion made by:** Dione Carter; **Seconded by:** Audra Wells
The motion passed unanimously. *(Guido Davis Del Piccolo not present for vote.)*

**dd. GEOG 5 Physical Geography with Lab (Representative DE Application)**
Motion to approve distance education for: GEOG 5 and GIS 25 (VII. gg.) as a block with no revisions.
**Motion made by:** Estela Narrie; **Seconded by:** Jacqueline Monge
The motion passed unanimously. *(Guido Davis Del Piccolo not present for vote.)*

**ee. GEOL 3 Introduction to Environmental Geology (Representative DE Application)**
Motion to approve distance education for: GEOL 3 and GEOL 5 (VII. ff.) as a block, with no revisions to GEOL 3, and revision to add lab manual to "Appropriate Textbooks" for GEOL 5.
**Motion made by:** Estela Narrie; **Seconded by:** Sharlene Joachim
The motion passed unanimously.

**ff. GEOL 5 Historical Geology with Lab (Representative DE Application)**
Passed as a block with GEOL 3 (VII. ee.)

**gg. GIS 25 Introduction to Cartography *(same as GEOG 25)* (Representative DE Application)**
Passed as a block with GEOG 5 (VII. dd.)

**hh. GLOBAL 10 Global Issues (Representative DE Application)**
Motion to approve distance education for: GLOBAL 10 and POL SC 21 (VII. kk.) as a block with no revisions to GLOBAL 10, and revision to fix POL SC 21 DE assessments in META.
**Motion made by:** Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously. *(Jamar London not present for vote)*

**ii. IARC 53 Production Design for Film and TV 1 (Representative DE Application)**
jj. IARC 63 Production Design for Film and TV 2
Motion to approve distance education for: IARC 53 (VII. ii.) and IARC 63 (VII. jj.) as a block with no revisions.
**Motion made by:** Esau Tovar; **Seconded by:** Jason Beardsley
The motion passed unanimously.

**kk. POL SC 21 Race, Ethnicity, and the Politics of Difference (Representative DE Application)**
Passed as a block with GLOBAL 10 (VII. hh.)

**ll. RRM 1 Introduction to Recycling Resource Management (Representative DE Application)**
mm. RRM 2 Culture and Zero Waste
Motion to approve distance education for: RRM 1 (VII. ll.) and RRM 2 (VII. mm.) as a block with no revisions.
**Motion made by:** Dione Carter; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously.

*(Courses: Online Delivery in an Emergency Context Only)*
**nn. BIOL 3 Fundamentals of Biology (Representative DE Application)**
Motion to approve distance education for: BIOL 3 with no revisions.
**Motion made by:** Audra Wells; **Seconded by:** Susan Caggiano
The motion passed unanimously. *(Guido Davis Del Piccolo not present for vote.)*

**oo. CHEM 10 Introductory General Chemistry (Representative DE Application)**
**pp. CHEM 11 General Chemistry I (Representative DE Application)**
qq. CHEM 12 General Chemistry II
**rr. CHEM 19 Fundamentals of General, Organic, and Biological Chemistry (Representative DE Application)**
**ss. CHEM 22 Organic Chemistry II (Representative DE Application)**
tt. CHEM 24 Organic Chemistry II Laboratory
Motion to approve distance education for: CHEM 10 (VII. oo.), CHEM 11 (VII. pp.), CHEM 12 (VII. qq.), CHEM 19 (VII. rr.), CHEM 22 (VII. ss.), and CHEM 24 (VII. tt.) as a block with revision to add lab

manuals, if needed, to any course(s) with lab.
**Motion made by:** Jennifer Merlic; **Seconded by:** Susan Caggiano
The motion passed unanimously. *(Guido Davis Del Piccolo not present for vote.)*

**uu. COSM 50B Practical Preparation for State Board Exam (Representative DE Application)**
Motion to approve distance education for: COSM 50B with no revisions.
**Motion made by:** Jacqueline Monge; **Seconded by:** Esau Tovar
The motion passed unanimously.

**vv. COUNS 41H (Representative DE Application)**
**ww. COUNS 52 Textbook/Memory Strategies (Representative DE Application)**
**xx. COUNS 921 (Representative DE Application)**
Motion to approve distance education for: COUNS 41H (VII. vv.), COUNS 52 (VII. ww.), and COUNS 921 (VII. xx.) as a block with no revisions.
**Motion made by:** Dione Carter; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

**yy. ENGR 1 Introduction to Engineering (Representative DE Application)**
zz.  ENGR 11 Engineering Graphics and Design
aaa. ENGR 12 Statics
Motion to approve distance education for: ENGR 1 (VII. yy.), ENGR 11 (VII. zz.), and ENGR 12 (VII. aaa.) as a block to add lab manuals, if needed, to any course(s) with lab.
**Motion made by:** Susan Caggiano; **Seconded by:** Estela Narrie
The motion passed unanimously. *(Guido Davis Del Piccolo not present for vote.)*

**bbb. PHYSCS 6 General Physics 1 with Lab (Representative DE Application)**
ccc. PHYSCS 7 General Physics 2 with Lab
ddd. PHYSCS 8 Calculus-based General Physics 1 with Lab
eee. PHYSCS 9 Calculus-based General Physics 2 with Lab
**fff.  PHYSCS 12 Introductory Physics Non-Lab (Representative DE Application)**
ggg. PHYSCS 14 Introductory Physics with Lab
hhh. PHYSCS 21 Mechanics with Lab
iii.  PHYSCS 22 Electricity and Magnetism with Lab
jjj.  PHYSCS 23 Fluids, Waves, Thermodynamics, Optics with Lab
kkk. PHYSCS 24 Modern Physics with Lab
Motion to approve distance education for: PHYSCS 6 (VII. bbb.), PHYSCS 7 (VII. ccc.), PHYSCS 8 (VII. ddd.), PHYSCS 9 (VII. eee.), PHYSCS 12 (VII. fff.), PHYSCS 14 (VII. ggg.), PHYSCS 21 (VII. hhh.), PHYSCS 22 (VII. iii.), PHYSCS 23 (VII. jjj.), and PHYSCS 24 (VII. kkk.) as a block with revision to add lab manuals, if needed, to any course(s) with lab.
**Motion made by:** Dione Carter; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously. *(Guido Davis Del Piccolo not present for vote.)*

**lll.  ZOOL 5 Introductory Zoology (Representative DE Application)**
Motion to approve distance education for: ZOOL 5 with no revisions.
**Motion made by:** Estela Narrie; **Seconded by:** Jacqueline Monge
The motion passed unanimously. *(Guido Davis Del Piccolo not present for vote.)*

**VIII. New Business**
None

**IX. Old Business**
None

**X.  Adjournment**
Motion to adjourn the meeting at 4:54 pm.
**Motion made by:** Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

# Santa Monica College
## Substantial Change: ART 52A, Ceramics I

| | |
|---|---|
| Units: | 3.00 |
| Total Instructional Hours (usually 18 per unit): | 90.00 |
| Hours per week (full semester equivalent) in Lecture: | 2.00 |
| In-Class Lab: | 3.00 |
| Arranged: | 0.00 |
| Outside-of-Class Hours | 72.00 |

| | |
|---|---|
| Transferability: | Transfers to CSU, UC |
| Degree Applicability: | Credit - Degree Applicable |
| Skills Advisory(s): | ART 10A |

## I. Catalog Description

This course is designed to teach students basic ceramic design, materials, terminology, and construction methods, with an emphasis on building ceramic forms by hand with pinch, coil, and slab techniques. The course introduces students to the history of ceramics in a variety of cultural contexts, from ancient to contemporary. Students will have the opportunity to develop unique sculptural and functional ceramic objects with a wide variety of construction and decoration techniques.

### *Course Notes for Catalog*
*Please note that this ceramic course is fully online and currently does not include guaranteed access to the Ceramics Studio at SMC for glazing, firing, and/or wheel throwing. However, the course is designed to provide an exciting, in-depth, hands-on ceramics experience for students. Students will learn a variety of construction and decoration techniques that can be done at home, without designated studio space or specialized ceramic tools.*

## 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. Clay and Glazes for the Potter, Daniel Rhodes, Martino Fine Books © 2015, ISBN: 9781614277996;

## III. Course Objectives

Upon completion of this course, the student will be able to:
1. Differentiate clay varieties and ceramic processes;
2. Create ceramic forms utilizing pinch, coil, soft slab, hard slab and throwing techniques;
3. Analyze and demonstrate existing ceramic pieces and distinguish the forming processes used in creating them throughout history;
4. Produce and apply surface treatment to a variety of different forms;
5. Examine and describe historical and contemporary developments, trends, materials, and approaches in ceramics;
6. Assess and critique ceramics in group, individual, and written contexts using relevant critique formats, concepts and terminology;
7. Safely handle and use all studio equipment, tools, and materials.

## IV. Methods of Presentation:

Lab, Lecture and Discussion, Observation and Demonstration, Online instructor-provided resources, Projects, Critique, Visiting Lecturers, Other (Specify)
Other Methods: Power Point presentations integrated with instructor demonstrations.

## V. Course Content

| % of Course | Topic |
|---|---|
| 10.00% | Overview of ceramics as a major medium of artistic expression, including the history of clay and its role in historical and contemporary cultures as both artistic form and functional craft. |
| 10.00% | Ceramics Technical Knowledge including: Clay types and their relative advantages and limitations. The elements of art and ceramic terminology. Surface and firing techniques appropriate to an introductory study in ceramics, which may include but are not limited to slips, engobe, terra sigilata, glaze, burnishing, in various firing atmospheres and temperatures. Studio, equipment, and material use and safety. |
| 15.00% | Pinch Technique- Included in the processes will be visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works. Critical evaluation and critique of class projects using correct terminology in oral or written formats |
| 25.00% | Coil Building Technique- Included in the processes will be visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works. Critical evaluation and critique of class projects using correct terminology in oral or written formats |
| 25.00% | Slab Techniques-Included in the processes will be visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works. Critical evaluation and critique of class projects using correct terminology in oral or written formats |
| 15.00% | Additional Techniques including but not limited to: sgraffito, mishima, additive and subtractive techniques, and wheel work. Included in the processes will be visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works. Critical evaluation and critique of class projects using correct terminology in oral or written formats |
| 100.00% | Total |

**Vb. Lab Content:**

| % of course | Topic |
|---|---|
| 100.00% | Studio practice (lab) integrated with lecture and demonstration<br><br>Visual problem solving exercises that develop ceramic work and require exploration and manipulation of the basic materials used to create ceramic works. Development of skills and processes using a variety of surface and firing techniques appropriate to an introductory study in ceramics, which may include but are not limited to slips, engobe, terra sigilata, glaze, burnishing, in various firing atmospheres and temperatures. Safe use of tools and specialized equipment. Critical evaluation and critique of class projects. |
| 100.00% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 10 % | Class Participation |

| | |
|---|---|
| 60 % | Class Work - 10% Double pinch construction 10% Coil Construction 10% Slab Construction 30% Wheel forming possibilities (3 total) |
| 10 % | Exams/Tests - written midterm exam |
| 10 % | In Class Writing - 10% Reading of Ceramics handout with written Vocabulary |
| 10 % | Performance - attendance |
| 100 % | Total |

## VII. Sample Assignments:
### Original ideas utilized
Effectiveness as a three dimensional design in terms of proportion, balance, color, texture, and form Quality of craftsmanship involving materials used in assignment Points are used for evaluation. 10 is the highest and 1 is the lowest, based on a comparison of work from class A midterm exam is given covering all lectures and written information, vocabulary. The final grade is determined by compiling the following: Point total involving 6 projects Growth and improvement, creativity and technical skill. Comparison of student's work to the instructor's concept of what work from this subject and level should be.

### Handbuilt Series of Mug
Students will learn about slab building and create a series of hand built mugs and critique them with their peers. They will be introduced to different methods as well as be required to decorate their mugs using at least 2 different techniques.

## VIII. Student Learning Outcomes
1. Use critical thinking and problem-solving skills to successfully navigate from preparatory sketches through completed ceramics objects
2. Apply the history of ceramics into the work that they create, seeing how the work they create is reflective of and in relation to historical and contemporary ceramic art and design

# Santa Monica College
## Substantial Change and Global Citizenship: BIOLOGY 15, Marine Biology with Laboratory

| | |
|---|---|
| Units: | 4.00 |
| Total Instructional Hours (usually 18 per unit): | 108.00 |
| Hours per week (full semester equivalent) in Lecture: | 3.00 |
| In-Class Lab: | 3.00 |
| Arranged: | 0.00 |
| Outside-of-Class Hours | 108.00 |

| | |
|---|---|
| Transferability: | Transfers to CSU, UC |
| IGETC Area: | 5B: Biological Science, 5C: Physical or Biological Science LABORATORY |
| CSU GE Area: | B2: Life Science, B3: Laboratory Sciences |
| SMC GE Area: | Area I: Natural Science |
| Degree Applicability: | Credit - Degree Applicable |
| Skills Advisory(s): | ENGL 21B |

## I. Catalog Description

This survey course of marine organisms and their relationships to their environment emphasizes intertidal and offshore life forms. Included is an investigation of behavior, ecology, morphological and physiological adaptations and environmental relationship to humans. This course is three hours each of lecture and laboratory work. *Total of four units credit for Biology 15 and Biology 15N is transferable.

## 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. Marine Biology, 11th, Castro, P., Huber, M., McGraw-Hill © 2019, ISBN: 9781259880032;
2. Guide to the Coastal Marine Fishes of California (Fish Bulletin 157), Miller, D. J., Lea, R. N., University of California Press © 1972;
3. The Beachcomber's Guide to Seashore Life of California, Sept, J.,D., Harbour © 2002, ISBN: 1-55017-251-4;
4. Pacific Seaweeds: A Guide to Common Seaweeds of the West Coast, 2nd, Druehl L.D. and B. E. Clarkston, Harbour Publishing © 2016, ISBN: 9781550177374;
5. Instructor created lab manual.

## III. Course Objectives

Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of physical oceanographic concepts including ocean currents, seawater chemistry and physics, waves, tides, geology, and climate.
2. Evaluate physical oceanographic data, assess the potential impact of human activity on the considered parameters, and analyze the interaction and impact of the physical parameters with biological systems.
3. Demonstrate a broad understanding of classification of marine organisms, as well as their anatomy and physiology, while correlating the groupings with the evolutionary relationship of the organisms relative to each other.
4. Have a functional understanding of various marine ecosystems (e.g. intertidal zone, shallow subtidal zone, kelp forests, coral reefs, mangroves, wetlands, deep oceans, interstitial communities, etc.), characterizing the major biotic and abiotic factors/interactions vital in establishing and maintaining each system. Consider the potential impact of human activity on each ecosystem.
5. Develop critical observational and thinking skills through laboratory and field exercises.
6. Use scientific methodology to evaluate questions and generate testable hypothesis; extend these skills to everyday life.
7. Learn to evaluate and critique scientific news in the mass media, and to effectively communicate their thoughts regarding such news to their friends, family, and peers.

8. Recognize evolution by natural selection as a unifying theme in studying biological sciences.
9. Appreciate the necessity to address global environmental concerns in their daily lives, understand the importance of conservation and sustainability in maintaining a healthy global ecology, and show an understanding for a required balance between environmental sustainability, social justice, and economic prosperity.

## IV. Methods of Presentation:

Group Work, Lab, Lecture and Discussion, Observation and Demonstration, Projects, Service Learning, Visiting Lecturers, Other (Specify), Experiments, Field Trips

Other Methods: Combination of PowerPoint and slide shows, videos, and extensive board drawings are used to present lecture information. Various in-class student activities (games, group projects, group quizzes, etc.) are then used to ensure experiential learning by the students, and to continually monitor student progress and adjust lectures accordingly. Laboratory portion of this course ensures that students get hands-on experience with laboratory techniques, as well as with the marine organisms discussed during lecture. Multiple field trips are used to expose students to marine organisms in their natural habitats. Assignments during field trips are designed for students to use information they learned in lectures and formulate hypothesis regarding overall ecology and distribution of organisms observed. Field trips include trips to Malibu, Palos Verdes, Ballona Wetlands, Morro Bay, and Aquarium of the Pacific.

## V. Course Content

| % of Course | Topic |
|---|---|
| 30.00% | Physical oceanography; Currents, tides, waves, seawater chemistry, marine geology |
| 40.00% | Survey of marine life; Protists, invertebrates, fishes, mammals, birds, reptiles, algae and higher plants *In addition to the survey, evolutionary relationship of different groups, as well as anatomy and physiology of the organisms are emphasized. |
| 30.00% | Ecology, evolution, behavior, physiology; *Ecosystems studied include: intertidal, shallow subtidal, kelp forests, mangroves, coral reefs, open oceans, interstitial organisms, deep oceans, estuaries. *For each ecosystem, behavior and ecological physiology of the organisms are considered. *Evolution as a unifying theme in biology is considered. *Impact of humans on oceans, as well as current environmental concerns are emphasized. |
| 100.00% | Total |

## Vb. Lab Content:

| % of course | Topic |
|---|---|
| 25.00% | Invertebrates |
| 25.00% | Fishes |
| 25.00% | Plankton |
| 12.50% | Ecology and system interactions |
| 12.50% | Physical Oceanography and Navigational charts |
| 100.00% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 6 % | Class Participation - Attendance, Participation, In-class Assignments and Quizzes |
| 40 % | Exams/Tests - Three Exams on Lecture Materials During Semester |
| 23 % | Final exam |
| 15 % | Lab Reports - Laboratory/Field Notebook and Essay |
| 16 % | Other - Laboratory Practical Exams |
| 100 % | Total |

## VII. Sample Assignments:

Based on your field observations, as well as material covered in class, write a 3-5 page paper where you compare different inertidal areas, and hypothesize about the biotic and abiotic interactions that have caused the observed differences. Maintain a laboratory notebook with written assignments, drawings of all observed organisms and dissections, field notes/drawings, and marine geology assignment. Write a 3-5 page paper describing the environmental challenges faced by a marine ecosystem, and suggest possible strategies to help solve these problems. Participate in beach cleanups and/or other environmental service learning activities.

**Critique scientific merit of information from a general source:**
Find an article or informative piece on the marine environment presented in the general media, a magazine, newspaper, or social media. Use the information learned in this class and from reliable resources (e.g. peer reviewed journal articles) to evaluate the validity of the conclusions made in the article/video and discuss complexities that may have been ignored but which are important for a complete understanding of issues at hand.

## VIII. Student Learning Outcomes

1. Based on their knowledge of oceanographic concepts, students will evaluate physical oceanographic data, formulate interpretations of the phenomenon observed, and then conclude how these phenomena may affect the biology of marine organisms.
2. Students will use their knowledge of marine organisms and ecological concepts to analyze a given ecosystem, then hypothesize and defend their proposed potential mechanisms for the observed organismic distributions, as well as the interactions between the organisms and their physical environment.
3. Demonstrate confidence in their understanding of biological concepts and the scientific method to evaluate and critique current media or a scientific report.
4. Based on their experience in this course, students will judge the impact of human activity on different global ecosystems, and will evaluate and assess the interconnectedness of sustainability, social justice, and economic prosperity in the 21st century.

**Global Citizenship Application**
**Category**
- Ecological Literacy

**Course content focuses primarily on at least one of the following five areas: (Check all that apply)**
- ☑ Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives
- ☑ Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.
- ☑ Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.

**Course Outline of Record**
- Course was updated in 2020.

**Outcomes that pertain to this Global Citizenship Category**
- Based on their experience in this course, students will judge the impact of human activity on different global ecosystems, and will evaluate and assess the interconnectedness of sustainability, social justice, and economic prosperity in the 21st century.

**Narrative**
- Every aspect of marine biology is taught from a global ecological perspective. The impact of human activity on the global ocean system is assessed both from physical as well as biological perspectives. Students learn the effects of human activity from the local to the global level, with an appreciation for the interconnectedness of all systems. Solution based discussion of environmental issues are addressed at the local and global level, and are contextualized under the idea of a balance between environmental sustainability, social justice, and economic prosperity.

**Departmental or Area Vote on Fulfillment of Global Citizenship Degree Requirement:**
- Yes 19
- No 0
- Abstain 0
- Not Voting 0

# DE Application
## 4. Course: SUBSTANTIAL Change: BIOL 15 - Marine Biology with Laboratory

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## 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 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** 20.00

**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.
**Percentage of Online Course Hours** 30.00

**Other (describe)**
Laboratory Assignments: Multimedia presentations covering 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 any questions they have on a discussion board for the given topic.
**Percentage of Online Course Hours** 30.00

**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.
**Percentage of Online Course Hours** 20.00

## 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

**Written assignments**
**Percent of Grade** 15.00
Students may be asked to turn in one or more written assignments each semester. These may include but are not limited to research papers based on field data, and/or critique papers reviewing newspaper and/or journal articles.

**Laboratory Practical Exams**
**Percent of Grade** 16.00

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.

**Exams**
**Percent of Grade** 63.00
Students will be given four exams to cover course material.

**Participation**
**Percent of Grade** 6.00
Students will be assessed in their participation on topic based discussion boards and laboratory 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
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. 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.

For example: Find an article or informative piece on the marine environment presented in the general media, a magazine, newspaper, or social media. Use the information learned in this class and from reliable resources (e.g. peer reviewed journal articles) to evaluate the validity of the conclusions made in the article/video and discuss complexities that may have been ignored but which are important for a complete understanding of issues at hand.

## 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.

**Santa Monica College**
**Substantial Change: FASHION DESIGN AND MERCHANDISING 5, Fashion Buying**

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

Transferability:          Transfers to CSU
Degree Applicability:     Credit - Degree Applicable

**I.   Catalog Description**

This is an introductory course in fashion buying to acquaint the students with the life of a buyer that includes considerations and practices of an executive or middle manager. The buyer's position includes responsibilities such as making evaluations and maintaining standards that are complete and constant. This course will also present an awareness of quality effect of stocking merchandise and knowing and effectively practicing what to buy, when to buy, and how much to buy.

**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.  Merchandise Buying and Management, 2nd, Donnellan, John., Fairchild Publications © 2002;
2.  Women's Wear Daily, W, California Apparel News (student rate available).
3.  Fashion magazines (Vogue, Bazaar, Collezioni, etc)
4.

**III. Course Objectives**

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

1.  Document the responsibilities and roles of a buyer.
2.  Demonstrate how to manage the stresses and problems of a buyer's position.
3.  Analyze the relationships between planning, buying, and selling.
4.  Discuss the background, structure, and ever-changing world of fashion buying and merchandising, and apply this to the day-to-day life of a buyer

**IV.  Methods of Presentation:**

Discussion, Lecture and Discussion, Other (Specify)
Other Methods: research study, power point presentation, video, demonstration, and field trips.

**V.   Course Content**

| % of Course | Topic |
|---|---|
| 7.00% | Orientation/Overview, Fashion Merchandising<br>The Development and Distribution of Consumer Products. |
| 8.00% | Brands and Private Labels / Responsibilities of a Buyer |
| 7.00% | Merchandise resources |
| 6.00% | Retail Merchandising |
| 5.00% | Retailing Formats |
| 7.00% | Retailing Locations |

| | |
|---|---|
| 7.00% | Retail Growth and Expansion |
| 8.00% | Communicating with Consumers, Store Layout and |
| 7.00% | Store Layout and Merchandise Presentation |
| 6.00% | Measure of Productivity |
| 6.00% | Merchandising Accounting Retail Pricing |
| 7.00% | Inventory Valuation |
| 7.00% | Planning Sales and Inventory |
| 6.00% | Merchandising Controls and Report Analysis Selection of Resources |
| 6.00% | Purchase Terms<br>Fashion Buying Practices and Techniques |
| 100.00% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 10 % | Class Participation - Quiz and Class Participation |
| 50 % | Final exam - Midterm and Final Exam |
| 40 % | Projects - 4 Projects each worth 10 points |
| 100 % | Total |

**VII. Sample Assignments:**

**Sample 1**
Project objective: To understand the following merchandising principles: 1. Fashion is acceptance. 2. The comparison of fashion acceptance   Procedures: 1. Select an item of fashion, clothing or accessory. Examples: shoes, T-shirts, skirts, pants. 2. Choose a specific date in a specific place. Example: 1940s, 1950s, 1960s, 1970s, etc., in California, New York, etc. 3. Find ten pictures of the popular style of the chosen item. 4. Copy these pictures. 5. Describe each item briefly. 6. Show evidence of acceptance by the majority of people within the place of your choice (refer to #2). 7. Research and find examples of the same item in the year 2001. Explain its popularity with the majority of people. 8. Compare this popularity among the following types of people: A. age groups B. income C. sex 9. Include all the copies in your report.

**Sample 2**
Objective: To relate the retail mix of: location and ambience; merchandising policies; Services and communications to fashion buying   Procedure: Visit three stores. A major fashion retailer. A popular-to medium-priced store. A discount or variety store. Describe and discuss the locations, buildings, display windows, interior ambience, and consumer characteristics. Select one department, the same for each store (viz. Better priced dresses, men's suits), and identify the price range and price zones of each store. Comment and/or show evidence: What services are available for each store (sales personnel, wrapping, etc.)? Select ads (at least one for each store) and show how communications by stores are made: The use of store logo. The type of artwork, text, and size of the ad. How ad accommodates retail goals.    90-100 = A 80-89 = B 70-79 = C 60-69 = D 50 and under = F

**VIII. Student Learning Outcomes**

1. Student will demonstrate knowledge of background and structure of the ever changing world of fashion buying and fashion merchandising and applying this to the day to day life of a fashion buyer.
2. Students will demonstrate how to manage the stresses and problems associated with the buyer's position.
3. Students will plan and prepare inventory to attain sales objective and improve productivity.
4. Students will demonstrate through oral and written work knowledge of design, production and variation of material used for various levels of targeted market.
5. Students will demonstrate social awareness and sensitivity to global working conditions as these relates to apparel in the world market.
6. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

**Santa Monica College**
**Global Citizenship: ECONOMICS 8, Women in the Economy** *(same as WGS 8)*

| | |
|---|---|
| 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 |

| | |
|---|---|
| Transferability: | Transfers to CSU, UC |
| IGETC Area: | 4B: Economics |
| CSU GE Area: | D2: Economics |
| SMC GE Area: | Area II-B: Social Science (Group B) |
| Degree Applicability: | Credit - Degree Applicable |
| Skills Advisory(s): | MATH 31 or MATH 50 and Eligibility for English 1 |

## I. Catalog Description

This course applies economic theory to study women's decisions regarding labor force participation, unpaid household production, and marriage and fertility. Other topics to be considered include: the gender wage gap, women's educational attainment, and economic differences for women across race, socioeconomic status, and marital status. ECON 8 is the same course as WGS 8. Students may earn credit for one but not both.

## 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. Women and the Economy: Family, Work, and Pay, 3, Hoffman, S., S. Averett, Palgrave MacMillan © 2016, ISBN: 978-1137477033;
2. The Economics of Women, Men, and Work, 8, Blau, F., D., A. E. Winkler, Oxford University Press © 2018, ISBN: 978-0-19-062085-1;
3. Women, Work, and Economic Growth: Leveling the Playing Field, Kochar, K., S. Jain-Chandra, M. Newiak, International Monetary Fund © 2017, ISBN: 978-151351610-3;

## III. Course Objectives

Upon completion of this course, the student will be able to:
1. Describe alternative versions of economic models, such as the model of supply and demand, that incorporate aspects unique to decision making by women in the economy.
2. Analyze critically the changes in the female labor force participation rate over time.
3. Discuss trends in economic data related to marriage, divorce, and fertility rates, as well as poverty levels and other indicators relevant to women.
4. Collect economic data, analyze observable trends, and understand the difference between correlation and causality in this analysis.
5. Decompose the gender wage gap into the factors responsible for differences in pay.
6. Identify the role of government in social programs and tax structures that advance the welfare of women and children.
7. Compare and contrast women's work and pay across different race, socioeconomic, and marital statuses.
8. Determine the impact of the different forms of discrimination on women in the workforce.

## IV. Methods of Presentation:

Group Work, Lecture and Discussion, Observation and Demonstration, Online instructor-provided resources, Projects, Service Learning

## V. Course Content

| % of Course | Topic |
|---|---|
| 15.00% | Economics of marriage and divorce: supply and demand in the marriage market, the male marriage premium, specialization and exchange in marriage |
| 10.00% | Fertility rates and family structure |
| 10.00% | Data analysis using natural experiments |
| 15.00% | Female labor force participation rates: how they are defined, how they have changed, relationship to other key economic indicators |
| 10.00% | Measuring poverty and its use for allocating government funds to social programs: child care credits, welfare, the Earned Income Tax Credit |
| 10.00% | Taxes and female labor supply, the marriage tax |
| 15.00% | Gender wage gap: explaining the difference in pay using compensating differentials, occupational segregration, measures of productivity and human capital |
| 15.00% | Different models of discrimination, both statistical and taste based |
| 100.00% | Total |

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

| Percentage | Evaluation Method |
|---|---|
| 10 % | Class Participation |
| 5 % | Class Work |
| 25 % | Exams/Tests |
| 25 % | Final exam |
| 20 % | Homework |
| 5 % | Oral Presentation |
| 10 % | Projects |
| 100 % | Total |

## VII. Sample Assignments:

**Assignment 1 - Specialization and Exchange:**
Question 1 Below is a listing of the output per hour of two different products: clean clothes (produced at home) and lasagna (bought in the market) for two different people (Ann and Mike). Home Production (Clean Clothes) Market Production (Lasagna) Ann 12 24 Mike 10 15 a) What is the opportunity cost of producing clean clothes for Ann? For Mike? b) Who has an absolute advantage in producing lasagna? In cleaning clothes? c) Who has a comparative advantage in producing lasagna? In cleaning clothes? d) What should each person specialize in? Question 2 Suppose both Minnie and Mike have 6 hours in which they can work. Minnie can earn $3 an hour and Mike earns $8 an hour. Minnie can clean a room in half an hour but it takes Mike 2 hours to clean a room in his house. Cleaning supplies (which are purchased with wages) cost $6 a unit. a) On the same graph (with cleaning supplies on the horizontal axis) draw a PPF for Minnie and one for Mike. (Be sure to label your graph.) b) On the same graph show their combined PPF if Minnie and Mike get married. c) Assume they split the fruits of their labor equally and on the same graph draw the PPF that corresponds to half of their marital output. d) On your graph shade in the area

that represents consumption bundles they can consume as a couple that they could not consume as singles. e) Now on a second graph redo parts a-d assuming that Mike is considering marrying Mabel. Mabel also earns $8 an hour and needs two hours to clean a room. Who should Mike marry and why?

**Assignment 2 - Labor Force Participation Rates:**
Question 1 Econland has 500 women (all of them over 16 and non-institutionalized). 400 of them are currently married. 250 married women and 70 single women currently work for pay. Another 50 married women and 20 single women are currently unemployed but seeking work. The remaining women do not work for pay. a) What is the labor force participation rate for the women (married and single) of Econland? b) What is the labor force participation rate for the single women of Econland? c.) 10 married women who were previously housewives have nervous breakdowns and end up in a mental institution. What is the labor force participation rate for married women in Econland? Question 2 Imagine that Ann is a working mother who earns $10 an hour and has 50 hours a week to devote to either work or leisure. She has no non-labor income. a) Draw Ann's budget constraint. b) Now add an indifference curve such that Ann's preferred consumption bundle contains 35 hours of work. How many hours of leisure does Ann consume? c) Now the government passes a law that gives all mothers (working and non-working) $200 a week for childcare. On the same graph draw Ann's new budget constraint and show her new preferred consumption bundle. What happens to the amount of time Ann spends working (up, down or unchanged)? d) According to your graph, how large of a child benefit would the government need to provide for Ann to stop working entirely (i.e work 0 hours and exit the labor force). (Note different people will have different answers depending on the shape of the original indifference curve.) e) How would your graph change if Ann's initial budget constraint incorporated the fact that she spends $5 an hour on childcare and now the government decides to provide free childcare to mothers? In other words, the initial budget constraint with endpoints of $500 and 50 reflects an effective wage of $10 an hour ($15 earned minus $5 for childcare). Redraw this budget constraint and, on the same graph, the new budget constraint after the government provides free childcare. What happens to the amount of time Ann spends working? Did the income or substitution effect dominate in your graph?

**VIII. Student Learning Outcomes**
1. Demonstrate academic responsibility and integrity.
2. Demonstrate through oral and/or written work knowledge of the course content: women's paid and unpaid work decisions, marriage, divorce, and fertility rates, and the factors that explain the gender wage gap, including the various models of discrimination.
3. Demonstrate proficiency in the research, analytical, and communication skills necessary to present compelling and original arguments, orally and/or in writing, that advance reasonable conclusions as to how various political, social, and economic factors affect women in our economy.
4. Demonstrate a level of engagement in the subject matter that enables and motivates the application of acquired knowledge and skills beyond the classroom.

**Global Citizenship Application**
**Category**
- Genders and Sexualities

**Course content focuses primarily on at least one of the following five areas: (Check all that apply)**
- ☑ How the constructions of genders and sexualities—as well as identities—are formed, reformed, defined, redefined and experienced by a variety of communities, cultures, and societies.
- ☑ Application of theoretical perspectives based in gender relations to understand social phenomena.
- ☑ An examination of the experiences of diverse gender and sexual identities and expressions.
- ☑ An exploration of how collective identity and experiences have been shaped—and will continue to be shaped—by individuals and groups of diverse gender and sexual identities and expressions.
- ☑ The intersectionality of genders and sexualities with race, ethnicity, class, religion, and/or nationality.

**Outcomes that pertain to this Global Citizenship Category**

- Demonstrate through oral and/or written work knowledge of the course content: women's paid and unpaid work decisions, marriage, divorce, and fertility rates, and the factors that explain the gender wage gap, including the various models of discrimination.

**Narrative**
- Women in the Economy focuses on how gender roles have shaped the experiences women face with regards to work, family decisions, pay, and other economic factors in a way that is different from their male counterparts.  It applies basic economic theory, which tends to apply the male perspective as the default "economic decision maker" to help explain trends in marriage, divorce, child bearing, labor force participation, the gender wage gap, etc.  It also examines how these same experiences may differ for women by sexual orientation, race, ethnicity, and socioeconomic class.

**Departmental or Area Vote on Fulfillment of Global Citizenship Degree Requirement:**
- Yes 17
- No 2
- Abstain 2
- Not Voting 0

# DE Application
## 5. Course: DE for non-DE course: ART 75 - Form and Information

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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

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

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

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

## 2. Organization of Content

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

**Participation in Threaded Discussions**
**Percent of Grade** 25.00
Students will be evaluated on their participation in group critiques and their engagement with there peers in the threaded discussion boards.

**Video Presentation**
**Percent of Grade** 25.00
Students will be evaluated on the contents of a video presentation that they give on an assigned artist or artwork.

**Exams**
**Percent of Grade** 20.00
Students learning will be evaluated using a mid term and a final exam.

**Projects**
**Percent of Grade** 30.00
Students will be evaluated on the quality and completion of their studio projects

## 4. Instructor's Technical Qualifications
Faculty will need to know how to use video conferencing and 3d modeling software.

## 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
Sequence 1
Use precise measurements and quantitative reasoning to design three dimensional forms that exhibit a high level of visual quality.

Write code that uses an algorithm to generate a 3 dimensional surface.
Extrude and edit the surface using 3d modeling software.
Post your code, and a rendering of your extruded surface to the threaded discussion board for peer critique.
Iterate  your surface in response to the feedback received in the critique.
Send your file to a 3rd party 3d printing service for output.
When your printed object arrives,
View the video tutorial on mold making, and make a rubber mold of your surface.
Cast plaster into the mold.
De-mold the cured plaster and cast  another.
Repeat at least 9 times and mount the results in a tile pattern.
Post a photograph of the tile pattern to the threaded discussion board for peer critique.

## Distance Education Quality
**Quality Assurance**

- Course objectives have not changed
- Course content has not changed

- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COM ST 31 - Research Methods for Communication Studies

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## 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
- Commenting/Providing feedback on discussions, assignments, and other assessments (Comments can be text, audio, or video)
- Participating in discussion forums or chats
- Sending frequent announcements to summarize the previous week or describe the next week
- Providing online or telephone office hours
- Mentoring individual learners
- Working with small groups of students assigned to help teach portions of the course
- Sending welcome communication 1-2 weeks before class begins, then house the email in Canvas or equal in the Getting Started Module

In addition to the bullets above:
- Utilizing Zoom, Slack, or other appropriate mediums for communication and group work
- Tracking student success via frequent communication in Canvas or equal
- Utilizing Zoom, Google Hangouts, Skype, or other mediums that facilitate virtual (a)synchronous group meetings with instructor

## 1b. Student - Student Interaction:
o    group projects
o    peer instruction
o    synchronous or asynchronous discussions
o    Weekly check-ins (beginning of the class 'question of the day')
o    Collaborations (tools that allows students to share and/or collaborate on documents)
o    Social media or other accessible tools for interaction

In addition to the bullets above:
- Utilizing Zoom, Slack, or other appropriate mediums for communication and group work
- Utilizing Zoom, Google Hangouts, Skype, or other mediums that facilitate virtual (a)synchronous group meetings with each other
- Preparing virtual group presentations utilizing appropriate software (PowerPoint, Google Slides, Prezi, etc.)

## 1c. Student - Content Interaction:

• Content is organized into visibly distinct learning units or modules based on weeks/major themes, etc.
• Page content is chunked in manageable segments using headings that facilitate online reading
• Course makes use of Canvas or other appropriate channels for weekly content delivery
• Pages, discussions, chat, collaboration, virtual conference tools, groups, etc.
• Reading/video discussion or reflections (Reading a textbook is technically a student ↔ content activity but explicitly requiring students to reflect on the reading and providing directed prompts for that reflection improves the interaction)
• Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource), including, but not limited to:
Individualized learning opportunities, such as remedial activities or resources for advanced learning are provided, such as self-check quizzes, resource pages, supplemental materials, reflective writing, etc.; Quizzes (if the feedback is useful and usable); Written short-response essays; Written extensive reports applying class concepts and providing peer reviewed, academic research

## 1d. Distance Ed-Interactions

**Other (describe)**
Weekly Reading Assignments: Students read/learn about different research concepts and complete low-risk assignments
**Percentage of Online Course Hours** 5.00

**Online Lecture**
Weekly or biweekly lectures presented (a)synchronously
**Percentage of Online Course Hours** 20.00

**Other (describe)**
Weekly Quizzes: Students complete online quizzes on assigned readings
**Percentage of Online Course Hours** 5.00

**Exams**
Students take at least 2 exams virtually via Canvas or other software
**Percentage of Online Course Hours** 15.00

**Written assignments**
Research Paper: Original research conducted and written about in IMRAD format - students complete multiple rough drafts, present research and submit a final draft of paper
**Percentage of Online Course Hours** 50.00

**Other (describe)**
Technology Proficiency: Students learn the utility of Zoom, Google Hangouts, and other software for virtual group meetings
**Percentage of Online Course Hours** 5.00

## 2. Organization of Content
Course content is organized in the following fashion and is delivered via virtual (a)synchronous lecture, videos, modules, quizzes, and examinations. The timing is reflected by the percentage listed below in the first

column:

% of Course - Topic

5% - Ways of knowing
5% - Goals of Science & Approaches to Research
7% - Theories, Hypotheses, & Research Questions
4% - Introduction to Quantitative Research
5% - Defining Concepts and Variables
5% - Measurement (Operationalizing Variables)
4% - Reliability and Validity of Measurement
6% - Sampling
5% - Survey Research
5% - Correlation & Relating Variables
7% - Experimental Research
4% - Factorial Designs
4% - Content Analysis
4% - Introduction to Qualitative Research
4% - Assessing Quality in Qualitative Research
3% - Participant Observation and Ethnography
3% - Interviewing
4% - Discourse and Conversation Analysis
4% - Analyzing Qualitative Data
5% - Research Ethics and Politics
7% - Research Writing

## 3. Assessments

**Class participation**
**Percent of Grade** 10.00
Points given for short assignments related to the lectures and in-class discussions

**Exams/tests**
**Percent of Grade** 25.00
Multiple choice, T/F, short answer, essay covering terms, concepts, and themes of research methods and writing

**Group work**
**Percent of Grade** 15.00
Point-based rubrics

**Original research project**
**Percent of Grade** 30.00
Point-based rubrics

**Weekly homework**
**Percent of Grade** 20.00
Weekly homework Points given for application of research themes in low-risk assignments

## 4. Instructor's Technical Qualifications

For instructors to deliver the course at a distance, they require the following:

- The college's existing technology
- @ONE training
- Support personnel
- Technical support

## 5. Student Support Services

Students will need access to the:

- Bookstore (to purchase the course textbook)
- Library (to access academic database for research papers)
- Writing Center (for writing assistance with research papers)

## 6. Accessibility Requirements

Virtual lectures and lessons utilize Zoom transcription

PowerPoints and course documents follow the DE Department's recommendations to make the course content accessible for students with disabilities

Canvas (or equal) course follows DE Department's recommendations to make the course content and virtual setting accessible for students with disabilities

Videos used in the course include closed captioning

## 7. Representative Online Lesson or Activity

Course objective 7: Apply the different research methods to various types of research questions and designs.

Online lesson/activity: In the qualitative research unit, students learn about different types of qualitative methods – including participant observation & ethnography. After going over what ethnographies entail/look like, students are split into 3 groups to conduct a virtual ethnography about our very own Zoom (or equal) class. One by one, each group of students is given 10 minutes to write "thick descriptions" (5-10 sentences) regarding what they see and hear, while I continue to teach the class to the other 20-some students. Afterwards, we compare the focus of their ethnographic descriptions and their utility in learning about our "class culture" (Online platform, nonverbal communication of participants, lecture content, etc.).

Course objective 8: Assess the ethical choices of researchers in conducting and presenting research

Asynchronous lesson/activity: In the research ethics unit, students learn about ethical research practices. Individually, students are assigned an unethical study to read (i.e. Tuskegee study), summarize and post about on a threaded discussion. Additionally, students highlight "lessons learned" from reading about the unethical practices of the researchers. This means writing about what they need to take into consideration for the ethical undertaking of their original research. Lastly, students are asked to comment on one of their peers' post.

## Distance Education Quality
### Quality Assurance

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality

- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: COSM 50A - Related Science 5

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## Delivery Method

- Fully Online
- *Other: [Please Explain.]* n/a

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

## 1a. Instructor - Student Interaction
The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide ongoing feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. The instructor will provide virtual office hours along with telephone option.

## 1b. Student - Student Interaction:
Students will participate in student-student interactions using threaded discussions. Using an asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments. Discussions will require a minimum of 2 comments on another student's original post. A virtual lounge will also be provided to encourage students to interact with each other on a more personal level.

## 1c. Student - Content Interaction:
Students will interact with course content on a weekly basis through, readings, videos, discussions and/or reflective assignments.

## 1d. Distance Ed-Interactions

**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.
**Percentage of Online Course Hours** 25.00

**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
**Percentage of Online Course Hours** 25.00

**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.

**Percentage of Online Course Hours** 50.00

## 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

**Written Assignments**

**Percent of Grade** 25.00

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

**Written Exams**

**Percent of Grade** 50.00

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.

**Threaded Discussions**

**Percent of Grade** 25.00

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

Demonstrate passing the written California State Board exam.
Students will, through the college course management system, create a step by step, California State Board of Barbering and Cosmetology procedure instructions for given applications utilizing the NIC.
Discover testing procedures to pass the California State Board exam.

## 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
## 6. Course: GLOB CITIZEN Proposal: ECON 8 - Women in the Economy

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## 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 and links to guides and support, and tips on how to be successful in the course. The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started. The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who …), Pages, Email/Message, and GPS.

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

Students will also be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected

response times (within 24 hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

## 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 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 and content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc) at the beginning of each module, and align the content, assignments, activities, and assessments to these objectives. In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, policy briefs, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below). The instructor will include instructions for learners 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

**Online Lecture**
Students will view/listen to lectures posted by instructor (with audio/video embedded when possible)
**Percentage of Online Course Hours** 20.00

**Written assignments**
Instructor will regularly assign short writing assignments or reflection pieces, similar to those assigned on-ground
**Percentage of Online Course Hours** 25.00

**Peer Feedback**
Students will be paired with a classmate to read and provide feedback on rough drafts of essays
**Percentage of Online Course Hours** 5.00

**Study and/or Review Sessions**
Students will collaborate on projects to help them review material and prepare for exams
**Percentage of Online Course Hours** 15.00

**Exams**
Students will periodically take online exams
**Percentage of Online Course Hours** 20.00

**Videos**
Students will view videos provided by instructor to supplement lectures and readings
**Percentage of Online Course Hours** 15.00

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

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

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

**Summative free response and multiple choice questions**
**Percent of Grade** 20.00
Module specific assignments (each assignment = 2%)

**Essays**
**Percent of Grade** 20.00
Reflections and critical analysis of timely topics on women in the economy: trends in female labor force participation, the marriage tax, gender wage gaps, discrimination, etc. (each essay = 5%)

**Exams**
**Percent of Grade** 40.00
Demonstrate content knowledge through multiple choice and/or short response questions and answers (each = 10%)

**Various**

**Percent of Grade** 20.00
Participation (various activities –Video quizzes, completion of study guides, collaborative practice problems, etc.)


## 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


## 7. Representative Online Lesson or Activity

Objective #3: Discuss trends in economic data related to marriage, divorce, and fertility rates, as well as poverty levels and other indicators relevant to women.

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

Review the "Poverty, Welfare, and the EITC" module, including the slides and PlayPosit videos.

The goal of this assignment is to understand the disproportionate impact of poverty on women and children, and analyze available solutions to this problem.

In the Canvas Discussion, post your response to the following question: In what ways are women and children impacted most heavily by poverty in this country? Make sure you explain using the data as well as discuss the potential power imbalances, health implications, and impact on education and economic status. After you post your discussion, respond to two of your peers' posts. Is there anything you would like to add? What solutions (currently existing or yet to be created) would you propose to address the problems they have discussed?

When you are finished with this discussion assignment, take time to reflect as a group: after discussing with your peers, how would you design an effective economic policy for the United States to reduce poverty and increase the wellbeing of women and children? You can combine your original ideas proposed, pick a group favorite, or create an entirely new one based on what everyone has learned from this exercise.

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

## Distance Education Quality

**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: FASHN 1 - Introduction to the Fashion Industry

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## 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 post frequent announcements about assignments as well as frequent reminders Students will interact with course content posted weekly by the instructor similar to on ground courses. Instructor will always be accessible via email for individual questions. However, through SMC course management software/ online teaching software used at SMC, most demonstrations will utilize video technology in which students can comment and interact. Appropriate comments and questions will be posted publicly for the rest of the students to view as well.

Instructor will monitor student led thread/discussions, respond, correct and advise students as necessary and engage in group critique discussions with students upon completion of each assignment. Zoom video conferencing software will be utilized for live interactive classes.

## 1b. Student - Student Interaction:

Students will watch weekly demonstration videos with the encouragement to ask questions/post comments based on the entire video, or at a specific time stamp moment in each video. As other students see those comments, they can discuss among one another.

For class assignments, Students can post questions to a public forum. This will allow students to assist one another as well as monitored guidance from the instructor. For example, asking the class "How do I research a gothic fashion trend online". Other students can answer the question and instructor will weigh in as necessary.

Once assignments are turned in, a group critique of each project will be expected where students will interact as part of their participation grade. They will be expected to comment on both technical and aesthetic decisions.

## 1c. Student - Content Interaction:

Instructor will record voice over video PowerPoint lectures. These recordings can be posted to SMC course management software platform.

Students will be expected to watch the weekly training video. Each video will be a stepping stone to the next. Each set of videos will directly relate to the expectations of the current assignment.

Tests will be implemented through SMC Course management software.

Assignments will be submitted through course software unless file sizes are too large. If technical size issues arise, DropBox or WeTransfer are two methods to deliver large files for free over email/internet.

## 1d. Distance Ed-Interactions

**Online Lecture**
Online lectures will be conducted via the LMS and will consist of student - student and instructor-student interaction for maximum engagement.
**Percentage of Online Course Hours** 30.00

**Discussion Boards**
Collaborative projects as well as activities will be conducted via the LMS discussion boards. Student-student interaction as well as instructor-student will be encouraged.
**Percentage of Online Course Hours** 30.00

**Study and/or Review Sessions**
Reviews of projects as well as testing of materials covered will be done through the LMS.
**Percentage of Online Course Hours** 10.00

**Peer Feedback**
Students will review and give feedback on projects.
**Percentage of Online Course Hours** 30.00

## 2. Organization of Content
Instructor will lecture through an audio and screen capture. The required textbook has chapters which will be required reading to support the content demonstrated in the lecture. Students will turn in work through the course management system. The instructor can track how many times the student views their critiqued video, and if they are using that critique to improve upon future assignments, or re-do an assignment (if the instructor allows resubmissions).

## 3. Assessments

**Participation**
**Percent of Grade** 10.00
Participation will be assessed through engagement and activity in the discussion rooms online.

**Quizzes**
**Percent of Grade** 25.00
Exams and tests will be given online using the LMS

**Final Exam**
**Percent of Grade** 25.00
An online Final Exam / Presentation of final project will be conducted online through the LMS

**Projects**
**Percent of Grade** 40.00
Projects will be presented and critiqued online will student-student and instructor-student discussions.

## 4. Instructor's Technical Qualifications
Instructor will need to be trained or proficient using SMC's course management software for most communication, discussion, delivery of lectures, questions, assignment submissions, and PDF instructions

delivery.

## 5. Student Support Services
Counseling:
http://smc.edu/StudentServices/Counseling/Pages/default.aspx

Bookstore:
https://bookstore.smc.edu/

SMC Library:
http://smc.edu/AcademicAffairs/Library/Pages/default.aspx

SMC Disability resources:
http://smc.edu/StudentServices/DisabilityResources/Pages/default.aspx

SMC Financial Aid:
http://smc.edu/EnrollmentDevelopment/FinAid/Pages/default.aspx

## 6. Accessibility Requirements
Prior to going 'live', all videos will first go to DSPS for captioning to comply with disabled student regulations. All other discussion and feedback will be delivered though email, online discussions, forums, via course management software.

## 7. Representative Online Lesson or Activity
Course Objective 1: Identify consumer issues, and apply them to career opportunities in the apparel industry. Social media assignment: Students will create a mock up of a social media presentation for a fashion company that they have researched. This is a group project where the groups mimic a social media department of a company and present a Instagram, Facebook, Youtube, Snapchat, etc. campaign based on the fashion company the students have chosen and the demographic, psychographic of the target customer of that company.

## Distance Education Quality
**Quality Assurance**

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

**Additional Considerations**

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

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

# DE Application
## 5. Course: DE for non-DE course: HIST 3 - British Civilization I

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## Delivery Method

- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Fully Online
- *Other: [Please Explain.]* Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

## 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 pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. (Weekly Check-ins, Instructor's time for the weekend along with assignments due by Sunday. Provide physical and virtual office hours along with telephone option and video conferencing option.)

## 1b. Student - Student Interaction:
Using asynchronous discussion activities, students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly, Student Lounge discussion board non-course topics.

## 1c. 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

**Online Lecture**
Review of lecture notes, slides, or other such material drawn from class materials such as the textbook, articles, or other texts.
**Percentage of Online Course Hours** 25.00

**Threaded Discussions**
Threaded discussion, consisting of an initial post and follow-up response to two student post
**Percentage of Online Course Hours** 15.00

**Discussion Boards**
General discussion forum, where questions can be asked and answers provided by students and professor that pertain to assignments, course content, or other.
**Percentage of Online Course Hours** 5.00

**Peer Feedback**
Students will interact with one another and take advantage of collaborative learning activities.
**Percentage of Online Course Hours** 10.00

**Written assignments**
Students will review assignment instructions and other materials that will them in preparing their essays.
**Percentage of Online Course Hours** 25.00

**Exams**
Students will complete exams, demonstrating their knowledge of course learning objectives.
**Percentage of Online Course Hours** 20.00

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

## 3. Assessments

**Participation**
**Percent of Grade** 25.00
Threaded Discussion, Peer Feedback, Chat room, Discussion, or Group Presentation, collaborative learning activities

**Exams/Tests**
**Percent of Grade** 50.00
Assessment Method: Midterm and final exams consisting variously of multiple-choice, key term identification, short answer, and essay components. No single exam will exceed 30% of the class grade.

**Homework/Quizzes/Written Assignments**
**Percent of Grade** 25.00
These will use a combination of assignments based on objective questions, short answers/identifications, and brief essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given.

## 4. Instructor's Technical Qualifications
Instructors should have completed training on the learning management system in place and received the appropriate certification. The instructor should be knowledgeable of accessibility resources on and off-

campus. Familiar with Canvas tools and willingness to stay current as technology changes every day.

## 5. Student Support Services

Department website, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Child Development Training Consortium, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, SMC Reading Lab, SMC Writing Lab, Child Care

## 6. Accessibility Requirements

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

## 7. Representative Online Lesson or Activity

Sample Threaded Discussion #1

In a discussion post, briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time? Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.

Sample Threaded Discussion #2

In a discussion post, write a brief analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources. Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.

## Distance Education Quality

**Quality Assurance**

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

**Additional Considerations**

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

- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

# DE Application
## 5. Course: DE for non-DE course: KIN PE 34A - Karate

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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 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 course material previously covered. 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. Since written discussions of martial arts can be difficult, students are encouraged to post links to short video clips to supplement the discussions.

## 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 video and PDF documents. Students will turn in biweekly video

assignments on both new material as well on revisions based on instructor feedback from previous assignments. Students are also encouraged to give each other assignment feedback on discussion boards.

## 1d. Distance Ed-Interactions

**Discussion Boards**
Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various topics.
**Percentage of Online Course Hours** 30.00

**Videos**
Videos are provided to students, and are accompanied by a series of workout assignments for students to participate/practice.
**Percentage of Online Course Hours** 30.00

**Other (describe)**
Research projects. Students will investigate a martial arts topic appropriate to their level and with consideration for their personal interests. They will work individually or in small groups, and will present their findings to the rest of the class for group discussion.
**Percentage of Online Course Hours** 10.00

**Online Lecture**
PDF lecture presentations are provided to students, and are accompanied by a series of workout assignments for students to participate and practice.
**Percentage of Online Course Hours** 30.00

## 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

**Exams**
**Percent of Grade** 25.00
Multiple exams (written or practical) will be used to assess student performance and progress.

**Active participation**
**Percent of Grade** 75.00
Students will be assessed biweekly on their active participation and progress/improvement on various topics.

## 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. The use of multimedia presentations, discussion threads, videos, peer review and online office hours will be an effective method of delivery.

For example: Perform the 34 basic techniques (i.e. Kihon Renshu) studied in class.

## 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
## 3. Course: NON-Substantial Change: PHOTO 30 - Techniques of Lighting: Introduction

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## Delivery Method

- Fully Online
- *Other: [Please Explain.]* N/A

## DE Contact/Interaction Guidelines and Best Practices

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

## 1a. Instructor - Student Interaction

Students will interact with course content posted weekly by the instructor similar to on ground courses. Instructor will always be accessible via email/video conferencing for individual questions. However, through SMC course management software/ online teaching software used at SMC, most demonstrations will utilize video technology in which students can comment and interact. Appropriate comments and questions will be posted publicly for the rest of the students to view as well.

Instructor will monitor student led thread/discussions, respond, correct and advise students as necessary and engage in group critique discussions with students upon completion of each assignment.

## 1b. Student - Student Interaction:

Students will watch weekly demonstration videos with the encouragement to ask questions/post comments based on the entire video, or at a specific time stamp moment in each video. As other students see those comments, they can discuss among one another.

For class assignments, Students can post questions to a public forum. This will allow students to assist one another as well as monitored guidance from the instructor. For example, asking the class "How do I eliminate a specular highlight when lighting for a shiny, metal object." Other students can answer the question and instructor will weigh in as necessary.

Once assignments are turned in, a group critique of each project will be expected where students will interact as part of their participation grade. They will be expected to comment on both technical and aesthetic decisions.

## 1c. Student - Content Interaction:

Instructor will record lighting demonstrations discussing the current week's assignment topic. Videos will be properly captioned and posted to SMC course management software platform.

Students will be expected to watch the weekly training video. Each video will be a stepping stone to the next. Each set of videos will directly relate to the expectations of the current assignment and course objectives.

Tests and quizzes will be implemented through SMC Course management software.

Assignments will be submitted through course software unless file sizes are too large. If technical size issues arise, DropBox or WeTransfer are two methods to deliver large files for free over email/internet.

## 1d. Distance Ed-Interactions

**Peer Feedback**
Students will engage in meaningful critique of each other's photographs.
**Percentage of Online Course Hours** 30.00

**Discussion Boards**
Students will participate in online conversations discussing photography from relevant historical and contemporary photographers.
**Percentage of Online Course Hours** 10.00

**Project Presentation**
Students will produce a presentation regarding a significant photographer working in a genre relevant to this course's content.
**Percentage of Online Course Hours** 30.00

**Online Lecture**
Lecture through video demonstrations and screen capture.
**Percentage of Online Course Hours** 30.00

## 2. Organization of Content

Instructor will lecture through video demonstrations and screen capture. Instructor will be able to explain the tools and techniques while students watch instructor navigate through demonstrations. Students can pause and rewind the videos as necessary.

Upon each assignment deadline, instructor will evaluate each of the student's assignments and send a critique that breaks down the student's digital file(s), and assess workmanship and aesthetic performance of that student.

## 3. Assessments

**Critique Participation**
**Percent of Grade** 5.00
A rubric will be employed for evaluating qualitative and quantitative participation in weekly critiques of classmates' work.

**Photographic Projects**
**Percent of Grade** 68.00
9 Photographic production projects (7.5% each)

**Final Exam**
**Percent of Grade** 7.00
Using SMC's Course Management Software, a final exam will be issued and graded.

**Significant Project**
**Percent of Grade** 20.00
One larger final photographic production project

## 4. Instructor's Technical Qualifications

Instructor will need to be trained or proficient using SMC's course management software for most communication, discussion, delivery of lectures, questions, assignment submissions, and PDF instructions delivery.
Instructors will need to be skilled in creating affective digital video demonstrations.
Instructor will need screen capture software to record audio and video of any computer-based process/procedures.

## 5. Student Support Services

Online Adobe support materials through Youtube videos, Lynda.com, and companies like Craftsy.com, Phlearn, CreativeLive, and other links of appropriate videos or lessons that support content covered in class.

SMC Photo Department resources and info:
http://smc.edu/AcademicPrograms/Photography/Pages/default.aspx

Counseling:
http://smc.edu/StudentServices/Counseling/Pages/default.aspx

Bookstore:
https://bookstore.smc.edu/

SMC Library:
http://smc.edu/AcademicAffairs/Library/Pages/default.aspx

SMC Disability resources:
http://smc.edu/StudentServices/DisabilityResources/Pages/default.aspx

SMC Financial Aid:
http://smc.edu/EnrollmentDevelopment/FinAid/Pages/default.aspx

## 6. Accessibility Requirements

Prior to going 'live', all videos will first go to DSPS for captioning to comply with disabled student regulations. All other discussion and feedback will be delivered though email, online discussions, forums, via course management software.

## 7. Representative Online Lesson or Activity

For this assignment, you will be using your electronic flash to augment available light while making environmental portraits. A strong environmental portrait utilizes a subject's environment to help tell its story.

Portrait #1: Flash as fill light
This first portrait is the only one for this assignment where your electronic flash is not the main light on your subject. It is also the only portrait that on-camera flash is acceptable.
1.    Find a subject and location that is suitable for a compelling photograph.
2.    Mount your flash on top of your camera, and point it directly up toward the ceiling/sky. Rubberband a small piece of white cardboard/foamcore/matboard to the back of the flash to act as a reflector. As an alternative, if you are photographing in a location with a white wall to your back, try rotating your flash head backward to reflect off the wall.
3.    Set the camera to Aperture Priority
4.    Set your flash to expose between -2 & -2/3 stops.

5.    Make a few pictures of your subject and take a look at the effects of the flash. Is the flash too apparent? Are the shadows too dark? If so, use the flash exposure compensation to fine tune the flash intensity. Remember that the role of the flash for this portion of the assignment is to simply bring up the shadow values. It should not be obvious that a flash was used. If the flash is causing a shadow, it's too bright. If your subject has dark shadows under his or her eyes, try increasing the flash exposure. The end result should feel like a candid moment.

Portrait #2: Over Power The Sun
For this second portrait, you will be using your electronic flash OFF-CAMERA to produce a nicely lit portrait in the middle of a blue sky day.
1.    Find an outdoor location that is visually compelling and helps tell a story about your subject
2.    Your shoot time must be during the middle of the day, when the sun is high in the sky, and the sky is clear
3.    Place your subject with the sun to their back. The subject's face should be in shadow, but the hair should be lit nicely by the sun.
4.    Set your camera up for Manual Exposure
5.    Choose a light style, quality, and pattern that is appropriate for your subject. You can use a small softbox, umbrella, piece of foamcore, or direct/hard light — whatever is appropriate. The flash must be off camera.
6.    Plug your Pocket Wizard receiver into the flash, and mount the transmitter on your camera.
7.    Meter the background of your scene in the sunlight (not the shade). For this example, we will say that 1/125 @ f/16 is the proper background exposure. Remember this exposure.
8.    With your meter set at 1/500, meter your strobe's strength and make power adjustments until the flash outputs a value of f/16. Your subject's exposure is now equal to the background. (Setting the shutter speed to 1/500 on your meter in this step allows you to eliminate most of the ambient light and achieve a more accurate reading of the strobe's strength.
9.    Before you begin shooting, you need to make one more meter reading with your meter's shutter speed set to match the background exposure. This will give you an accurate combination reading from the daylight and strobe and may very well be slightly brighter than f/16. This final meter reading will be where you set your camera.
10.   To underexpose the background by one stop, increase your shutter speed to 1/250 (if available on your camera). You can underexpose the background an additional stop by stopping down your lens and increasing your strobe's power one stop so it meters at f/22.

Portrait #3: Dragging the shutter
Similar to portrait #2, you will be using your electronic flash OFF CAMERA to produce a nicely lit portrait on location. However, for this portrait you will be shooting in very low light rather than direct sun.  "Dragging the shutter" is a technique that combines a slow shutter with a burst from a flash. For this portrait, you may shoot indoors or outdoors, as long as you are shooting at a shutter speed of 1/15 or slower.
1.    Find an interesting indoor or outdoor location that works to tell your subject's story AND has interesting light. The location should have some interesting available light for you to augment with your strobe.
2.    Using your tripod, carefully compose your frame.
3.    Do your best to eliminate as much of the light on your subject as possible. Use flags, foamcore, turn off lights, etc.
4.    Decide your aperture based on the depth of field you require
5.    Using your camera's meter in evaluative/matrix mode, meter the background's ambient light to give you the shutter speed that will give you a proper exposure at your chosen aperture.
6.    Light your subject as you see fit (umbrella, softbox, foamcore, hard light, etc.)
7.    Meter your strobe with a shutter speed setting of 1/500.  Again, the fast shutter speed will eliminate any

ambient light on your subject giving you an accurate reading of only your strobe's strength.

8.     Adjust the strobe's strength until it matches your chosen aperture

9.     Take a final meter reading with your peter set to your shutter speed from step 5. Provided there is no ambient light on your subject, your exposure may slightly change. This combined reading of strobe and ambient light will give you the proper exposure for you to shoot at.

10.  If you want the background darker, increase your shutter speed. If you want the background brighter, slow your shutter speed. Provided your subject is in the dark, the strobe exposure on him or her will remain consistent.

Tips for Success
- Choose a visually interesting location that is well lit at night.
- Select a background that is relevant to your subject.
- Scout and shoot tests prior to your shoot time with the subject. Experiment with camera angles, focal lengths, etc. Take note of the color of the ambient light.
- Once you feel you have a strong portrait captured, experiment. Bracket your shutter speed, get close, get far, introduce motion, etc.
- Remember to photograph your Passport under each lighting condition.

Critique:
1-jpeg file, 2000 pixels on the long dimension, uploaded to Canvas. Using the Discussion feature in Canvas, each student is required to provide meaningful feedback and criticism for every student's assignment.

Turn in:
- One digital image from each category, uploaded to Dropbox
- DNG files of each select image. Minor Lightroom retouching and exposure adjustments are required.
- Lighting Diagram

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

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

- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

# DE Application
## 5. Course: DE for non-DE course: PRO CR 6A - Coaching of Football

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## 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 email a detailed welcome packet prior to class opening. This packet will include, but not be limited to, a detailed timeline for module 1, necessary equipment and materials that may need to be purchased, the syllabus and other necessary items. All this material will also be provided to the student through Canvas, but the packet will be designed to mitigate the student's desire to understand the nature of the course before it opens to them in Canvas.

The instructor will post regular announcements regarding assignments to guide students throughout the course.

Students will check in at the beginning of each week and respond to a threaded discussion assignment based on the weekly lecture. Students and the instructor will discuss their progress and development. The instructor will provide feedback on the student's progress, projects and assessments.

## 1b. Student - Student Interaction:

Student's will be assigned discussion posts every module to write about material relevant to that module. Each student will be required to post and then to reply to a minimum of two different student each week. Canvas allows for easy evaluation of students to see if they are meeting their weekly requirements.
Each forum will cover different material ranging from proper warm up techniques to advanced skill development and game strategy.

## 1c. Student - Content Interaction:

Students will complete weekly discussions related to the material of the module. In addition to the discussions, weekly quizzes and self-assessments and written projects will be used to assess the student's comprehension of the course content.

## 1d. Distance Ed-Interactions

**Online Lecture**
Content related to the weekly goals and Asynchronous pages
**Percentage of Online Course Hours** 20.00

**Discussion Boards**
Sharing experiences, goals in learning and expectations
**Percentage of Online Course Hours** 20.00

**Videos**
Review of Weekly asynchronous video notes from instructor and review game and practice film of football competition and drills.
**Percentage of Online Course Hours** 40.00

**Written assignments**
Written examples and assignments related to the physical activities
**Percentage of Online Course Hours** 10.00

**Exams**
Formative and Summative Assessments to progress the student from module to module.
**Percentage of Online Course Hours** 10.00

## 2. Organization of Content
Content will be organized in modules. Each module will have at least a self assessment, a short quiz, a discussion and a written assignment. These will be conducted through the learning management system (Canvas), in conjunction with google docs, social media and video submissions.

## 3. Assessments

**Discussions and Participation**
**Percent of Grade** 40.00
The weekly discussions will be used to have students share their learning process and thoughts with other students. The instructor will be able to monitor and reply to the students as well and guide the learning.

**Multiple Offensive, Defensive and Special Teams Quizzes & Exams**
**Percent of Grade** 40.00
The quizzes and exams will be used to gauge the classes advancement each week on the football specifics that go into each unit.

**Various other quizzes and self-assessments**
**Percent of Grade** 10.00
The extra quizzes and self-assessments will be used to determine pre module levels of knowledge and give credit to students for various other items delivered to the class.

**Written Projects**
**Percent of Grade** 10.00
The writing assignments will force the students to critically apply what they have learned at the end of the semester.

## 4. Instructor's Technical Qualifications
The instructor would need to be well versed in the learning management system (Canvas.) Ideally he/she would have completed the six week class provided by SMC or completed relevant @ONE courses.

## 5. Student Support Services

Links to counseling department, financial aid, library, and the SMC Go app for other services.

## 6. Accessibility Requirements

Any films used will have text/ be captioned. All photos will have descriptions and Alt Text.  Each Canvas page will have the accessibility checker run on it.

## 7. Representative Online Lesson or Activity

Course objective #3: Develop a solid understanding of game strategies in offense, defense and special teams.

Activity:

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

## Distance Education Quality

**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: RRM 4 - Resource Management and Zero Waste in Business

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Delivery Method

- Fully Online
- *Other: [Please Explain.]* NA

### DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

1. 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 with details of the course material and tasks to be covered in the week ahead. This will provide students with an overview of the task to be done in the week. 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) 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).

### 1b. Student - Student Interaction:

1. Weekly Discussion Forums are scheduled throughout the semester 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. Instructor will monitor and answer questions on the forum.
2. A 'Who Am I' assignment in the first week of the semester will require students to introduce themselves to their fellow classmates.
3. Students will work on collaborative projects together to develop a zero waste plan and also do and environmental assessment of businesses.
4. Students will use break rooms on zoom for their group meetings. They will use this meeting to discuss collaborative assignment and exchange their learning experience

### 1c. Student - Content Interaction:

1. 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.).

2. There will written assignments on climate change. Instructor will provide timely comments and feedbacks for the assignment

3. Graded quizzes will be given every few weeks covering the lecture over the previous weeks.

## 1d. Distance Ed-Interactions

**Online Lecture**
Weekly lecture material will be presented in the format of PowerPoint, Word and/or video Every Tuesdays and Thursdays during the 8 week period, the students will meet virtually through zoom for the weekly online lectures
**Percentage of Online Course Hours** 32.00

**Exams**
Online quizzes, mid term exam, final exam, will be conducted during the semester to assess student learning outcomes. Instructor will provide detailed rubrics for grading and provide timely feedbacks
**Percentage of Online Course Hours** 20.00

**Project Presentation**
Students will be organized into groups of 5-8 students to work on a project to develop zero waste plan and produce a group report and do a presentation (PowerPoint and/or video presentation) as a group or an individual presentation.
**Percentage of Online Course Hours** 10.00

**Discussion Boards**
Students are required to post their comments, and then post a response to a fellow classmate's post. Students will use the discussion board to stay engage with the instructor and other students in class
**Percentage of Online Course Hours** 18.00

**Chat Rooms**
Student will be grouped and use chat rooms (e.g. zoom breakout rooms) to collaborate on class project work. They will use this chatroom to exchange learning experience
**Percentage of Online Course Hours** 10.00

**Videos**
Instructional videos will provide opportunity for students to virtually interact with course contents and the instructor.
**Percentage of Online Course Hours** 10.00

## 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

**Assignment/ Discussions**
**Percent of Grade** 10.00
Students are expected to submit their assessment online through canvas

**Quiz**
**Percent of Grade** 15.00
At the end of every main topic student will take an online quiz which also prepares them for the mid-term exams and final exams

**Midterm Exams**
**Percent of Grade** 20.00
During the 4th week of the semester students will be expected to take mid term exams based of the topics that we have covered

**Zero Waste Plan Project**
**Percent of Grade** 15.00
Student will developed a Zero Waste Plan for a business

**Participation**
**Percent of Grade** 10.00
Student participation in class i.e. discussion, attendance and contribution will

**Final Exam**
**Percent of Grade** 30.00
Student will take final exam during the last week of the class

## 4. Instructor's Technical Qualifications

The instructor is knowledgeable of 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

Students with disabilities will be offered the needed support in compliance with the regulations of section 508 of Rehabilitation Act to enable them take part in the course. 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

Course Objectives : Online lesson and activities include the following components;
1. An instructional video with closed caption to deliver key concepts and skills
2. An instructional page with written explanation and other resources to help students lean and understand key concepts of resource and recycling management

3. Discussion forum with question prompt to allow students reflect on the key concepts learned
4. Short quiz containing multiple choice questions to test students understanding on the key concepts and skills

## Distance Education Quality

**Quality Assurance**

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

**Additional Considerations**

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

# DE Application
## 5. Course: DE for non-DE course: SST NC 908 - Impacts of Policy on Sustainability

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## Delivery Method

- Fully Online
- *Other: [Please Explain.]* Not applicable

## DE Contact/Interaction Guidelines and Best Practices

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

## 1a. Instructor - Student Interaction

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

## 1b. Student - Student Interaction:

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

## 1c. Student - Content Interaction:

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

## 1d. Distance Ed-Interactions

**Other (describe)**
Individual and group research.
**Percentage of Online Course Hours** 30.00

**Online Lecture**
Student's review presentations in video mode & hear from industry professionals.
**Percentage of Online Course Hours** 30.00

**Peer Feedback**
Breakout rooms & class presentations.
**Percentage of Online Course Hours** 20.00

**Discussion Boards**
Instructor facilitates orderly discussion of lecture materials and guest lecturer information.
**Percentage of Online Course Hours** 20.00

## 2. Organization of Content

Class content is organized into modular units or weekly modules in the learning management system such as Canvas in the interest of achieving course outcomes/objectives. The method of instruction is video presentations developed using PowerPoint. Each video presentation is provided via canvas to each student as a downloadable file. Content is organized into topics of what is policy, what sustainability policies currently exist, what are the shortfalls of current policies, the roles of private and public entities on policy, and what are the ways that policy can impact furtherance of sustainability goals and objectives. Finally, students will utilize information in shared online group projects designed to address real world issues.

## 3. Assessments

**Presentation Review**
**Percent of Grade** 30.00
Each student is required to provide written and oral presentation of their individual and/or group contribution towards class assignments and activities. A written component represents 50% of the grade while the oral component represents the other half.

**Class Participation**
**Percent of Grade** 10.00
Each student is expected to engage actively in class discussion. The instructor is expected to assure that all students are given the opportunity to discuss topics by keeping track of individual student engagement for each class module. Students can provide input through oral and chat text messaging, email, and upload into canvas.

**Survey Questionnaire**
**Percent of Grade** 30.00
Students will be asked to complete a short survey identifying their retention of information and understanding of the week's topical content. The survey will be uploaded by the student in Canvas for review by the instructor.

**written composition**
**Percent of Grade** 30.00
Each student will be asked to select one issue identified during the course presentations that they find engaging, thought-provoking or germane to overall sustainability policy development. Students will provide a written composition of their understanding of the issue, providing observations of the pros and cons to policy alternatives, identify whether it is public or private entity driven, and provide their short solution to the issue with justification and possible positive and negative impacts to society. For example, oil-based plastic consumed as a single-use disposable product is a heated issue in society, with some calling for market-driven solutions and others calling for a plastics-free community. Given the "genie is out of the bottle", students can propose their solution in the framework identified above.

## 4. Instructor's Technical Qualifications

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

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

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

## 7. Representative Online Lesson or Activity
Objective: Identify California Laws Affecting Sustainability - This course shall include an online lesson/activity to facilitate student learning of the objective. The specific law and regulation is that mandating commercial organics recycling (AB 1826). This law which is administered by CalRecycle, requires local governments to implement a variety of activities to encourage recycling of organic wastes thereby diverting them from landfill and causing short lived climate change pollution (methane). The desired activity is to develop a local procurement policy that addresses the purchase of organic compost for use on public lands as soil amendment. The exercise will allow students to identify how a local policy is made, how it is converted to an ordinance (local law) and specify the exact wording of the document. The exercise will also consider the cost of implementation to the local government. Students will be afforded the opportunity to use online teaching tools such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.

## 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
## 9. Course: DE for Emergencies Only: BIOL 23 - Organismal and Environmental Biology

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## Delivery Method

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

## 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 entails frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, and Zoom meetings. These interactions will take place over the course of each week during the semester.

## 1b. Student - Student Interaction:
Students will use threaded discussions, breakout rooms, email, peer review. A subset of these interactions will take place over the course of each week during the semester.

## 1c. Student - Content Interaction:
PowerPoint videos and pdf's; close-captioned videos from YouTube, HHMI, and others; textbook; virtual labs; self-check quizzes; writing assignments; links to documents and animations.

## 1d. Distance Ed-Interactions

**Online Lecture**
Closed-captioned online PowerPoint videos prepared by instructors, or synchronous lectures with video and transcript provided, such as through Zoom.
**Percentage of Online Course Hours** 60.00

**Videos**
Professional videos related to the course material, in addition to other materials, such as documents.
**Percentage of Online Course Hours** 15.00

**Exams**
quarterly exams and lab practicals
**Percentage of Online Course Hours** 2.00

**Threaded Discussions**
Interaction among students and instructor to address questions related to course material.

**Percentage of Online Course Hours** 10.00

**Other (describe)**
Interaction with other students to ask and answer questions, organize study groups, and discuss course content in the form of threaded discussions where the instructor is not involved except as a monitor to check on the accuracy of information.
**Percentage of Online Course Hours** 6.00

**Written assignments**
Progress reports, quiz records, and written material from virtual labs.
**Percentage of Online Course Hours** 7.00

## 2. Organization of Content
Course material is divided into four units. Each unit is four weeks long. Methods of instruction include PowerPoint videos and pdf's; close captioned videos from YouTube, HHMI, etc.; assigned textbook readings; virtual labs; self-check quizzes; writing assignments; links to documents and animations. Technologies required include: Canvas, virtual labs and other resources that are provided by SMC and/or the Chancellor's Office to avoid having students pay for ancillaries.

## 3. Assessments

**exams**
**Percent of Grade** 44.00
traditional exams delivered online; variety of question types such as multiple-choice, free response, essay, fill-in-the blank. (No one exam is worth more than 30%).

**lab practicals**
**Percent of Grade** 44.00
delivered online in the form of photographs; methods include multiple-choice, free response, fill-in-the blank (No one assignment is worth more than 30%).

**Term Research Project**
**Percent of Grade** 7.00
Methods of evaluation will vary from instructor to instructor, but the approximate breakdown is shown.

**lab reports**
**Percent of Grade** 5.00
lab reports are turned in piecemeal in order for students to get feedback before turning in the next submission

## 4. Instructor's Technical Qualifications
Instructor's qualifications include: certificate in Online Course Design, ability to use college-provided Zoom; Canvas; 3CMedia; ability to produce, upload, and caption videos; ability to utilize college-provided virtual labs.

## 5. Student Support Services
Technical support for students. Links to Canvas help resources. Links to counseling, financial aid, and bookstore.

## 6. Accessibility Requirements

All course materials will be in compliance with Section 508 of the Rehabilitation Act to the best of our ability and within the limits of SMC's capabilities.

## 7. Representative Online Lesson or Activity

Course Objective: Demonstrate logical thinking in the subject area by completing a term project that tests an hypothesis and provides the opportunity to analyze and interpret data. HHMI Lizard Evolution Virtual Lab. Students practice measuring lizard anatomical features, then measure 20 replicates each of two different anatomical features taken from real populations. The results are graphed and the data analyzed and interpreted to test the hypothesis that habitats result in evolutionary modifications of anatomical features. Updates, final results, and analyses are uploaded into Canvas for grading and comments using rubrics.

## 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.

# Distance Education Application – Chem 9

## Delivery Method

☐ Online/Classroom Hybrid (not a delivery option when campus is closed)
☐ Fully Online
☒ Approved for Online Delivery in Emergency Contexts Only ("AODECO")
☐ Other

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

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

Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.

> There will be many types of ongoing communication between the instructor and each student in the course. Instructor will describe the class structure to students at the start of instruction during meeting on first day of class, e-mail, and/or introductory video. For synchronous instruction, students will meet with the instructor during regularly scheduled class times. For asynchronous instruction, the instructor will verify that students' participation is regular and effective. Instructors should reply to a student's email within 72 hours. Regular contact between instructor and students can take place through one of the following methods: virtual office discussions, frequent announcements, gradebook feedback on student's work. If necessary, one-on-one appointments via videoconferencing, e-mail, or a phone call may also be set up for students in special circumstances.

### 1b. Student - Student Interaction:

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities. *Examples may include assignments where students are asked to review their peers' papers.*

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

> Instructors will make a variety of 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 or breakout rooms. The breadth and depth of a student's participation on these activities will be part of their grade. In addition to student-initiated discussion, instructors may also prompt students to reply to open-ended questions to promote student-student discussions.

### 1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles.  Instructional goals require that students frequently (several times per

week) interact with online course materials. Examples of assignments include *discussion boards, lecture materials (notes/videos), self-check quizzes, learning objectives linked to course work, writing assignments, among others).*

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

The course will provide several ways for students to interact with the content. Assignments may include but are not limited to video and non-video lecture materials, self-evaluation quizzes, written and virtual lab assignments, and video assignments. Students will be required to turn in weekly course assignments. Instructors should create laboratory assignments that require students to watch videos, make observations, or use virtual simulation from external websites to make measurements and conduct chemistry experiments. Participation requirements in designated discussions, assignments, exams, or meetings will allow for instructor to note individual student attendance.

## 1d. Distance Ed-Interactions

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity. *Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.*

Add the activity items below from the drop-down menu. [Preserve Table Format]

| Practice Problems | Student-Student Discussion | Face-to-face Sessions | Tests and Lab Reports | Lab or Lecture Videos and Simulations |
|---|---|---|---|---|
| 30% | 10% | 30% | 10% | 20% |

## 2. Organization of Content

Describe how **content will be organized** and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.) *For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.*

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

## 3. Assessments

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

Describe how assignments and assessments are used so that instructor-student contact is maintained, and students are given regular, meaningful feedback.  Describe interactions that encourage student's participation.  Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate.  Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.  The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

| % of Grade | Activity Description | Assessment Method |
|---|---|---|
| 5% | Class participation: students are expected to participate in threaded discussion and completion of Canvas (or other LMS) practice quizzes for each topic. Instructor will meet at a specified time weekly with the class to discuss the practice quizzes. There are at least two practice quizzes every week. | Practice quiz and threaded discussions |
| 20% | Lecture and Lab Quizzes: this is a more focused test covering each chapter's lecture material to assess a student's progress. Quizzes are proctored through Zoom sessions to allow students to ask questions through private chat. There are 7 quizzes in a semester. | Quizzes on each chapter's lecture |
| 30% | Exams: this is a more comprehensive test covering multiple chapters' materials. Exams are proctored through Zoom sessions to allow students to ask questions through private chat. There are 3 exams per semester, corresponding to 10% per exam. | Tests covering materials from multiple chapters |
| 20% | Lab reports: students are asked to prepare and complete an assignment after a student watches a video on an experiment, usually with some required observation included in the video. Alternatively, students may be required to perform a virtual experiment. There are 12 lab reports per semester. | Lab reports which contain data observation and analysis |
| 25% | Final Lecture and Lab Exams: these will test students on their cumulative knowledge of lecture and lab content. | Test covering lecture knowledge from the entire semester |

## 4. Instructor's Technical Qualifications

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

1. Familiarity with tools for virtual communication such as e-mail and video conferencing applications such as Zoom.
2. Familiarity with a course Learning Management System, e.g. Canvas
3. Familiarity with other modes for sharing course content, such as Google Drive, Office 365, Dropbox, or YouTube

## 5. Student Support Services

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

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

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

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

1. All videos that students are required to watch will be captioned.
2. Additional accommodation for students with disabilities will be incorporated in consultation with staff at SMC Disabled Student Programs and Services Center
3. 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

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

---

To meet Course Objective 9, which states, "Describe the properties of acids as related to acid rain with analysis of human activity and its impact on Earth and society", students will be asked to complete the following assignment.

Watch the following YouTube video: Acids, Bases and pH - pH Indicator, pH Standards and Qualitative pH Analysis

After watching the video, complete the following assignment on Canvas.

1) The two methods of determining pH values (pH indicator versus pH meter) should show similar pH values for those solutions.  What was different?

2) Explain why rain is naturally acidic, but not all rain is classified as acid rain.

3) Here are examples of what an individual might do to reduce acid rain.  For each, explain the source of production of acid rain.

a)   air-drying your hair instead of using a blow dryer

b)   biking instead of driving to school

c)   completely turning off your cell phone between uses

Once you work through these questions, answers will be discussed during lab in breakout rooms.

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## 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. |

# Distance Education Application – COUNS 12H

## Delivery Method

☐Box: Online/Classroom Hybrid (not a delivery option when campus is closed)

☐Box: Fully Online

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

☐Other: [Please explain.]

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

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

Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.

> 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:

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities. *Examples may include assignments where students are asked to review their peers' papers.*

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

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

## 1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles.  Instructional goals require that students frequently (several times per week) interact with online course materials.  Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, learning objectives linked to course work, writing assignments, among others).*

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

> 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, in class (via zoom) assignments, and learning objectives linked to course work.

## 1d. Distance Ed-Interactions

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity. *Examples include:  - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.*

Add the activity items below from the drop-down menu. [Preserve Table Format]

> Student activities to engage students in online learning and mastery of the course material include:
>
> Class attendance/ class zoom lectures/ videos/ class participation/ sharing of work-presentations / communal problem solving/class discussion: 58%
>
> Homework / projects outside of class:  42%

## 2. Organization of Content

Describe how **content will be organized** and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)  *For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.*

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

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

Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback.  Describe interactions that encourage student's participation.  Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate.  Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.  The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

| % of Grade | Activity Description | Assessment Method |
|---|---|---|
| Student's grade will be based on the following scores: | | |
| 8 In class assignments: 160 points | | |
| 2 Homework assignments: 80 points | | |
| 2 Quizzes: 100 points | | |
| Class Project: 100 points | | |
| Presentation: 50 points | | |
| Final Written Report: 50 points | | |
| 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 outcomes. | | |
| In class assignments, quizzes, and homework assignments are used to maintain regular student participation and to substantiate student learning. | | |

## 4. Instructor's Technical Qualifications

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer

certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

> Canvas knowledge, PowerPoint, and experience with educating students with disabilities.

## 5. Student Support Services

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

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

## 6. Accessibility Requirements

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

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

> 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

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

> Student Learning Objective: Demonstrate knowledge of how to effectively research and compile findings concerning one specific career choice as assessed during final presentations.
>
> Online lesson using zoom: Powerpoint, handouts accessed via canvas, videos, and in class discussion.
>
> Activity: Worksheet (provided on canvas) to be completed by student using results from online assessments, career findings, and in class assignments.

## 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 **(N/A, no required texts)** |

## 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. |

# Distance Education Application – COUNS 901

## Delivery Method

☐ Box: Online/Classroom Hybrid (not a delivery option when campus is closed)

Box: Fully Online

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

☐ Other: [Please explain.]

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

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

### Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.

There will be multiple, frequent, and 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. Instructor will provide ongoing and timely feedback to students through one or more of the following methods: private messaging through Canvas inbox, email, chat/text messaging, videoconferencing, telephone, personalized assignment feedback, discussion board postings and virtual office hour appointments.  Students will be notified when to expect assignment grading and feedback, and response times for student-initiated questions or comments will be clearly communicated via the course syllabus and in the course introduction module.

### 1b. Student - Student Interaction:

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums

and email for communication and collaboration activities. *Examples may include assignments where students are asked to review their peers' papers.*

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

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.  Students will participate in 1-2 asynchronous threaded discussion activities per week. Most discussions will require students to respond to classmates. There will be small group activities/discussions including brainstorm activities and role plays throughout the course. There will be at least one collaborative group presentation/project per term in which students collaborate via Google docs or Canvas groups.  Students will be able to communicate with each other informally 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 interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles.  Instructional goals require that students frequently (several times per week) interact with online course materials.  Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

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

Students will interact with course content on a weekly basis through audio/video segments, online lectures, interactive Zoom sessions, quizzes, discussions, and/or reflective assignments. Modules will become available on a weekly basis and assignments will be due on a weekly basis. The instructor will grade assignments on a weekly basis and provide both prompt and individualized feedback via the Canvas grading system.

## 1d. Distance Ed-Interactions

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity. *Examples include:  - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.*

Add the activity items below from the drop-down menu. [Preserve Table Format]

| Interaction Activity | Brief Description | % of online course hours |
|---|---|---|
| Discussion Boards | Students will interact in online discussion boards. Threaded discussion, peer feedback, chat room, discussion, or group presentation, collaborative learning activities | 10% |
| Online Lecture | The instructor will present content in online lectures delivered live and/or recorded. | 20% |
| Videos | Links to videos will be embedded in Canvas for students to review content and assignments. All videos will be close-captioned. | 10% |
| Project Presentation | Students will research a topic and present their information to the class in a presentation in Zoom or in Canvas | 10% |
| Exams | Students will take weekly formative assessments and summative tests at the end of every unit in Canvas | 20% |
| Written Assignments | Weekly journal entries and other written assignments are an important part of this class. The written assignments allow students to apply the course content (delivered through narrated PPT's, recorded videos, handouts, SMC website, etc) | 20% |
| Threaded Discussion | Students will interact in threaded discussions. Students will be asked to type responses as well as provide oral responses via audio or videos. Students will submit comments to other students' submissions. | 10% |
| Other (explain below) | | |
| Explain "Other": | | |

## 2. Organization of Content

Describe how **content will be organized** and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)  *For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.*

The course will be divided into weekly modules. Each module includes an objectives and assignments page which identifies the weekly required activities such as major topic (ie. SMC Student Services and Technology), assignments, group discussion, and quizzes.

## 3. Assessments

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

Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback.  Describe interactions that encourage student's participation.  Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate.  Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.  The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

| % of Grade | Activity Description | Assessment Method |
| --- | --- | --- |
| **% of Grade** | **Activity Description** | **Assessment Method** |
| **20%** | Class Participation/Discussion Boards | Threaded discussion, peer feedback, chat room, discussion, or group presentation, collaborative learning activities |
| **30%** | Written Assignments | 2-4 assignments throughout course |
| **10%** | In-class assessments | Rubric with clear expectations; identify goals and relevant support services at SMC |
| **20%** | Formative & Summative Quizzes | 2-4 quizzes throughout course Canvas Quizzes/Tests |
| **20%** | Project | Counselor -approved comprehensive educational plan. Rubric/template with clear expectations |

## 4. Instructor's Technical Qualifications

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

Instructors should have completed training on the learning management system in place (Canvas). The instructor should be knowledgeable of accessibility resources on and off-campus. Instructor should be familiar with ConferZoom and possess a willingness to stay current as technology changes every day.  It is important for instructors to be connected with student support services, such as the Disabled Students Programs and Services, as well as Distance Education professionals and be knowledgeable of campus policies, procedures and timelines.

## 5. Student Support Services

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

Support services that should be integrated into the online classroom will include links to SMC bookstore, Noncredit Dept website, ESL Tutoring information, Noncredit Student Support Services/Counseling, Center for Wellness/Wellbeing, Campus Police, DSPS, Canvas support, Online library services, Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email (helpdesk@smconline.org).

## 6. Accessibility Requirements

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

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

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

## 7. Representative Online Lesson or Activity

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

Module 2: Student Resources and Technology – using technology to navigate SMC resources, support and matriculation process.

2.1 SMC Orientation (PPT)
2.2 SMC Orientation Quiz
2.3 How to read the schedule of classes (page on Canvas with link to website) and How to register for classes (Instructional video)
2.4 Navigate Corsair Connect (Handout and instructional video)
2.5 Access your SMC student email (Website and handout)
2.6 Send an email from your SMC email account to instructor
2.7 SMC Go App
2.8 Campus Resources (PPT and live presentations from various offices)
2.9 Library and Tutoring Services (Website)
2.10 Discussion Question

## Distance Education Quality

### Quality Assurance

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

### Additional Considerations

| | |
|---|---|
| x | 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. |
| x | Adequate technology resources exist to support this course/section |
| x | Library resources are accessible to students |
| x | Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments |
| x | Adequately fulfills "effective contact between faculty member and student" required by Title 5. |
| x | Will not affect existing or potential articulation with other colleges |
| x | Special needs (i.e., texts, materials, etc.) are reasonable |
| x | Complies with current access guidelines for students with disabilities |
| x | 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. |

# Distance Education Application – DANCE 11

## Delivery Method

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

- Box: Fully Online

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

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

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

Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.

> There will be weekly announcements, discussions, and live Zoom meetings, and all students will receive feedback and comments on each of their assignments via Canvas. During the live Zoom lessons, instructor and students will actively exchange/share their ideas. Students who cannot attend synchronous class meetings will submit weekly video or written assignments related to class movement vocabulary and content to ensure they maintain technical proficiency in and knowledge of the dance form. These students will receive weekly feedback on their video and/or written submissions. Weekly virtual office hours will also be available for all students to ask questions, clarify concepts or choreography, and learn more about the art form.

### 1b. Student - Student Interaction:

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities. *Examples may include assignments where students are asked to review their peers' papers.*

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

Every week, students will actively interact with each other verbally, kinesthetically, and in written form in the live Zoom meetings. Asynchronous participants contribute to threaded discussions on Canvas and peer feedback. In both synchronous and asynchronous peer-to-peer evaluation, students will be required to share their observations/suggestions/responses regarding their classmates' execution of movement vocabulary and phrase work. Breakout Rooms in Zoom will be offered for smaller group discussions and collaborative creative assignments, such as group choreography projects.

## 1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

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

In addition to the weekly Zoom/Canvas meetings, students will receive pre-recorded movement/choreography tutorials, Zoom class recordings for self-evaluation and content review, PDF lecture notes on terminology, history, & culture, assigned and extra credit reading material (online articles and scanned PDF book chapters), and online video resources via Canvas Modules.

## 1d. Distance Ed-Interactions

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity. *Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.*

Add the activity items below from the drop-down menu. [Preserve Table Format]

| Course Component | % of Course Time Spent by Student |
|---|---|
| Movement based content (live and recorded Zoom classes) | 30% |
| Testing (knowledge & skill-based) | 10% |
| Peer feedback & critique | 10% |
| Written assignments (research papers, read/watch-&-respond papers, self-reflection assignments, dance concert reviews) | 20% |
| Threaded discussions on Canvas | 10% |
| Posting/sharing work online and in live class | 10% |
| Collaborative projects (i.e. group choreography, presentations) | 10% |

A majority of online class time will be spent working on instructor provided material (movement vocabulary/choreography) via Zoom classes. Students will evaluate, critique, and provide peer feedback on the movement practices (warm-up, technique exercises, choreographed combinations, improvisation, etc.) learned during class time. In addition, students will discuss and critically evaluate established works of choreography as well as the historical, social, and cultural relevance of the dance form. These assignments will motivate students to improve communication skills, critical thinking, and problem solving. Students will virtually meet/communicate outside of the class time via threaded discussions and instructor will also actively communicate with the students to support and provide needed assignment components.

2. Organization of Content

Describe how **content will be organized** and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)  *For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.*

Each week, there will be two live Zoom dance classes at a regularly scheduled time. The classes will be recorded so that if students cannot participate synchronously, they can still take the classes at a time convenient to their schedule. On Canvas, the course will be organized into weekly modules that include each week's class Zoom recordings, assignments, quizzes/exams, discussion prompts, and supplemental training resources like video tutorials, visual diagrams, and research articles. Instructor will also send out Canvas email announcements reminding students of assignments and deadlines to ensure the successful deliverance of the weekly course materials.

## 3. Assessments

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

Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage student's participation. Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

| Activity | % of Grade | Assessment Method | Notes |
|---|---|---|---|
| Technical and artistic skills | 30% | Evaluating student's execution of movement vocabulary and application of concepts either synchronously during Zoom class meetings or asynchronously via video submissions. | Provide individual weekly feedback during synchronous class or via the Canvas platform. |

| Exams/Tests: Midterm & Final exams | 30% | 20% Practical/dance and 10% Written/theory. Students will be evaluated live on Zoom or via video submission (student's choice) executing specified movement vocabulary and be given a written research or read-&-respond assignment via Canvas | Equivalent to on-ground testing and take-home assignments. A standard rubric will be used for evaluation, however adjustments & exceptions will be made for students' environmental constraints (i.e. concrete floor, small space). |
|---|---|---|---|
| Threaded discussions/posting & sharing work | 10% | Canvas postings/discussion groups, Zoom showings, Zoom Breakout Room interactions/collaborations. Students will be assessed according to assigned prompts/objectives/rubrics. | Students interact with and receive feedback from instructor and peers on a regular basis. |
| Written Assignments, Dance concert reviews | 30% | Critical analysis, research and reflection papers. Students will view virtual performances of SMC's Synapse Contemporary Dance Theater and Global Motion World Dance Company and write critical analysis concert reviews. Students will be assessed according to assigned prompts/rubrics. | Equivalent to on-ground take-home written assignments. Students receive written feedback from instructor as well as engage in in-class discussion with peers. |

## 4. Instructor's Technical Qualifications

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

> Instructors must be well versed in the use of computers, internet, Canvas, email, Zoom, Google Drive, and YouTube.

## 5. Student Support Services

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

> Through the syllabus, announcements, and emails, the instructor will provide the links to Canvas guides/tutorials, SMC library, bookstore, financial aid, student services, disabled students center, wellness and counseling resources, as well as additional COVID-19 resources.

## 6. Accessibility Requirements

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

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

> Any videos shared will be properly captioned. All PDF's and other added files and documents will be Section 508 compliant.

## 7. Representative Online Lesson or Activity

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

**Course objective**: "Perform movement variations at a beginning level with syncopations and rhythms prevalent in hip hop music."

**Sample online activity**: Instructor teaches a short piece of choreography with specific rhythm and syncopation to a specific song (live & recorded on Zoom). Student learns choreography, performs the original version in class or through video submission, then translates and performs it to a different song of their choice while maintaining the original choreographed musicality. This demonstrates their understanding of the baseline timing/rhythm/meter/accents and ability to retain choreography accurately while applying it in a new context.

## 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. |

# Distance Education Application
## Dance 21A Beginning Asian Pacific Dance

**Delivery Method**
- ☐ Box: Online/Classroom Hybrid (not a delivery option when campus is closed)
- ☐ Box: Fully Online
- ☒ Box: Approved for Online Delivery in Emergency Contexts Only ("AODECO")
    - ☒ [Select this option if the course will meet its learning objectives in an online environment during emergencies but will not regularly be scheduled in an online format.]
- Other: [Please explain.]

**DE Contact/Interaction Guidelines and Best Practices**

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

**1a. Instructor - Student Interaction**

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

**Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.**

There will be weekly announcements, quizzes, discussions, and live ZOOM meetings, and students will get feedback and comments on each of their assignments via Canvas. During the online ZOOM/Canvas lesson, instructors and students will actively exchange/share their ideas. Students who cannot attend synchronous class meetings will submit weekly video assignments related to class movement vocabulary to ensure they maintain technical proficiency in the dance form. These students will receive weekly feedback on their video submissions. Virtual office hours also will be available for all students to ask questions and learn more about the art form, history, and cultural background.

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

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities. *Examples may include assignments where students are asked to review their peers' papers.*

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

Every week, students will actively interact with each other through threaded discussions and peer-to-peer feedbacks. Students will be encouraged to discuss movement homework and historical materials, while sharing their ideas/suggestions/responses regarding their classmates' execution of movement/chanting vocabulary and phrase work. Breakout sessions will be offered for group discussions and assignments. Breakout session will be offered for smaller group discussions and assignments.

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

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with

online course materials.  Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

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

In addition to the weekly ZOOM/Canvas meeting, students will receive pre-recorded movement/choreography tutorials, Zoom class recordings, reading materials (online articles/links), PDF lecture notes including movement/chant vocabulary, and online video resources (Indonesian and Polynesian films/links) via Canvas Modules.

1d. Distance Ed-Interactions

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity. *Examples include:  - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.*

Add the activity items below from the drop-down menu. [Preserve Table Format]

| Course Component | % of Couse Time Spent by Student |
|---|---|
| Movement based content (live and recorded Zoom classes) | 30% |
| Testing (knowledge & skill-based) | 10% |
| Peer feedback & critique | 10% |
| Written assignments (Journals, quizzes, concert reviews) | 20% |
| Threaded discussions | 20% |
| Posting/sharing work | 10% |

A majority of online class time will be spent working on instructor provided material (movement vocabulary) via Zoom classes. Students will evaluate, critique, and provide peer feedback on the movement vocabulary (movement and vocal warm-up, technique exercises including footwork, gestures/mudra, facial expression/karana, choreography, etc.) learned during class time. In addition, students will discuss and analyze traditional Polynesian and Indonesian dance works as well as the history, cultural origins, customs, costumes, music, and characters that are portrayed in the dance forms. These assignments will motivate students to improve communicative skills, critical thinking, and problem solving. Students will virtually meet/communicate outside of the class time via threaded discussions and instructor will also actively communicate with the students to support and provide needed assignment components.

2. Organization of Content

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

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

> Each week, there will be two live Zoom dance classes (one for Indonesian, one for Polynesian) at a regularly scheduled time. The classes will be recorded so that if students cannot participate synchronously, they can still take the classes at a time convenient to their schedule. In addition, there will be bi-weekly main home page with an announcement and modular unit seen on Canvas that includes assignments, quizzes/exams, and documents. Instructors will also send out emails reminding students of assignments and deadlines to ensure the successful deliverance of the weekly course materials.

3. Assessments

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

Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage student's participation. Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

| Activity | % of Grade | Assessment Method | Notes |
|---|---|---|---|
| Class participation/overall technical and artistic improvement. | 30% | Viewing student execution of movement vocabulary either synchronously during Zoom class meetings or asynchronously via video submissions. | Provide individual weekly feedback during synchronous class or via the Canvas asynchronously. |
| Exams/Tests: Midterm & Final exams | 30% | Practical/dance and Written/vocabulary. All students will submit videos executing specified movement vocabulary and be given a written exam via the Canvas platform. | Equivalent to on-ground testing. |
| Threaded discussions/posting & sharing work | 10% | Canvas postings/discussion groups | Students interact with instructor and peers on a regular basis. |

| | | | |
|---|---|---|---|
| Papers/Written Assignments | 10% | Critical analysis and reflection papers. Students will submit a weekly journal assignment and self-check quiz. | Students will be provided individual, weekly feedback from instructor and peer feedback when appropriate. |
| Written assignments - Dance concert written critiques/reviews. | 20% | Students will view virtual performances of SMC's Synapse Contemporary Dance Theater and Global Motion World Dance Company and write critical analysis concert reviews. | Equivalent to on-ground testing/assignment. |

## 4. Instructor's Technical Qualifications

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

> Instructors must be well versed in the use of computers, the web, Canvas, email, ZOOM, and YouTube posting.

## 5. Student Support Services

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

> Through the syllabus, announcement and email, instructor will provide the links to SMC library, bookstore, financial aid, student services, disabled students center, wellness and counseling resources, as well as additional COVID-19 resources.

## 6. Accessibility Requirements

Accessibility Requirements include images use descriptive alternative text, content pages include heading styles, accurate captioning for videos, content will provide sufficient color contrast, font size and font size, among others.
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

> Any videos shared will be properly captioned. All PDF's and other added files and documents will be Section 508 compliant.

## 7. Representative Online Lesson or Activity

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

**Course objective:** Demonstrate and explain different aspects of movement tradition including footwork, hand gestures, arm movements, facial expressions, body postures and styles, movement patterns and phrases, and complete dances.

**Sample online activity:**
- Indonesian instructor teaches *Sundanese's bukaan, pencungan, mincid* phrases including footwork, body position, gestures, expressions, and musicality.
- Polynesian instructor teaches *Hawaiian Ha'a, Lewa, 'Ami, 'Uehe* phrases including footwork, body position, gestures, expressions, chant and musicality.

Students learn the phrases and perform it in the class (via Zoom), record/videotape and submit their assignments via Canvas, and instructor will be giving feedbacks. During the class Zoom/Canvas meeting, these videos will be further shared and discussed with peers as well.

## 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. |

# Distance Education Application – Dance 31

## Delivery Method

- ☐ Box: Online/Classroom Hybrid (not a delivery option when campus is closed)
- ☐ Box: Fully Online
- ✓ Box: Approved for Online Delivery in Emergency Contexts Only ("AODECO")
  - ➢ [Select this option if the course will meet its learning objectives in an online environment during emergencies but will not regularly be scheduled in an online format.]

Other: [Please explain.]

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

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

Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.

> There will be weekly announcements, quizzes, discussions, and live ZOOM meetings, and students will get feedback and comments on each of their assignments via Canvas. During the online ZOOM/Canvas lesson, instructor and students will actively exchange/share their ideas. Individualized feedback will be offered during breakout sessions and movement homework. Virtual office hours also will be available for students who are unable to participate in the live ZOOM class.

### 1b. Student - Student Interaction:

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities. *Examples may include assignments where students are asked to review their peers' papers.*

## Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.

> Every week, students will actively interact with each other through threaded discussions and zoom meetings. Students will openly discuss about movement homework and historical materials, while sharing their ideas and suggestions. Plus, after each ZOOM class meeting, breakout sessions will be offered for a group discussion and assignment.

## 1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

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

> In addition to the weekly ZOOM/Canvas meeting, students will receive PDF lecture notes, lists of ballet vocabulary, reading materials including articles and books, and visual teaching resources, classical ballet films/links via Canvas Modules. Additional class materials will be provided both via email and Canvas to ensure students' full access of the class materials, while providing a student-centered e-learning environment. Movement sequences will be also recorded for weekly review, memorization and presentation.

## 1d. Distance Ed-Interactions

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity. *Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.*

Add the activity items below from the drop-down menu. [Preserve Table Format]

| Course Component | % of Couse Time Spent by Student |
|---|---|
| Movement based content (live and recorded Zoom classes) | 30% |
| Testing (knowledge & skill-based) | 30% |
| Peer feedback/Sharing work/Discussion | 10% |
| Written assignments (Journals, self-quizzes, concert reviews) | 20% |
| Dance Critique | 10% |

There will be 2 projects that include creating beginning level of ballet movement sequences and group presentations at the end of semester. These shared projects will motivate students to improve communicative skills, critical thinking and problem solving. Students will virtually meet/communicate outside of the class time, and instructor will also be actively communicating with the students to support and provide needed assignment components. For movement assignment, examples of movement phrases will be recorded for weekly review, and students will study and perfect the sequence and submit for individualized feedback.

## 2. Organization of Content

Describe how **content will be organized** and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.) *For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.*

Each week, there will be a live Zoom dance class at a regularly scheduled time. The classes will be recorded so that if students cannot participate synchronously, they can still take the classes at a time convenient to their schedule. In addition, there will be a weekly main home page with an announcement and modular unit seen on Canvas that includes assignments, quizzes/exams, and documents. Instructor will also send out weekly emails including all of the assignments of the week to ensure the successful deliverance of the weekly course materials.

## 3. Assessments

**Assessments** of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply methodologies appropriate to the online modality. The bulk of the grade for the course should be based on student's ongoing assignments: essays, tests, discussions, group and individual projects. As per

current Curriculum guidelines, no singular assessment should be worth more than 30% of the course grade.

Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback.  Describe interactions that encourage student's participation.  Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate.  Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.  The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

| Activity | % of Grade | Assessment Method | Notes |
|---|---|---|---|
| Technical and artistic skills | 30% | Viewing student execution of movement vocabulary either synchronously during Zoom class meetings or asynchronously via video submissions. | Provide individual weekly feedback during synchronous class or via the Canvas platform. |
| Exams/Tests: Midterm & Final exams | 30% | Practical/dance and Written/vocabulary. All students will submit videos executing specified movement vocabulary and be given a written exam via the Canvas platform. | Equivalent to on-ground testing. |
| Threaded discussions/posting & sharing work | 10% | Canvas postings/discussion groups | Students interact with instructor and peers on a regular basis. |
| Written Assignments, Dance concert reviews. | 30% | Critical analysis and reflection papers. Students will submit a weekly journal assignment and self-check quiz. Students will view virtual performances of SMC's Synapse Contemporary Dance | Students will be provided individual, weekly feedback from instructor and peer feedback when appropriate. |

| | | Theater and Global Motion World Dance Company and write critical analysis concert reviews. | |
|---|---|---|---|

## 4. Instructor's Technical Qualifications

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

Instructors must be well versed in the use of computers, the web, Canvas, email, ZOOM, and YouTube posting.

## 5. Student Support Services

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

Through the syllabus, announcement and email, instructor will provide the links to library, bookstore, financial aid, disabled students center and counseling resources.

## 6. Accessibility Requirements

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

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

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

## 7. Representative Online Lesson or Activity

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

> Students will create a short movement phrase of centre (tendu, adagio, or petit allegro) including port de bras, body positions and directions. Students will submit their assignments via Canvas, and instructor will be giving feedbacks. During the class Zoom/Canvas meeting, these videos will be further shared and discussed with peers as well.

## 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. |

# Distance Education Application : French 1 – Elementary French I

Instructor preparing this document: Chevant-Aksoy, Aurélie

## Delivery Method

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

### Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.

The instructor-student interactions will happen frequently in different ways.
The instructor will post class updates, important deadline reminders, and other interesting cultural links through Announcements on the Learning Management System every other week and as needed. The instructor will also send important deadline reminders and immediate changes via email when needed.
The instructor will respond to students' comments and questions via discussion boards, email, and the email option on the LMS. The instructor's contact information will be located both on the syllabus and in the LMS homepage. 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.
The instructor will have weekly synchronous classes and/or lesson videos to teach content, and to remind students of assignments, quizzes, and exams. Exams and quizzes will be online or scheduled. There will be clear and detailed instructions embedded in each activity, and the instructor will also contact students with important reminders and key points.
The instructor will provide individual feedback to student work weekly: written activities in the discussion forums, oral and listening practice assignments, quizzes, presentations and interviews. Individual feedback will occur via assignments comments, writing assessments, LMS messaging, conferencing, and office hour visits.
The instructor will hold weekly online office hours in order to be more accessible and to provide additional help and support.

## 1b. Student - Student Interaction:

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities. *Examples may include assignments where students are asked to review their peers' papers.*

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

Student-student interaction will happen frequently.

Students will interact with each other every other week via written posts in discussion forums on the school LMS. First, students will respond to a prompt, based on each unit's main cultural and grammar focus, and then comment on several of their peers' posts.

Students will also interact with each other during the weekly synchronous classes. They will be encouraged to spontaneously interact with peers during the main class discussion and lesson. They will also ask specific questions to their peers in smaller virtual groups (or break out rooms) during the lesson, and then share their findings with the whole class.

Lastly, students will also interact with their classmates via a recording software every other week. Students will first respond to a prompt and record their answers. Then, they will have to record a response to one of their peers' comments.

## 1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

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

The students will have daily interaction with the course content, the assigned course materials, and assignments. Students will complete weekly a variety of activities from the LMS that accompanies the textbook. The student will examine a variety of videos and other media (ranging from tutorials on grammar, vocabulary, and culture-specific to each unit) and complete listening, writing and reading activities to assess their comprehension of the material covered. Students will also interact with the content through additional assignments (reading, cultural, listening, etc.) created by the instructor to expand upon the course content provided in the textbook. To ensure individualized learning, the instructor will assign activities that require individual grading and weekly feedback.

## 1d. Distance Ed-Interactions

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity. *Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.*

Add the activity items below from the drop-down menu. [Preserve Table Format]

| Interaction Activity | Brief Description | % of online course hours |
|---|---|---|
| Chat Room | | |
| Online Lecture | Weekly synchronous lessons and/or video lectures to learn , practice and review course content. | 30 |
| Videos | On the LMS with the textbook, they will also learn vocabulary and grammar through video tutorials. As homework on the school LMS, students will be assigned video comprehension activities to test grammar accuracy, use of specific vocabulary and cultural awareness and analysis. | 20 |
| Exams - Quizzes | Students will be tested after textbook units on vocabulary, grammar and cultural knowledge. They also do interviews and written exams for the midterm and the final exam. Exams and quizzes will be administered on the LMS and will be online or scheduled. | 20 |
| Written Assignments | Students will complete written tasks created by the instructor on the school LMS and grammar/ vocabulary tasks on the LMS linked to the textbook. They will be assessed on grammar accuracy, use of specific vocabulary and cultural awareness and analysis. | 15 |
| Threaded Discussion and peer feedback | On the LMS discussion forums, students will answer prompts on cultural topics and go more in depth with the topics seen in class. They will also interact with peers by posting comments on their posts. | 15 |
| Other (explain below) | | |
| Explain "Other": | | |

## 2. Organization of Content

Describe how **content will be organized** and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.) *For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.*

Content is organized into modules based on textbook chapters. Outcomes are included within each module and content is aligned with those outcomes. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages, external websites and texts, audio (with transcripts), captioned videos, and images with alternative text. A typical instructional module includes (1) synchronous and recorded lectures (2) support materials on the school LMS and the LMS linked to the textbook (3) graded assignments on the school LMS and the LMS linked to the textbook (4) discussion forum(s); (5) quiz or exam (6) other course-specific components as necessary.

The material is presented through LMS and other technological tools synchronously and asynchronously. Content pages will include links to recorded lessons or other content and videos placed along with text and images. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Students will use discussion boards to give/get feedback from other students and the instructor. There will be a more summative assessment such as a quiz or an exam to evaluate student learning and proficiency at the conclusion of each module. There will be opportunities to participate in synchronous office hours. There will also be links provided on a regular basis that will bring students' attention to current events and other cultural resources that have relevance to the course.

## 3. Assessments

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

Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage student's participation. Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate. Describe the criteria used to substantiate student learning;

explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

| % of Grade | Activity Description | Assessment Method |
|---|---|---|
| 10 | Pronunciation and recordings | Feedback with rubric and in comment section |
| 15 | Exercises on the LMS linked to the textbook | LMS automatic feedback |
| 15 | Written assignments | Feedback with rubric and in comment section |
| 10 | Threaded discussions | Feedback with rubric and in comment section |
| 15 | Chapter quizzes | Feedback in comment section |
| 10 | Midterm exam (spoken+ written exams) | Feedback in comment section |
| 25 | Final exam (spoken+ written exams) | Feedback in comment section |

## 4. Instructor's Technical Qualifications

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

Instructors will need proficiency in the learning management system, video conferencing software and various other tools to produce synchronous and recorded lessons/content. Instructors will need to know how to use web-based technologies to : host office hours, create and upload captioned videos, communicate with students, create announcements and discussion forums, create assignments requiring online submissions, manage grades, and proctor exams. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other trainings. Instructors should know how to get support from the IT department, the Distance Education Program, the Center for Teaching Excellence, and the LMS support hotline.

## 5. Student Support Services

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

The instructor will provide information about and links to SMC key services for students : tutoring services, Financial Aid, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Campus Police, Title IX office, and the library. There will also be links and information about the college's LMS help features and the textbook's LMS help features.

These resources will be incorporated in the syllabus and in the school's LMS (embedded links) and the instructor will refer to them in lessons, office hours, and via messages when needed.

## 6. Accessibility Requirements

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

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

> The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.
> In the LMS:
> - assignments in the same categories will have the same format/structure.
> - content pages will consistently use heading styles.
> - lists will be created using bullets or the numbered list tool.
> - pages will have sufficient color contrast between the foreground and background.
> - hyperlinks will be embedded.
> - images will use alt text.

## 7. Representative Online Lesson or Activity

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

> Course objective : Demonstrate use of acceptable pronunciation.
>
> Activity : Pronunciation 1
> On the college's LMS, via an embedded recording software (VoiceThread) students will access narrated slides to learn more about a specific aspect of French pronunciation. After watching and listening to the narrated PPT presentation, students will be given a set of sentences to pronounce. When they are ready, they'll record the sentences. After that, they are provided a set of 5 questions to answer using the same format seen in the previous pronunciation activity. They will record their own answers to the questions. This second portion of the assignment tests not only pronunciation but also creation of sentences.

## 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. |

# Distance Education Application – German 3

## Delivery Method

- ☐ Box: Online/Classroom Hybrid (not a delivery option when campus is closed)
- ☐ Box: Fully Online
- ✓ x Box: Approved for Online Delivery in Emergency Contexts Only ("AODECO")
  - ➢ [Select this option if the course will meet its learning objectives in an online environment during emergencies but will not regularly be scheduled in an online format.]
- ☐ Other: [Please explain.]

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

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

### Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.

> There will be multiple, frequent and on-going communication between the instructor and each student.  Students will interact with the instructor via synchronous weekly meetings and/or during scheduled times to proctor quizzes and exams, as well as asynchronically via recorded video lessons. The instructor will provide frequent individual feedback to student work via written activities in the discussion forums, assignment comments, learning journals, individual office hour segments addressing tailored and specific needs of students. Furthermore, the instructor will hold weekly virtual office hours in order to create accessibility and to promote effective synchronous and asynchronous interaction.  Lastly, the instructor will communicate frequently important class information, i.e. summarizing previous week content as well as describing next week's content, to their students via class Announcements in the Learning Management Systems, as well as through email.

### 1b. Student - Student Interaction:

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities. *Examples may include assignments where students are asked to review their peers' papers.*

## Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.

Student-Student interaction will occur frequently throughout each week. Students will interact with each other via writing assignments in the asynchronous discussion forum threads where they are required to create an original post (essay, blog, critical analysis, content summary, etc.) resonating the unit's main thematic, grammatical and cultural focus. Students are required to respond to their classmates' original posts in writing and speaking. Furthermore, through unit-specific group projects and collaborative assignments (group presentations and video blog) students continue engaging in peer review and role playing. Using these asynchronous forums, students will be able to communicate with each other throughout the course regarding course material and assignments. Additionally, student-student interaction will also be facilitated during the weekly synchronous class meetings, in which students will participate in pair and group work to practice their speaking skills. Students will also interact with each other "chat" rooms available in the LMS, whereby they will ask questions and share resources relevant to the class content.

## 1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

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

The Students will have daily interaction with the course content, the assigned course material, and assignments. Students will complete reading, audio and video related assignments requiring students to perform written and oral reflection and analysis based on directed textbook-specific unit prompts. Additional Instructor-created course content (text, still image, audio, and video) in the LMS will require students to perform expanded reading, research, and analytical writing. Furthermore, students are required to complete the workbook (accompanying the textbook) receiving tutorials on advanced grammar, creative and analytical writing skills, extended vocabulary, and culture-specific content. All content is followed by self-check quizzes, practice quizzes, unit group quizzes, unit tests and required writing reflection. Practice quizzes will provide immediate feedback to support different student learning styles. To ensure individualized learning, the instructor will assign activities that require individual grading and feedback.

## 1d. Distance Ed-Interactions

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of

student activity. *Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.*

Add the activity items below from the drop-down menu. [Preserve Table Format]

| Interaction Activity | Brief Description | % of Online Course Hours |
|---|---|---|
| Online Lectures | Instructor-created, unit-specific PowerPoint presentations will be provided in German on each weekly module detailing content on German cities and regions with specific historical, cultural, and linguistic content. The PowerPoint lectures are annotated with PlayPosit in order to facilitate instant self-check quizzes.  The lectures resonate with the content (reading, grammar, vocabulary) of the textbook "Stationen". Example: PowerPoint informational presentation on the city of Berlin; geography, history, important famous Berliner, food, music, and the Berlin wall.  The video is segmented into 10 PlayPosit questions where students self-check their comprehension throughout the clip. | 30% |
| Videos | Listening comprehension activity videos as part of the weekly required workbook assignments as well as a wide range of uploaded supplementary videos (youtube) relating to the theme of the unit.  Example: Upon the viewing of the required video-material "Ein Kölner Spricht", students will complete the corresponding question/answer segment, followed by composing an essay on the | 30% |

| | | |
|---|---|---|
| | topic "Nationalstolz: ja oder nein" (National Pride, Yes or No?) | |
| **Threaded Discussions** | Example of a Student-Student interaction through an assignment (creative, reflective, or analytical writing): Based on the information in the chapter "Medien in Hamburg", compose a reflective discussion post on the topic "Media".  In your discussion post, answer the following questions: <br><br> 1- What differences and similarities do you encounter in the German vs the American media (include newspapers, magazines, tv news, podcasts, etc.) <br> 2- Does the media overemphasize the positive while literature overemphasizes the negative? <br> 3- How do you distinguish between reliable source of news and "fake" news? <br> 4- What news outlet would you recommend and why? <br> 5- Pay attention to grammatical accuracy: word order, subject-verb agreement, cases (Nom/Akk/Dat/Gen), tense. <br><br> After posting your discussion, respond to two discussions by your classmates in great detail, explaining why you agree or disagree.  Always provide examples. | 30% |

| | | |
|---|---|---|
| **Exams** | There will be short weekly quizzes focusing on grammatical structures and vocabulary, as well as a larger Unit test at the completion of each unit containing reading comprehension and writing segments. | 10% |

## 2. Organization of Content

Describe how **content will be organized** and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)  *For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.*

The course will be organized by weekly modules each containing a variety of activities to be completed each week by a specific deadline.  Each module will be broken down into smaller units containing an introductory page or video with an overview of the week content. German 3 covers content from chapter 1 (Berlin) to Chapter 6 (Frankfurt) from the textbook Stationen, Ein Kursbuch für die Mittelstufe by Heinle (Cengage Learning). The textbook is designed to be used with the accompanying online workbook providing the students with additional online audio, video, and text tutorials.  The content will be divided into chapters; each chapter has it own cultural focus.

## 3. Assessments

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

Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback.  Describe interactions that encourage student's participation.  Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate.  Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.  The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

| % of grade | Activity Description | Assessment Method |
|---|---|---|
| 20% | Quizzes and Tests | There will be four brief quizzes and four tests to assess the students' mastery of the textbook chapters as well as the online lectures.  Format: (multiple choice, fill in the blanks, audio and video response, essay response) created on the LMS. |
| 20% | Threaded Discussions | Students will participate in threaded discussion forums to assess their writing skills frequently throughout the semester. |
| 20% | Homework | On a weekly basis, students are required to complete reading and writing assignments, as well as grammar practices within the textbook. |
| 15% | Audio/Video workbook | Students are required to complete the audio segments of the workbook in addition to supplemental videos provided by the instructor.  Students will create blogs/short videos in response to workbook unit. |
| 25% | Final Exam | The Final Exam will assess six learning competencies: Listening comprehension, reading comprehension, expanded vocabulary usage and definition, advanced grammatical structures, oral presentation skills, and creative/reflective/analytical writing skills. |

## 4. Instructor's Technical Qualifications

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

The instructor must be knowledgeable for the features offered by the Learning Management System in place.

- ConferNow to give lessons and to host office hours
- 3C Media to upload and post videos
- Zoom or other video conference program to conduct synchronous class meetings and office hours
- The Chat feature in the LMS to communicate with students
- Create weekly modules and pages to organize course content
- Create announcements and discussion forums
- Learning Management System Gradebook knowledge to manage students' grades
- Create assignments requiring online submissions
- Add PlayPosit annotations to video and lecture content
- Create Quizzes requiring online submissions
- The remote language lab SansSpace and be the contact person in case students experience technical difficulties

## 5. Student Support Services

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

Language Lab Orientation is done via the Leaning Management System with a password provided by the instructor.  Tutorials and instructions on how to access and navigate SansSpace, the off-campus lab, so they can complete lab assignments remotely and still track the time spent.  Online German tutoring offered by MLDC Tutoring when available.  Tutorials and instructions to navigate the course shell on the Learning Management Systems.

## 6. Accessibility Requirements

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

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

If a student needs help with the Learning Management System, the instructor should refer the student to (or contact) the Distance Education Assistive Technology Specialist in order to help address the issue.  The instructor will provide links in their syllabus to the: Student Help Desk, The Learning Management System Help Section for Students with Disabilities Resources, Department Contact Information, and a Copy of the Center for Students with Disabilities Handbook.  All the videos shown in class and posted on the Learning Management System, or on SansSpace, and all other instructional multimedia will be captioned.

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

links to additional material that is likewise accessible will be chosen; in case this is not possible, appropriate alternative accommodations will be made by the instructor.

## 7. Representative Online Lesson or Activity

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

Objective: Use the subjunctive of the past (Der Konjunktiv der Vergangenheit), use the simple past tense (Imperfekt) and demonstrate cultural, geographical, and historical knowledge of Hamburg.

Format: Threaded Discussion on the Learning Management Systems.

The discussion prompt will introduce the Smiths family members and their varied interests, further explaining and detailing a bullet point itinerary of a recent family vacation to the city of Hamburg. Divided into two discussion groups of A and B, students in group A must use the subjunctive of the past to communicate why the Smiths' family trip was a failure, and what the Smiths should/could/must have done in Hamburg during their stay – based on their interest. Responding to Group A, Group B will argue that the Smiths' family vacation was a success using the simple past tense creating a counter argument. During this lesson, students will make use of the past subjunctive as well as the simple past tense. Furthermore, they will use the detailed cultural content of the unit.

## Distance Education Quality
### Quality Assurance

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

## Additional Considerations

| | |
|---|---|
| ☑ x | 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. |
| ☑ x | Adequate technology resources exist to support this course/section |
| ☑ x | Library resources are accessible to students |
| ☐ x | Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments |
| ☑ x | 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 |
| ☑ x | Complies with current access guidelines for students with disabilities |
| ☐ x | 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. |

# Distance Education Application – Modified for Italian 1

## Delivery Method

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

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

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

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

Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.

There will be multiple, frequent and on-going communication between the instructor and each student. These communications will be initiated regularly and frequently by the instructor.

1. The instructor will send a pre-course "<u>welcome letter</u>" and optional video announcement 1 week before the course begins, introducing himself/herself and explaining how the course works, mode of instruction and an attached syllabus.
2. Students will interact with the instructor via *synchronous* weekly meetings and/or during scheduled times to proctor quizzes and exams as well as *asynchronously*, via recorded video lessons.
3. The instructor will provide frequent individual feedback to student work: written activities in the discussion forums, oral and listening practice assignments. In *synchronous* weekly meetings students will receive feedback while performing exercises in the virtual classroom, *asynchronously* students will interact through weekly check-ins by replying to questions and keeping attendance.
4. In addition, the instructor will hold weekly virtual office hours in order to be more accessible to promote effective *synchronous* and *asynchronous* interaction.
5. Lastly, their instructor will communicate frequently important class information to their students via class Announcements in the Learning Management System and

email. *Asynchronously*, announcements will be sent out on Sunday's congratulating students for their hard work and reminding them of assignments for the week ahead.

## 1b. Student - Student Interaction:

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities*. Examples may include assignments where students are asked to review their peers' papers.*

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

1. Student-student interaction will happen frequently throughout each week. Students will interact with each other via written assignments in the *asynchronous* discussion forum threads where they have to create an original post based on each unit's main cultural focus and at the same time applying the grammar structure covered in the unit. Students will be asked to respond to their classmates' original posts both in writing and speaking. Using this *asynchronous* forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
2. *Asynchronously*, students will also interact in weekly check- ins, commenting on each other posts and supporting each other.
3. *Asynchronously*, students participate in a chapter oral presentation which occurs through the online e-book platform. The oral presentation occurs every two to three weeks between pre-assigned students.
4. *Asynchronously*, students may also be offered an optional weekly confer-zoom hour where they can work together on exercises and practice speaking with one another.
5. Student-student interaction will also happen during the weekly *synchronous* class meetings, in which they will participate in group or partner work to practice their speaking skills, in addition to written assignments in the discussion forum.
6. In all teaching modes, students will also interact with their classmates via a virtual café type "chat" room created in the format of a discussion forum in the LMS (Q&A discussion), where they can ask questions and share resources relevant to the class content.

## 1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

The students will have daily interaction with the course content, the assigned course materials, and assignments.

Students will need to complete:

1. Graded weekly **check-ins** activity posted on LMS. Students will post how they are doing in class and in general and their plan for completing their assignments on time. Occasional questions and feedback on course material are also asked.
2. Weekly graded **activities** from the online workbook that accompanies the textbook. The student will watch a variety of videos dedicated to tutorials on grammar, vocabulary, and culture-specific to each unit, followed by activities to assess their comprehension of each topic, fill in, matching, true/false exercises, and writing forums.
3. To expand the course content provided in the textbook, students will also interact with the content through additional **assignments** (reading, cultural, listening, etc.) created by the instructor in the LMS. These assignments may consist of practice quizzes or self-check quizzes that will provide immediate feedback to support different student learning styles and occur at the end of each chapter, so usually every 2-3 weeks.
4. To ensure individualized learning, the instructor will assign activities that require individual grading and feedback: students will complete weekly individual writing **discussion forums** with **peers' feedback** on online workbook.
5. Every two to three weeks students will complete: a **main discussion** post with an oral video recording of assignment plus written replies to peers (in target language); an **oral presentation** with one or two assigned partner/s every two-three weeks mirroring grammatical points and learning objectives in target language; a **written composition** every two to three weeks mirroring learning objectives.
6. To support students' learning, weekly **optional resources** for each week studied are posted in the LMS. Optional resources include tutorial videos created by the instructor and OER materials selected by the instructor.

## 1d. Distance Ed-Interactions

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity. *Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.*

The following pertains to examples for Italian 1

| Interaction Activity | Brief Description | % of Online Course hours |
|---|---|---|
| Threaded Discussions | Example of a Student -student interaction through an assignment (oral activity recording/writing activity):<br><br>Introduci la famiglia, uso degli aggettivi possessivi e luogo di residenza. *Introduce your family, usage of possessive adjectives and description of household.*<br><br>***There are two parts to this graded assignment.***<br><br>First review your class notes and tutorials on LMS. On this week's discussion you will introduce your family to classmates and discuss the following:<br><br>**PART 1: Post**<br>Click"reply" at the end of discussion and *record* yourself in Italian by Saturday October 24th by 11:59pm (see how to post and record video instructions ) In your video, show a picture of your real family (or an invented family) and tell us who they are and special things about them. Record yourself (on record/upload media tab) saying the following *in Italian:*<br><br>• Quante persone ci sono nella tua famiglia, è piccola o grande*?*<br><br>• Chi sono (Mia madre, mio padre, le mie sorelle, etc.).Usa gli aggettivi possessive. *Make sure you modify and apply possessive adjectives with nouns to agree in gender and number.*<br><br>• Descrizione di ogni membro della famiglia (almeno 5 descrizioni- se è una famiglia piccolo usa più aggettivi) usa I verbi regolari **in -ere e -ire** (usa verbi come: *vivere*, *dormire*, *capire*, *servire*, *leggere* etc) Esempio: *Mia nonna legge molti libri; mio cugino segue un corso di computer etc.etc*<br><br>• Descrizione della casa di famiglia (È una casa o un appartamento? Ha un giardino? Quanti piani? Qual è la tua stanza preferita?)- scrivi almeno 3 descrizioni<br><br>Use reply after finishing recording. Remember that you can record multiple times before submitting your best work.<br><br>**PART 2: Reply to peers**<br><br>By Wednesday night October 28th by 11:59pm review your peer's posts (videos) and find at least a couple of people with whom you can start a conversation. This time **write** your opinions about the video you watched which should be 1-2 complete sentences in Italian.<br><br>Note something you have in common with them, and/or share some | 35% |

| | | |
|---|---|---|
| Videos | This example is a listening comprehension activity as part of their weekly lab assignment (Videoteca), specifically for week 6. Students will watch an original interview conducted between the interviewer, students and a professor, focusing on the vocabulary for Capitolo 2. Students have three attempts total. The instructor will give individual feedback to the student and grade the assignment based on effort and level of accuracy. At the beginning of each activity they are prompted to watch the video twice, once to pay attention to the overall meaning of each interview, twice to do their activities. Finally they are told to submit their work through the LMS.<br><br>In activity 1 students try to match the words with their meanings by selecting an object from each group; in activity 2 students must complete sentences by writing the occupation of the person in the photo; in activity 3 they must choose if the provided statements are true or false. | 35% |
| Written Composition | This is an example for a Written Composition. Instructions are included and the professor will grade on the basis of the provided Rubric.<br><br>Please follow the steps below:<br><br>• Open a document (e.g., Word, Pages).<br><br>• You need to write a total of at least **7-9** sentences.<br><br>• You will be writing about: Qual è la tua stagione preferita, perché è la tua stagione preferita, com'è il tempo, che sport pratichi durante questa stagione, cosa indossi. (use the **vocabulary for capitolo 4**) (3-4 sentences)<br><br>• Write how you have fun during this season (Come ti diverti?), how often you meet your friends and where? ( Vi incontrate spesso tu e gli amici? Dove?) What do you wear to go out (Cosa ti metti per uscire?) **Use the reflexive and reciprocal verbs.** (3-4 sentences)<br><br>• Add what **time** you usually wake up and get up during this season. (use the reflexive verbs svegliarsi/alzarsi). (1 sentence) | 30% |

## 2. Organization of Content

Describe how ***content will be organized*** and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)  *For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.*

In both *synchronous* and *asynchronous* modality, the learning management system is Canvas. The content is organized in modular units, 6 in total, mirroring 6 chapters on Canvas. Each module (chapter) has a chapter overview explaining what they will learn (learning objectives for that chapter) and what they will need to do,  and an optional ending summary chapter overview describing what they have completed.  Each chapter is divided into weeks (some 2, some three) following the academic calendar's weeks.  Each week has it's own week overview explaining the chapter's learning objectives for that week and what they need to do (activities, discussions etc). In *asynchronous* modality, each week has optional resources (OER material and tutorial videos from instructor) reflecting the material studied on MindTap (e-learning and assignments) in case they need additional support. Professors teaching *synchronously* may opt to use optional resources.

Italian 1 covers content from Chapters 1 through 6 from Piazza textbook. The Piazza e-book is bundled with MindTap from Cengage Learning which offers an online learning platform, cloud-based, combining all of learning tools - readings, multimedia, activities and assessments into a singular Learning Path that guides students through the curriculum. The content will be divided into chapters, containing different types of exercises and learning materials. Students have weekly assignments on MindTap with open and due dates each with its own cultural focus.

## 3. Assessments

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

Describe how assignments and assessments are used so that instructor-student contact is maintained, and students are given regular, meaningful feedback. Describe interactions that encourage student's participation. Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

The following pertains to Italian 1

Asynchronously:

| % of grade | Activity description | Assessment Method |
|---|---|---|
| *5%* | Weekly check ins graded discussions | Every week students will have to check in by answering questions pertaining to the course and their plan to complete all assignments online. Students are given the opportunity to share how they are doing overall (in and out of class) get support/ideas from other students and meaningful feedback from the instructor. The professor can use these weekly check ins for participation, as well as interactions with students to create a sense of community. The professor may also value weekly check-ins as an opportunity for feedback on the course and any needed future improvements. The instructor grades in a timely manner. |
| *10%* | LAB | Students will complete weekly speaking/pronunciation, written and listening activities via specific assigned Lab activities in the learning management system that accompanies the Piazza ebook (MindTap). These assignments |

| | | |
|---|---|---|
| | | include *discussion threading forums* and reply posts from students. Additional listening/comprehension Lab  activities outside MindTap are offered on Canvas (VoiceThread, listening to YouTube videos with attached exercises as well as songs and fill in blanks). These assignments include discussion forums are checked manually by the professor and meaningful recorded or written feedback is given to each student. |
| *15%* | Homework | This grade pertains to the mechanical grammar and vocabulary drills activities assigned in the learning management system that accompanies the Piazza ebook (MindTap). These activities must be completed weekly and are checked by the learning management system and manually by the professor. |
| *15%* | Threaded discussions | Students will participate in 6 main threaded discussion forums (one for each chapter) to assess their oral and writing skills. Each discussion contains a recorded post and a written peer reply section and is based on the learning objectives for that chapter. A grading rubric shows what is to be expected and the instructor grades accordingly and with meaningful feedback. |
| *15%* | Oral presentations | There will be 6 oral presentations with a pre-assigned partner/s to assess speaking/pronunciation/grammar. Two exercises are given for each oral presentation, one focusing on grammar and vocabulary, the other is a cultural assessment. Several choices and themes are presented to the students and together they choose what they want to work on and record themselves though the learning management system that accompanies Piazza e-book (MindTap). Each presentation is 10 minutes and occur every 2-3 weeks. The instructor will give individual feedback to the student and grade the assignment based on effort rather than focusing mainly on accuracy. |
| *20%* | Quizzes | There will be 5 quizzes throughout the semester. to assess the students' mastery of the content of each chapter. (format: multiple choice, fill in the blanks, short answer, audio, written composition and video questions) timed and located in the Learning Management System. |
| *20%* | Final | The final exam will assess three language acquisition competencies: reading and listening comprehension and writing. Each section of the exam will test the student's ability to communicate effectively in a real-world situation with the target language culture . |

Synchronously scheduled: Weekly check ins are not required since the class meets once or twice a week. If so 5% can go toward the Final exam bringing it to 25% instead of 20%

The oral presentations are not required as they can be easily substituted for class participation during scheduled meetings in break rooms via zoom meetings

Asynchronously (flexible with scheduled exams): the exam section is scheduled

## 4. Instructor's Technical Qualifications

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

The instructor must be knowledgeable of the features offered by the Learning Management System in place.

- 3C Media to upload and post videos

- Zoom or other video conference program to conduct synchronous class meetings and office hours

- The Chat feature in the LMS to communicate with students

- Create weekly modules and pages to organize course content

- Create announcements and discussion forums

- Be familiar with Screencast-o-Matic to create visual captioned announcements for students and tutorials if necessary

- Learning Management System Gradebook knowledge to manage students' grades

- Create assignments requiring online submissions.

- Add VoiceThread activities and offer support to students in case of technical difficulties

- The remote language lab SansSpace and be the contact person in case students experience technical difficulties

- Be able to navigate through the learning management system that accompanies the book and be able to offer solutions in case of glitches or technical problems. For example have additional testing ad exercise materials in case MindTap has glitches.

## 5. Student Support Services

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

Here are some:

**Course navigation**

Tutorials and instructions to navigate the course shell on the Learning Management System.

**Lab**

Language lab information posted on Canvas and sent out through announcements. Perhaps even create a navigation tab on Canvas.

**Accessibility Support Center**

- [ASC/DSPS website.](#) Although the office is closed here you can find information to connect with the office and how to receive services during remote learning.

  **Library**

- [Library website.](#)Here you can find resources, workshops and videos, research guides and databases information.

**Tutoring (On Campus & Online)**

- [Tutoring website.](#). Tutoring helps you, as a student, excel academically. Tutoring is a **FREE** service for all SMC students and is offered for most subjects.

**More Services**

- [SMC admissions and records.](#) The Admissions and Records Office is committed to assisting new and current students with all matters related to application, admission, enrollment, graduation, and much more.
- [Distance education.](#) This site is extremely important to decide if you are ready for online classes. It also includes Canvas resources and Academic Counseling for Online Courses.
- [Dream program.](#)This site provides assistance in applying for the California Dream Act/Financial Aid and scholarship and to workshops relative to undocumented students and their families.
- [EOPS.](#) Extended Opportunity Program & Services (EOPS) at Santa Monica College is a program that supports the enrollment, retention, graduation and transfer of students who are challenged by economic and educational disadvantages.
- [International Education Center.](#) If you are an international student this site will give you information for Fall 20 enrollment.
- [Campus Bookstore.](#) You can buy books online or rent them
- [Financial Aid.](#) This site provides valuable information about keeping financial aid during school closure and grants eligibility.

- Have Questions? Check out [smc.edu/FAQ.](#) for answers!

## 6. Accessibility Requirements

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

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

> If a student needs help with the Learning Management System the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist to help address the issue. The instructor will provide links in their syllabus to the Student Help Desk, The Learning Management System Help section for Students Disabilities Resource Department Contact information, and a copy of the Center for Students with Disabilities Handbook.
>
> All the videos shown in class and hosted on the Learning Management System or SansSpace and all other instructional multimedia must be captioned.
>
> Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

## 7. Representative Online Lesson or Activity

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

> Objective: Use of passato prossimo (present perfect) and demonstrate correct usage of the auxiliary verb.
>
> Format: Threaded Discussion on the Learning Management System. Students will be put into assigned groups.
>
> Depending on the number of students the class can be divided in groups of 3 or 4. Each group is either a family or a group of friends who has been robbed or a policeman group asking questions. Each group has a corresponding group of people to work with. For example: Family/Friends 1 works with policeman group 1, Family/Friends 2 with Policeman group 2 etc. The policeman group must write a paragraph with questions regarding the event, asking where it happened, when and what was stolen. The family or group of friends working will write individual responses answering the questions in detail. For this assignment, students must use the Passato prossimo and demonstrate knowledge of correct usage of the auxiliary verb.

## 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. |

# Distance Education Application – JAPAN 8

## Delivery Method

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

☐ Fully Online

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

> [Select this option if the course will meet its learning objectives in an online environment during emergencies but will not regularly be scheduled in an online format.]

☐ Other: [Please explain.]

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

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

Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.

> There will be multiple, frequent and on-going interactions between the instructor and each student. These communications will be initiated regularly and frequently by the instructor. Students will interact with the instructor via synchronous weekly meetings and/or during scheduled times to proctor quizzes and exams as well as asynchronously, via recorded video lessons. The instructor will provide frequent individual feedback to the student's work: listening and speaking practice assignments and written activities in the discussion forums, etc. In addition, the instructor will hold weekly virtual office hours in order to be more accessible to promote effective learning outcomes. Lastly, the instructor will communicate frequently important class information to their students via class Announcement in the Learning Management System and email.

### 1b. Student - Student Interaction:

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities. *Examples may include assignments where students are asked to review their peers' papers.*

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

Student-student interactions will happen frequently during the weekly synchronous class meetings, in which they will participate in group work to practice their listening and speaking skills. Student-student interaction will also happen via written assignments in the asynchronous discussion forum. Students create original posts about each unit's cultural topics. Students will be asked to respond to their classmates' original posts by comparing their own culture. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments. Students will also interact with their classmates via a virtual café-type "chat" room created in the format of a discussion forum in the LMS, where they can ask questions and share resources relevant to the class content.

## 1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

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

The students will have daily interaction with the course content, the assigned course materials and assignments. Students will need to complete a variety of activities from the textbook that accompanies the various online resources. The student will watch a variety of videos dedicated to tutorials on grammar, vocabulary, and culture-specific issues related to each unit, followed by activities to assess their comprehension of each topic. To expand the course content provided in the textbook, students will also interact with the content through additional assignments created by the instructor in the LMS. These assignments may consist of quizzes that will provide immediate feedback to support different student learning styles. To ensure individualized learning, the instructor will assign activities that require individual grading and feedback.

## 1d. Distance Ed-Interactions

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity. *Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.*

| Interaction Activity | Brief Description | % of Online Course Hours |
|---|---|---|
| Online Lectures | Audio-narrated PowerPoint lectures will be provided for each module. Students learn each chapter's vocabulary and grammar visually and audibly. | 20% |
| Videos | Each chapter has online resource, Challenge Drama. Students can listen the real conversation and need to insert their own replies. Students recored their replies and submit through Canvas audio. The feedback will be provided by their instructor in audio, too. | 20% |
| Quiz | Students take quizzes via Canvas which provides immediate feedback. | 20% |
| Threaded Discussions | Students discuss about what the cultural topics in each chapter, such as "Ikumen" and "Kōhaku Uta Gassen." Students make comments on each other's posts by compare them with the other cultures. | 10% |
| Zoom Meeting | Once every chapter coverage, students meet instructor online to have a real conversation. As a final exam, instructor-student one-on-one conversation evaluate student's listening and speaking ability. | 30% |

## 2. Organization of Content

Describe how **content will be organized** and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.) *For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.*

The course will be organized by weekly modules each containing a variety of activities to be completed each week by a specific deadline. Each module will be broken down into smaller units containing an introductory page or video with an overview of the week's content.

Japanese 8 covers content from Chapter 1 through 9 from the Marugoto textbook by Japan Foundation. The textbook is designed to be used alongside the online component of the class. The content will be divided into chapters, each with its own cultural focus.

## 3. Assessments

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

Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback.  Describe interactions that encourage student's participation.  Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate.  Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.  The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

| % of Grade | Activity Description | Assessment Method |
|---|---|---|
| 18 | Quizzes | There will be two quizzes to assess the students' mastery of the vocabulary o each chapter. (Format: audio and video questions and multiple choice and fill in the blanks answers) created on the Learning Management System. |
| 10 | Threaded Discussions | Students will participate in threaded discussion forums to understand the cultural aspect of each chapter's culture topics. |
| 18 | Homework | The textbook has conversation videos to review each chapter's vocabulary and grammar. Video pauses many times and requires students' reply in speaking. Students record their reply in audio and submit through audio recording of LMS. |

| 27 | Conversation Tests | Students meet with a teacher and another classmate on Zoom and have a conversation in Japanese. The topic and grammar will be based on the textbook, but students are encouraged to use more advanced vocabulary and grammar to describe their own situation. |
|---|---|---|
| 27 | Final Exam | The final exam will assess three language acquisition competencies: listening comprehension, speaking and culture. Each section of the exam will test the student's ability to communicate effectively in a real-world situation with the target culture. |

## 4. Instructor's Technical Qualifications

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

The instructor must be knowledgeable of the features offered by the Learning Management System in place.

ConferNow to give lessons and to host office hours

3C Media to upload and post videos

Zoom and other video conference to conduct synchronous class meeting and office hours

The Chat feature in the LMS to communicate with students

Create weekly modules and pages to organize course content

Create announcements and discussion forums

Learning Management System Gradebook knowledge to manage students' grades

Create assignments requiring online submissions

Add VoiceThread activities and offer support to students in case of technical difficulties

## 5. Student Support Services

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

Online Japanese tutoring offered by MLCD Tutoring when available.
Tutorials and instructions to navigate the course shell on the Learning Management System.

## 6. Accessibility Requirements

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

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

If a student needs help with the Learning Management System, the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist, who should be contacted to help address the issue. The instructor will provide links in their syllabus to the: Student Help Desk The Learning Management System Help section for Students Disabilities Resource Department Contact information and a copy of the Center for Students with Disabilities Handbook. All the videos shown in class and hosted on the Learning Management System and all other instructional multimedia will be captioned. Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

## 7. Representative Online Lesson or Activity

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

Objective: Discuss Japanese gift-giving customs and compare them with another culture's gift-giving customs. Discuss all orally in Japanese. Use verbs in plain form to modify a noun, "mono(=thing or stuff) and use a variety of new vocabulary.

Format: Canvas quizzes, Textbook online resource videos, Discussion forums, ConferNow (Zoom) and audio/video recording on the Learning Management System

Step 1: Students study new vocabulary and grammar with the textbook, the lecture videos and textbook resource sites.
Step 2: Students take online vocabulary listening quizzes on Canvas to check their mastery.
Step 3: Students watch Japanese conversation videos from the textbook online resource. They think about what would be the best reply to each question during the video. They record their replies and submit them though Canvas audio recording.
Step 4: Students listen to the teacher's feedback on their submission. The feedback is also given orally by the instructor.
Step 5: Students write about the Japanese gift-giving culture and exchange their culture's customs on the threaded discussion in LMS.
Step 6: The class will be divided into small groups and come to the Zoom meeting group by group. The teacher and students discuss about the gift-giving customs in Japanese. When students do not understand what the teacher and other classmates have said or do not know how to say a word in Japanese, they ask in Japanese.

## Distance Education Quality
### Quality Assurance

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

## Additional Considerations

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

# DE Application
## 5. Course: DE for non-DE course: PHOTO 2 - Basic Black and White Darkroom Techniques

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## Delivery Method

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

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

## 1a. Instructor - Student Interaction
Students will interact with course content posted weekly by the instructor similar to on ground courses. Instructor will always be
accessible via email/video conferencing for individual questions. However, through SMC course management software/ online
teaching software used at SMC, most demonstrations will utilize video technology in which students can comment and interact.
Appropriate comments and questions will be posted publicly for the rest of the students to view as well.
Instructor will monitor student led thread/discussions, respond, correct and advise students as necessary and engage in group
critique discussions with students upon completion of each assignment.

## 1b. Student - Student Interaction:
Students will watch weekly demonstration videos with the encouragement to ask questions/post comments based on the entire
video, or at a specific time stamp moment in each video. As other students see those comments, they can discuss among one
another.
For class assignments, Students can post questions to a public forum. This will allow students to assist one another as well as
monitored guidance from the instructor. For example, asking the class "Should I expose my film for the shadows or the highlights?" Other students can answer the question and instructor will weigh in as necessary. Once assignments are turned in, a group critique of each project will be expected where students will interact as part of their
participation grade. They will be expected to comment on both technical and aesthetic decisions.

## 1c. Student - Content Interaction:
Instructor will record film and printing demonstrations discussing the current week's assignment topic. Videos will be properly captioned
and posted to SMC course management software platform.

Students will be expected to watch the weekly training video. Each video will be a stepping stone to the next. Each set of videos
will directly relate to the expectations of the current assignment and course objectives.
Tests and quizzes will be implemented through SMC Course management software.
Assignments will be submitted through course software unless file sizes are too large. If technical size issues arise, DropBox or
WeTransfer are two methods to deliver large files for free over email/internet.

## 1d. Distance Ed-Interactions

**Peer Feedback**
Students will engage in meaningful critique of each other's photographs.
**Percentage of Online Course Hours** 20.00

**Discussion Boards**
Students will participate in online conversations discussing photography from relevant historical and contemporary photographers.
**Percentage of Online Course Hours** 25.00

**Project Presentation**
Students will produce a presentation regarding a significant photographer working in a genre relevant to this course's content.
**Percentage of Online Course Hours** 25.00

**Online Lecture**
Online lecture through audio and screen capture.
**Percentage of Online Course Hours** 30.00

## 2. Organization of Content
Instructor will lecture through video demonstrations and screen capture. Instructor will be able to explain the tools and techniques
while students watch instructor navigate through demonstrations. Students can pause and rewind the videos as necessary.
Upon each assignment deadline, instructor will evaluate each of the student's assignments and send a critique that breaks down
the student's photographs, and assess workmanship and aesthetic performance of that student.

## 3. Assessments

**Critique Participation**
**Percent of Grade** 20.00
A rubric will be employed for evaluating qualitative and quantitative participation in weekly critiques of classmates' work.

**Photographic Projects**
**Percent of Grade** 40.00
5-7 photographic assignments will be given at the beginning of each week. Individual video recordings will be created for each student, providing them with meaningful and personalized feedback.

**Final Exam**
**Percent of Grade** 10.00
Using SMC's Course Management Software, a final exam will be issued and graded.

**Midterm Exam**
**Percent of Grade** 15.00
Using SMC's course management software, a midterm exam will be issued and evaluated.

**Final Project**
**Percent of Grade** 15.00
Final project will demonstrate analog photographic skills acquired throughout the semester.

## 4. Instructor's Technical Qualifications
Instructor will need to be trained or proficient using SMC's course management software for most communication, discussion,
delivery of lectures, questions, assignment submissions, and PDF instructions delivery.
Instructors will need to be skilled in creating affective digital video demonstrations.
Instructor will need screen capture software to record audio and video of any computer-based process/procedures.

## 5. Student Support Services
Online Adobe support materials through Youtube videos, Lynda.com, and companies like Craftsy.com, Phlearn, CreativeLive, and
other links of appropriate videos or lessons that support content covered in class.
SMC Photo Department resources and info:
http://smc.edu/AcademicPrograms/Photography/Pages/default.aspx
Counseling:
http://smc.edu/StudentServices/Counseling/Pages/default.aspx
Bookstore:
https://bookstore.smc.edu/
SMC Library:
http://smc.edu/AcademicAffairs/Library/Pages/default.aspx
SMC Disability resources:
http://smc.edu/StudentServices/DisabilityResources/Pages/default.aspx
SMC Financial Aid:
http://smc.edu/EnrollmentDevelopment/FinAid/Pages/default.aspx

## 6. Accessibility Requirements
Prior to going 'live', all videos will first go to DSPS for captioning to comply with disabled student regulations.
All other discussion and feedback will be delivered though email, online discussions, forums, via course management software.

## 7. Representative Online Lesson or Activity
For this assignment you will be determining your camera settings in advance in order to allow you to shoot more quickly in the moment. You should be using this opportunity to become more daring and experimental with composition, depth of field, motion and storytelling. Think about how your perspective as the photographer places your viewer inside a scene. Consider the ways in which objects are arranged within the

frame, and how their visual relationships can inform mood and meaning. Use the slideshow viewed in class, including the images by Henri Cartier-Bresson as inspiration. THINK BIG AND HAVE FUN!!!

You are required to shoot ONE roll of film using both ZONE FOCUSING & the SUNNY 16 RULE at the same time for all shots.

Shoot at least one roll using your 35mm camera. One day, when photo labs have re-opened, you'll get to process your film and what a happy day that will be. But for now, the goal is to learn zone focusing & the sunny 16 rule. You will not turn this film in to be graded (obviously) but will be tested on these skills in Quiz #1.

You will turn in 3 descriptions & sketches of photographs shot with your film camera. In one paragraph for each image, describe the lighting, composition, content, depth, and movement. Describe your Sunny 16 and Zone Focus settings. Describe the contrast and tonality you envision the final images to contain. Tell us what you were paying attention to and thinking about that made you want to make this picture. Help us see what you were seeing once the shackles of manual exposure settings were released. Your sketches may be done on paper and scanned or photographed, or you may make digital sketches on your computer or cellphone. Use what feels most natural to you. Do not worry about your skills as an artist. Focus on portraying the composition, lighting, scale, framing, and perspective to the best of your abilities. Put the text & sketches together into a PDF document. Using Word or Google Docs is a good way of doing this.

Shoot ONE "roll" using your cellphone (about 36 images). This is a free shoot – no rules, as long as you focus on exploring the concept of the "decisive moment". If possible, please use the Adobe Lightroom free mobile app. Using the LR Camera feature, you can photograph in Manual or Shutter Priority mode and in B&W. If your phone can't handle this app, you may photograph using your phone's regular camera. Using any app that is easiest for you, convert images to B&W before turning them in. Google Photos (either on your phone or on your computer) is great for this. You will not turn in your entire "roll" of images, however taking at least 30 photographs will result in the most successful final images. You will turn in your 3 best cell phone images in B&W, JPG format.

Turn in:
Your best three images, B&W jpegs
Upload image files via our class Dropbox folder
Submit written portion via Canvas assignment dropbox

## 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.

# Physics 20 Distance Education Application – Modified

## Delivery Method

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

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

## DE Contact/Interaction Guidelines and Best Practices

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

### 1a. Instructor - Student Interaction

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

### Instructor-Student Interaction: Describe the nature and expected frequency of instructor-student interactions.

> 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 are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities. *Examples may include assignments where students are asked to review their peers' papers.*

## Student-Student Interaction: Describe the nature and expected frequency of student-student interactions.

Students will participate in student-student interactions 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, homework assignments and laboratory work.

## 1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

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

Students will engage with the content regularly throughout the course. Each module will include interactive content such as online lectures, and video links. Students will be expected to complete weekly assignments such as lab reports, 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

Students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The "online classroom" (just as the "on ground classroom") should be a hub of student activity. *Examples include: - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.*

## Add the activity items below from the drop-down menu. [Preserve Table Format]

| 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 | 40.00% |

| | | |
|---|---|---|
| | provided where appropriate e.g. full lecture notes with instructor notations and an outline of lecture notes without notations. | |
| 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. | 10.00% |
| Discussion Boards | Topic-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 and Exams | There will be practice quizzes inside each module, where appropriate and regular testing at the end of each module. | 15.00% |
| Other (describe) | A hands-on lab component will be assigned in each module. Lab activities will include analyzing data from pre-recorded videos of on-ground experiments and online experiments using computer simulations. | 25.00% |

## 2. Organization of Content

Describe how **content will be organized** and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)  *For example, instructors may have organized the content into modular units or weekly modules in the learning management system such as Canvas.*

The course 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

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

Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback.  Describe interactions that encourage student's

participation.  Describe assessments that are verifiable, equivalent to on-ground assessments, and appropriate.  Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.  The final table should roughly mirror the Methods of Evaluation in the Course Outline of Record.

| % of Grade | Activity Description | | Assessment Method |
| --- | --- | --- | --- |
| **% 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. | |
| 30.00% | Exams | Students will be assigned summative examinations covering material from either one or multiple modules, where appropriate. | |
| 10.00% | 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. | |
| 20.00% | Lab Reports | Students will be expected to complete a laboratory assignment and report for each module. | |

## 4. Instructor's Technical Qualifications

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

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

## 5. Student Support Services

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

1.  Links to online tutoring for Physics and Math
2.  Link to SMC Counseling and STEM Program Counseling
3.  Use of SMC Gateway to Persistence and Success (GPS) tool
4.  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

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

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

> Online lecture presentations and assignments will be made accessible by incorporating 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

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

> Online exercise based on Objective 1- Employ the fundamental physical principles of elementary mechanics on both a conceptual and mathematical level to interpret and solve problems in kinematics and dynamics (in one and 2-dimensions), energy, work and momentum.
> Instructions:
> Step 1: To consider your initial ideas of how to setup and solve a momentum problem respond to the threaded discussion question- When analyzing a collision using impulse and momentum, what is the minimum amount of information you would need to answer that question?
> Step 2: Watch the video Collisions: Crash Course Physics #10.
> 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: For the following problem, (a) list all relevant data and (b) describe how you would solve the problem. On a frictionless ice rink, 16-year old Bobby (80.00 kg) and 3-year old Sally (8.00 kg) are sitting on the ice and sliding toward each other at constant speeds. Because they are both very busy updating their Instagram accounts, they do not notice that they are about to collide with each other. Bobby is moving at 1.50 m/s and Sally is moving at 4.00 m/s. The contact time for their collision is 0.50 s and after the collision Sally is moving in the opposite direction at 2.50 m/s. (Bobby did not notice the collision. Is Bobby still moving in the same direction after the collision? Use conservation of momentum to prove your answer. During the collision, how hard did Bobby hit Sally? Did Sally experience a larger force than Bobby during the collusion? Explain. Who experienced a larger acceleration? Explain. Sketch a velocity vs. time graph for the collision, clearly showing the velocity of each person before, during and after the collision.

## 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

| X | 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. |
|---|---|
| X | Adequate technology resources exist to support this course/section |
| X | Library resources are accessible to students |
| X | Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments |
| X | Adequately fulfills "effective contact between faculty member and student" required by Title 5. |
| X | Will not affect existing or potential articulation with other colleges |
| X | Special needs (i.e., texts, materials, etc.) are reasonable |
| X | 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. |