



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, October 7, 2020, 3:00 p.m.
Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/91808485782>

Or iPhone one-tap (US Toll): +16699006833,91808485782# or +12532158782,91808485782#

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Meeting ID: 918 0848 5782

International numbers available: <https://cccconfer.zoom.us/u/ab4a7L1gQC>

Or Skype for Business (Lync):

SIP:91808485782@lync.zoom.us

Members:

Dana Nasser, <i>Chair</i>	Susan Caggiano	Jamar London	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	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	Kelsey Molle (A.S.)
Dione Carter	Sasha King	Brandon Reilly	

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 (<i>Two minutes is allotted to any member of the public who wishes to address the Committee.</i>)	
III. Announcements	
IV. Approval of Minutes	4
V. Chair's Report	

VI. Information Items

1. Redesign of the Student Experience

(Non-Substantial Changes)

2. ANATMY 2 Advanced Human Anatomy
3. ART 30C Acrylic Painting Techniques
4. ART 31 Beginning Oil Painting
5. ART 40A Sculpture I
6. ART 41A Figure Modeling Sculpture I
7. BIOL 10 Applied Ecology and Conservation Biology
8. FASHN 3 Apparel Construction
9. TH ART 42 Acting II

VII. Action Items

(Courses: Substantial Changes)

- a. ART 20A Drawing I Introduction to Drawing (Changed: course name (was "Drawing I").....9
- b. ART 20B Drawing II Drawing with Color (Changed: course name (was "Drawing II"), course description) 12
- c. FASHN 2 Color Analysis (Changed: hours (2 lecture/2 lab to 3 lecture/0 lab, no change to units), methods of evaluation)..... 14

(Courses: Distance Education)

- d. [ART 10B Design for Life](#)
- e. **ART 20A Drawing I Introduction to Drawing (Representative DE Application)..... 17**
- f. [ART 20B Drawing II Drawing with Color](#)
- g. [ART 21A Figure Drawing I](#)
- h. [ART 21B Figure Drawing II](#)
- i. [ART 30A Beginning Watercolor Painting I](#)
- j. [ART 30C Acrylic Painting Techniques](#)
- k. [ART 31 Beginning Oil Painting](#)
- l. [ART 32 Intermediate Painting](#)
- m. [ART 40A Sculpture I](#)
- n. [ART 41A Figure Modeling Sculpture I](#)
- o. **BIOL 10 Applied Ecology and Conservation Biology (Representative DE Application) 22**
- p. **COM ST 14 Oral Interpretation: Performing Literature Across Cultures (Representative DE Application) 28**
- q. **COM ST 20 Agitational and Protest Communication (Representative DE Application) 34**
- r. [COM ST 310 Organizational and Small Group Communication](#)
- s. **FASHN 2 Color Analysis (Representative DE Application) 39**
- t. [FASHN 3 Apparel Construction](#)
- u. **GR DES 41 Graphic Design Studio 2 (Representative DE Application)..... 43**
- v. **PRO CR 8 Coaching of Basketball (Representative DE Application) 47**
- w. [PRO CR 15 Sports Management](#)
- x. **TH ART 42 Acting II (Representative DE Application) 51**

(Courses: Approved for Online Delivery in Emergency Contexts Only)

- y. **ANATMY 2 Advanced Human Anatomy (Representative DE Application) 55**
- z. **GERMAN 1 Elementary German I (Representative DE Application) 59**
- aa. **JAPAN 4 Intermediate Japanese II (Representative DE Application) 67**
- bb. **KIN PE 10A Fitness Lab (Representative DE Application) 74**

cc.	KIN PE 21C Advanced Football for Men (Representative DE Application)	81
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ii.	MATH 7 Calculus 1	
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kk.	MATH 13 Linear Algebra	
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nn.	MATH 20 Intermediate Algebra	
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pp.	MATH 26 Functions and Modeling for Business and Social Science	
qq.	MATH 26C Concurrent Support for Functions and Modeling for Business and Social Science	
rr.	MATH 28 Calculus 1 for Business and Social Science	
ss.	MATH 29 Calculus 2 for Business and Social Science	
tt.	MATH 31 Elementary Algebra	
uu.	MATH 32 Plane Geometry	
vv.	MATH 41 Mathematics for Elementary School Teachers	
ww.	MATH 50 Pre-Statistics	
xx.	MATH 54C Concurrent Support for Elementary Statistics	
yy.	SPAN 4 Intermediate Spanish II (Representative DE Application)	105
zz.	VAR PE 11A In-Season Intercollegiate Strength and Conditioning (Representative DE Application)	115
aaa.	VAR PE 11B Off-Season Intercollegiate Strength and Conditioning	
bbb.	VAR PE 11C Intersession Intercollegiate Strength and Conditioning	

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.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, September 30, 2020, 3:00 p.m.

Zoom Meeting

Members Present:

Dana Nasser, <i>Chair</i>	Susan Caggiano	Jamar London	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	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

Other Members:

Jamey Anderson	Judith Douglas	Yuki Minekawa	Christine Schultz
Lourdes Arévalo	Jon Michael Huls	Sehat Nauli	Sri Susilowati
Robert Armstrong	Kelly Ledwith	Debbie Perret	Mark Tomasic
Delphine Broccard	Jae Lee	Josh Sanseri	Norma Torres-Gonzalez
Rachel Demski	Walter Meyer	Samuel Sasu	Amber Qureshi Urrutia

(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 no revisions.

Motion made by: Dione Carter; **Seconded by:** Aurélie Chevant-Aksoy

The motion passed unanimously. (*Jamar London not present for vote.*)

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of September 16 with no revisions.

Motion made by: Fariba Bolandhemat; **Seconded by:** Audra Wells

The motion passed unanimously. (*Jamar London not present for vote.*)

V. Chair’s Report

The Chair recognized the hard work of the Curriculum Committee members and thanked them for their dedication and commitment. She also acknowledged the helpful comments that have been made about the DE Proposals in the past meetings and noted how they have been incorporated into our review process.

Due to the number of DE proposals expected for the next meeting, the Chair asked that members please check their approval queues in META regularly.

She also reminded the members about the due date guidelines for when a course may be offered once it is approved at Curriculum. The specific Curriculum Timelines information sheet is posted on the Curriculum Committee Website.

VI. Information Items

1. Redesign of the Student Experience
No updates

(Non-Substantial Changes)

2. PHOTO 30 Techniques of Lighting: Introduction
3. FASHN 9A Introduction to Fashion Illustration

VII. Action Items

(Courses: Substantial Change)

- a. ART 52A Ceramics I (Changed: Course Description, Course Objectives, Lab Content, Course Notes for Catalog, Textbooks, and Sample Assignments)
Motion to approve changes to ART 52A with no additional revisions.
Motion made by: Esau Tovar; **Seconded by:** Audra Wells
The motion passed unanimously.
- b. BIOL 15 Marine Biology with Laboratory (Changed: SLOs, Course Objectives, Textbooks)
Motion to approve changes to BIOL 15 with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Sharlene Joachim
The motion passed unanimously.
- c. FASHN 5 Fashion Buying (Changed: Course Content and Methods of Evaluation)
Motion to approve changes to FASHN 5 with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

(Courses: Global Citizenship)

- d. BIOL 15 Marine Biology with Laboratory
Motion to approve Global Citizenship for BIOL 15 with no revisions.
Motion made by: Audra Wells; **Seconded by:** Jason Beardsley
The motion passed unanimously.
- e. ECON 8 Women in the Economy (*same as WGS 8*)
Motion to approve Global Citizenship for ECON 8/WGS 8 with no revisions.
Motion made by: Brandon Reilly; **Seconded by:** Susan Caggiano
The motion passed unanimously.

(Courses: Distance Education)

- f. ART 52A Ceramics I
- g. **ART 75 Form and Information (Representative DE Application)**
Motion to approve distance education for ART 52A (VII. f.) and ART 75 (VII. g.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Dione Carter
The motion passed unanimously.
- h. **BIOL 15 Marine Biology with Laboratory (Representative DE Application)**
Motion to approve distance education for BIOL 15 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Audra Wells
The motion passed unanimously.

- i. COM ST 30 Introduction to Communication Theory
- j. **COM ST 31 Research Methods for Communication Studies (Representative DE Application)**
 Motion to approve distance education for COM ST 30 (VII. i.) and COM ST 31 (VII. j.) as a block with revisions to Instructor Technical Qualifications to:
 -Instructor will be proficient in the use of computer software/online platforms to communicate with students;
 -Instructor will have access to technology if needed and professional development; professional development may include an @ONE training.)
Motion made by: Brandon Reilly; **Seconded by:** Susan Caggiano
 The motion passed unanimously.
- k. **COSM 50A Related Science 5 (Representative DE Application)**
 Motion to approve distance education for COSM 50A with no revisions.
Motion made by: Dione Carter; **Seconded by:** Estela Narrie
 The motion passed unanimously.
- l. **ECON 8 Women in the Economy (same as WGS 8) (Representative DE Application)**
 Motion to approve distance education for ECON 8/WGS 8 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
 The motion passed unanimously.
- m. **FASHN 1 Introduction to the Fashion Industry (Representative DE Application)**
- n. FASHN 5 Fashion Buying
- o. FASHN 9A Introduction to Fashion Illustration
- p. FASHN 13 Draping I
 Motion to approve distance education for FASHN 1 (VII. m.), FASHN 5 (VII. n.), FASHN 9A (VII. o.), and FASHN 13 (VII. p.) as a block with revisions to make lecture/zoom meetings optional for asynchronous offerings.
Motion made by: Estela Narrie; **Seconded by:** Aurélie Chevant-Aksoy
 The motion passed unanimously.
- q. **HIST 3 British Civilization I (Representative DE Application)**
- r. HIST 29 Jewish History
- s. HIST 42 The Latina/o Experience in the United States
- t. HIST 43 Mexican-American History
 Motion to approve distance education for HIST 3 (VII. q.), HIST 29 (VII. r.), HIST 42 (VII. s.), and HIST 43 (VII. t.) as a block with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Aurélie Chevant-Aksoy
 The motion passed unanimously.
- u. **KIN PE 34A Karate (Representative DE Application)**
- v. KIN PE 34B Intermediate Karate
- w. KIN PE 34C Advanced Intermediate Karate
- x. KIN PE 34D Advanced Karate
 Motion to approve distance education for KIN PE 34A (VII. u.), KIN PE 34B (VII. v.), KIN PE 34C (VII. w.), and KIN PE 34D (VII. x.) as a block with no revisions.
Motion made by: Lydia Strong; **Seconded by:** Estela Narrie
 The motion passed unanimously.
- y. **PHOTO 30 Techniques of Lighting: Introduction (Representative DE Application)**
- z. PHOTO 32 Lighting for People 2
- aa. PHOTO 33 Lighting for Products
- bb. PHOTO 34 Capture to Composite
 Motion to approve distance education for PHOTO 30 (VII. y.), PHOTO 32 (VII. z.), PHOTO 33 (VII. aa.), and PHOTO 34 (VII. bb.) as a block with no revisions.
Motion made by: Dione Carter; **Seconded by:** Jacqueline Monge
 The motion passed unanimously.

- cc. PRO CR 6A Coaching of Football (Representative DE Application)**
 Motion to approve distance education for PRO CR 6A with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Aurélie Chevant-Aksoy
 The motion passed unanimously.
- dd. RRM 4 Resource Management and Zero Waste in Business (Representative DE Application)**
 Motion to approve distance education for RRM 4 (VII. dd.) and SST 908 (VII. ee.) as a block with revision to RRM 4 to remove attendance as an assessment and no revisions to SST 908.
Motion made by: Jason Beardsley; **Seconded by:** Audra Wells
 The motion passed unanimously.
- ee. SST 908 Impacts of Policy on Sustainability (Representative DE Application)**
 Passed as a block with RRM 4 (VII. dd.)
- (Courses: Approved for Online Delivery in an Emergency Context Only)*
- ff. BIOL 22 Genetics and Molecular Biology**
- gg. BIOL 23 Organismal and Environmental Biology (Representative DE Application)**
 Motion to approve distance education for BIOL 22 (VII. ff.) and BIOL 23 (VII. gg.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Aurélie Chevant-Aksoy
 The motion passed unanimously.
- hh. CHEM 9 Everyday Chemistry (Representative DE Application)**
 ii. CHEM 21 Organic Chemistry I
 Motion to approve distance education for CHEM 9 (VII. hh.), CHEM 21 (VII. ii.), and PHYSCS 20 (VII. xxx.) as a block with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Estela Narrie
 The motion passed unanimously.
- jj. COUNS 12H Career Planning (Representative DE Application)**
- kk. COUNS 15H Job Search Techniques**
- ll. COUNS 901 Transition to College (Representative DE Application)**
- mm. COUNS 902 Career and Workforce Readiness**
 Motion to approve distance education for COUNS 12H (VII. jj.), COUNS 15H (VII. kk.), COUNS 901 (VII. ll.), and COUNS 902 (VII. mm.) as a block with revision to assessments (change points to percentages) on COUNS 12H and COUNS 15H (to be corrected post-meeting), and no revisions to COUNS 901 and COUNS 902.
Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano
 The motion passed unanimously.
- nn. DANCE 11 Beginning Hip Hop Dance (Representative DE Application)**
- oo. DANCE 12 Intermediate Hip Hop Dance**
- pp. DANCE 20 World Dance Survey**
- qq. DANCE 21A Beginning Asian Pacific Dance (Representative DE Application)**
- rr. DANCE 21B Intermediate Asian Pacific Dance**
- ss. DANCE 22 Mexican Dance**
- tt. DANCE 23 Intermediate Mexican Dance**
- uu. DANCE 24 Flamenco Dance 1**
- vv. DANCE 25 African Dance**
- ww. DANCE 25B Intermediate African Dance**
- xx. DANCE 26A Beginning Salsa Dance**
- yy. DANCE 27 Brazilian Dance**
- zz. DANCE 27B Intermediate Brazilian Dance**
- aaa. DANCE 31 Ballet I (Representative DE Application)**
- bbb. DANCE 32 Ballet 2**
- ccc. DANCE 33A Intermediate Ballet 3A**
- ddd. DANCE 33B Intermediate Ballet 3B**

- eee. DANCE 34B Advanced Ballet 4B
- fff. DANCE 41 Contemporary Modern Dance I
- ggg. DANCE 42 Contemporary Modern Dance 2
- hhh. DANCE 43A Intermediate Contemporary Modern Dance 3A
- iii. DANCE 44B Advanced Contemporary Modern Dance 4B
- jjj. DANCE 55B Dance Repertory Modern
- kkk. DANCE 57B Repertory World Dance
- lll. DANCE 62 Fundamentals of Choreography 3
- mmm. DANCE 63 Fundamentals of Choreography 4

Motion to approve distance education for DANCE 11 (VII. nn.), DANCE 12 (VII. oo.), DANCE 20 (VII. pp.), DANCE 21A (VII. qq.), DANCE 21B (VII. rr.), DANCE 22 (VII. ss.), DANCE 23 (VII. tt.), DANCE 24 (VII. uu.), DANCE 25 (VII. vv.), DANCE 25B (VII. ww.), DANCE 26A (VII. xx.), DANCE 27 (VII. yy.), DANCE 27B (VII. zz.), DANCE 31 (VII. aaa.), DANCE 32 (VII. bbb.), DANCE 33A (VII. ccc.), DANCE 33B (VII. ddd.), DANCE 34B (VII. eee.), DANCE 41 (VII. fff.), DANCE 42 (VII. ggg.), DANCE 43A (VII. hhh.), DANCE 44B (VII. iii.), DANCE 55B (VII. jjj.), DANCE 57B (VII. kkk.), DANCE 62 (VII. ll.), and DANCE 63 (VII. mmm.) as a block with revision to amend references to Canvas and Zoom.

Motion made by: Estela Narrie; **Seconded by:** Aurélie Chevant-Aksoy

The motion passed unanimously. (*Dione Carter, Guido Davis Del Piccolo not present for vote.*)

nnn. FRENCH 1 Elementary French I (Representative DE Application)

- ooo. FRENCH 2 Elementary French II
- ppp. FRENCH 3 Intermediate French I
- qqq. FRENCH 4 Intermediate French II

Motion to approve distance education for FRENCH 1 (VII. nnn.), FRENCH 2 (VII. ooo.), FRENCH 3 (VII. ppp.), and FRENCH 4 (VII. qqq.), GERMAN 3 (VII. rrr.), GERMAN 4 (VII. sss.), ITAL 1 (VII. ttt.), ITAL 2 (VII. uuu.), and JAPAN 8 (VII. vvv.) as a block with no revisions.

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

The motion passed unanimously. (*Dione Carter, Guido Davis Del Piccolo not present for vote.*)

rrr. GERMAN 3 Intermediate German I (Representative DE Application)

- sss. GERMAN 4 Intermediate German II
- Passed as a block with FRENCH 1 (VII. nnn.)

ttt. ITAL 1 Elementary Italian I (Representative DE Application)

- uuu. ITAL 2 Elementary Italian II
- Passed as a block with FRENCH 1 (VII. nnn.)

vvv. JAPAN 8 Conversational Japanese (Representative DE Application)

Passed as a block with FRENCH 1 (VII. nnn.)

www. PHOTO 2 Basic Black and White Darkroom Techniques (Representative DE Application)

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

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

The motion passed unanimously.

xxx. PHYSICS 20 Preparation for Calculus-Based Physics (Representative DE Application)

Passed as a block with CHEM 9 (VII. hh.)

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:37 pm.

Motion made by: Audra Wells; **Seconded by:** Briana Simmons

The motion passed unanimously. (*Dione Carter, Guido Davis Del Piccolo not present for vote.*)

Santa Monica College
Substantial Change: ART 20A, Drawing I - Introduction to Drawing

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

C-ID:	ARTS 110
Transferability:	Transfers to CSU, UC
CSU GE Area:	C1 - Arts, Dance, Music, Theater
SMC GE Area:	Area III: Humanities
Degree Applicability:	Credit - Degree Applicable

I. Catalog Description

This fundamental course is focused on representational drawing and composition using various black and white media. Introduction to principles, elements, and practices of drawing, employing a wide range of subject matter and drawing media. Focus on perceptually based drawing, observational skills, technical abilities, and creative responses to materials and subject matter. See counselor regarding transfer credit limitations.

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. [A Guide to Drawing \[Paperback\]](#), 8th, David L. Faber, Daniel M. Mendelowitz, Cengage Learning © 2011, ISBN: 1111342725;
2. [Drawing from Observation: An Introduction to Perceptual Drawing \[Paperback\]](#), 2nd, Brian Curtis, McGraw-Hill Humanities © 2009, ISBN: 0077356276;

III. Course Objectives

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

1. Observe and accurately render three-dimensional objects on a two-dimensional surface
2. Create drawings that demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
3. Utilize a variety of lines and mark making in drawing.
4. Organize spaces and objects within a drawing according to basic principles of design and composition
5. Accurately describe forms and space through gradations of value
6. Utilize and apply a wide range of drawing materials and techniques
7. Develop expressive content through manipulation of line, form, value, and composition
8. Evaluate and critique class projects using relevant terminology in oral or written formats
9. Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing

IV. Methods of Presentation:

Critique, Experiments, Field Trips, Lecture and Discussion, Observation and Demonstration, Projects, Other (Specify)

Other Methods: Audio-visual materials are used where such a process offers the most direct means of passing information to the student. Both slides and video are incorporated to elaborate upon techniques and concepts and to give art historical and contemporary art context to a process. The instructor conducts a critique of finished work providing a review of the problem undertaken, correct use of the materials and encourages maximum student verbal participation. Class time is divided between lecture and studio performance. Lecture blocks of time (2 hours) are to be used for presentation of formal theory, i.e. light,

space construction, analysis and critique of finished projects and for demonstration of technique. Studio time (3 hours) is used to set up materials preparatory for work, to pursue the project and for clean-up of individual work areas before exiting the studio.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.00%	Line - Intensive training and development of perceptual abilities stresses correct seeing, hand and eye coordination and page/surface to eye relationships. 1. The class explores silhouette/outline cross contour and cross sectional linear ideas 2. Linear ideas are broadened to include scribble, gesture, multiple and varying lines
20.00%	Perspective - The student should have knowledge of the problems of interrelating his vision and surface/subject organization. 1. One point and two perspective is covered 2. Other perspective/compositional ideas are covered such as overlap, scaling differences, and vertical placement
20.00%	Tone - The student experiments with different non-linear ways of applying black and white media to a surface 1. Experiments control materials to produce uniform grays of wide range and variety. 2. Experiments are conducted in tonal/edge ideas of line and the awareness of the formal possibilities they suggest. 3. Experiments are conducted in non-uniform grays. Possible experiments are frontage-rubbing, transfer, scribble and mark making.
20.00%	Light - The student should be equipped with the basic logic and both the illustrative and conceptual possibilities of this information. 1. Light logic ideas regarding light source, highlight, shadow core, reflected light and cast shadows are covered. 2. Light logic concepts are applied to non-illustrative problems such as cubist theory.
20.00%	Critique and evaluation of drawing assignments and exercises. Student should become familiar with the proper vocabulary to assess a works formal successes and shortcomings within a critique setting
100.00%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100.00%	All Course Content is Lab Content
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Class Participation
20 %	Homework
70 %	Other - Studio Work in Class
100 %	Total

VII. Sample Assignments:

Assignment 1:

Find or stage a corner of a room to base your drawing upon. Find an original Unit of measure to sight and

measure your scene. Your initial measurement should ideally fit in a square (a basketball is a great original unit of measure). Use your unit of measure to measure other objects, i.e.; the chair is about 3-4 basketballs tall and 2-3 basketballs wide. The chair can become a second unit of measure. The top of the chair lines up with the doorknob and the door is 2 chairs tall. Go on until you've mapped out the entire corner and all the objects within it. Leave the box around your unit of measure and all additional verticals and horizontals used to measure your scene.

Assignment 2::

Locate a high quality reproduction of an artwork that offers volumetric form, a good value range and will translate well into black & white. Create a sketch book sized copy in a media that is well suited to the original work. Make your copy as true to the original and considers value range, mark making techniques, and overall compositional lay out. In addition to copying this work research the artist behind the work and all significant information about the work. Based upon your findings, sketch 3 proposals for works that you could make that quote this work either stylistically, or thematically. Consider time, culture, the history of the work, and your interest in the work. Chose the most successful sketch and create a work that quotes the original and is sized at 18 x 24. Your final is to be presented with 1 paragraph that introduces the original work and one paragraph that explores how you've dealt with that original and how your research guided you.

VIII. Student Learning Outcomes

1. Demonstrate a foundational proficiency in black and white perspective drawing (may be observation based) .
2. Observe and accurately render three-dimensional objects on a two-dimensional surface;demonstrate the basic principles of value structure and spatial illusion through the application of linear, atmospheric, and other perspective systems.

Santa Monica College
Substantial Change: ART 20B, Drawing II - Drawing with Color

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

Date Submitted:	September 2020
Transferability:	Transfers to CSU, UC
CSU GE Area:	C1 - Arts, Dance, Music, Theater
SMC GE Area:	Area III: Humanities
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	ART 20A

I. Catalog Description

This course emphasizes color with the compositional aspects of drawing, advanced integration of basic drawing principles, and the development of individual expression. Exploration of artistic concepts, styles, and creative expression related to more complex subject matter and concepts using a variety of drawing mediums, techniques, and methodologies. Students in this course will build on fundamental drawing skills to develop personalized approaches to content and materials in exercises covering multiple historical and contemporary approaches to drawing.

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. Drawing from Observation, 2nd, Curtis, Brian, McGraw-Hill © 2010, ISBN: 0077356276;

III. Course Objectives

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

1. Produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media, formats, and surfaces
2. Design and produce a portfolio of drawings in multiple mediums and formats that successfully demonstrates: -Subjective and expressive uses of value, -Techniques and concepts of abstraction or non-objective art, -Experimentation with combinations of wet and dry mediums, -Observational, expressive, and conceptual analysis or application of color, -Application and drawing techniques for a variety of color media, -Non-traditional compositions, formats, surfaces and materials, -Conceptually oriented approaches to drawing, -Integration of form and content;
3. Construct and prepare appropriate supports and surfaces for mixed media drawing;
4. Evaluate and critique class projects using relevant terminology in oral or written formats;
5. Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing;

IV. Methods of Presentation:

Field Trips, Lab, Lecture and Discussion, Observation and Demonstration, Projects, Other (Specify), Critique, Experiments

Other Methods: Appropriate audio-visual materials are used to reinforce subject matter to class. Still life set-ups are used for drawing subjects. Posed models are used for drawing subjects when available. The instructor critiques finished student work at the conclusion of each problem. Students participate in critique and discussion sessions to develop verbal art skills. This subject divides its time focus between lecture and studio performance. Lecture blocks of time (2 hours) are to be used for presentation of formal theory, i.e. light, space construction, analysis and critique of finished projects and for demonstration of

technique. Studio time (3 hours) is used to set up materials preparatory for work, to pursue the project and for clean-up of individual work areas before exiting the studio.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.00%	Produce drawings that creatively interpret and apply formal design elements in the production of images in a wide range of media, formats, and surfaces
25.00%	Design and produce a portfolio of drawings in multiple mediums and formats that successfully demonstrates: - Experimentation with combinations of wet and dry mediums, - Non-traditional compositions, formats, surfaces and materials
25.00%	Construct and prepare appropriate supports and surfaces for mixed media drawing
25.00%	Evaluate and critique class projects using relevant terminology in oral or written formats
100.00%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100.00%	All Course Content is Lab Content
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Class Participation
20 %	Homework
60 %	Other - Studio Work in Class
5 %	Research Projects - sketchbook, source material
5 %	Written assignments - Presentation of mid-term and final
100 %	Total

VII. Sample Assignments:

1: Student will be provided with a selection of pastel portraits from the impressionist era. Part one of the project is to create a master copy of the original image at 19" x 25" on mid-tone paper. Match the color palette (without using black), value pattern, method of mark making, and composition of the original image using chalk pastel. Part two of the project asks students to create a 19" x 25" portrait of themselves or someone they know and to reference the master artwork in technique, composition, and/or subject. Students are provided 3 weeks and must show developmental sketches and test swatches.

2: Utilize demonstrated technique of mounting paper onto a 1/4" panel. Create a drawing that combines alternative mark making techniques like stencils, frotage, and xerox transfers with traditional graphite or ink rendering. The work should address SMS's global theme of "Peace and Security".

VIII. Student Learning Outcomes

1. Demonstrate an advanced proficiency in color drawing as it relates to representational, abstract, and expressive drawing.
2. Demonstrate an understanding of the precedents set by the artists of the past and present in representational drawing, through line, value, light, composition and the use of materials.

Santa Monica College
Substantial Change: FASHION DESIGN AND MERCHANDISING 2, Color Analysis

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

I. Catalog Description

This course is an exploration of color theory and elements of design with emphasis on the expertise of color mixing and creative color combinations. Theory is applied to textile, fashion design, and fashion merchandising.

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

1. The Elements of Color, Itten, Johannes, Van Nostrand Reinhold, Co © 1970;

III. Course Objectives

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

1. Utilize the elements and principles of design.
2. Apply use of color theory and definitions as part of a creative vocabulary.
3. Demonstrate watercolor painting technique in order to experience firsthand color mixing, matching, and interaction.
4. Demonstrate how color can be used in creative color combinations.
5. Apply the use of color use in textiles.
6. Demonstrate the application of color use in fashion design.
7. Analyze the use of color in fashion merchandising.

IV. Methods of Presentation:

Other (Specify), Discussion, Lecture and Discussion

Other Methods: Illustrated lectures, discussions, demonstrations of color techniques, in-class exercises, and weekly assignments.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
8.00%	Achromatic Values
6.00%	Full Intensity Hues
10.00%	Color Wheel: Primary, Secondary, and Intermediate Hues
4.00%	Design Elements and Principles
10.00%	Value Scales: Tints, Shades, Tones
2.00%	Warm and Cool Hues
7.00%	Complementary Hues
16.00%	Fashion and Color Merchandising
6.00%	Watercolor Painting Techniques

7.00%	Successive Contrast, Simultaneous Contrast
1.00%	Colors of Light
7.00%	Color Pyramid: Tertiary and Quaternary Hues
2.00%	Color Matching
1.00%	Color Memory
4.00%	Textile Design
7.00%	Color Harmonies
1.00%	Color Illusions
1.00%	Personal Color Selection
100.00%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Class Participation - In-class Exercises, Participation
10 %	Final exam - Mid Semester and Final Exams
30 %	Homework
30 %	Projects - Mid Semester and Final Projects
100 %	Total

VII. Sample Assignments:

Project # 1: Basic Color Wheel with tints from water (100 points):

Paint one color chip for each of the 12 hues (colors) in the color wheel (3 primaries, 3 secondary, 6 tertiary) For each of the 12 hues (colors) paint a tint of that color by diluting it with water. Arrange the chips on your desk in the color wheel formation (yellow @ 12:00, re @ 4:00, blue @8:00, etc). Arrange the tints in an OUTSIDE circle, directly behind their corresponding pure hues. Make sure you get the instructor's "OK" before proceeding. Cut chips of hues and their tints into a pleasing shape and mount these in a circular formation in the proper order. Make sure the compliments are DIRECTLY across from each other. Mount them on a 10 x 15" piece of either white or black illustration board COVER SHEET with tracing paper. Grading based on correct application of paint, color quality, neatness and design solution.

#2:

Paint a Fashion Figure in a combination of three or more colors that are derived from an inspiring color combination. The inspiration can be a photo or an object that you can bring when you present your painting. Ideas for inspiration can include animals like a peacock, a parrot, or tropical fish, for example, flowers, landscapes, sunsets, food, fine art or more. See examples shown in class. Pick an inspiration that you find special, not mundane. The inspiration should not be from fashion. Do your best to match your paint to the colors of the source. Hue is the most important factor in color matching. Due: At the beginning of next class Grading: Fully painted fashion figure in three or more colors, reasonably matched and designed, with inspiration included = A Late= minus 10 points Only two colors= minus 10 points Poor color matching= minus 10 points No inspiration= minus 25 points A= 90-100% B= 80- 89% C= 70- 79% D= 65-69% F= Below 65%

VIII. Student Learning Outcomes

1. Students will demonstrate the use of color as a creative means of expression.
2. Students will employ design to support color expression in textiles, fashion design and fashion merchandising.
3. Students will demonstrate water color painting techniques in color mixing, matching and interaction.
4. Students will demonstrate an understanding of color theory and its importance in today's fashion industry.
5. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

DE Application

4. Course: SUBSTANTIAL Change: ART 20A - Drawing I - Introduction to Drawing

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

Discussion Board Responses

Percent of Grade 30.00

View weekly content pages in the LMS and post a question/ response to the discussion board. Reply to a question posed by a peer on the discussion board. Students will be assessed on the quality, nuance, and

depth of the questions that they post as well as on the thoughtfulness and accuracy of their responses to other students.

Projects

Percent of Grade 30.00

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

Drawing Principles Exam

Percent of Grade 20.00

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

Comprehensive Projects

Percent of Grade 20.00

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

4. Instructor's Technical Qualifications

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

5. Student Support Services

In the classrooms we have some art making materials for use by the students at no cost, so online courses will require students to have everything they need at home so we are creating standardized supply lists and "kits" for students to purchase to have everything they will need for as many courses as possible to limit costs to students. The other student support services are all set for online studio courses.

6. Accessibility Requirements

All video content will be closed captioned and Canvas has many built in features like Alt text for images to ensure accessibility. Text documents will be uploaded as word docs and use style formatting that allows for clear interpretation by screen reading software. When courses are evaluated, we go through a rigorous accessibility compliance check with our department Accessibility representative Christopher Badger.

7. Representative Online Lesson or Activity

Objective -Demonstrate a thorough understanding of when to use formal One and Two point Perspective and be able to apply it to your drawings appropriately and accurately. This should include the understanding and the ability to apply the usage of the following terms/concepts: One Point Perspective, Two Point Perspective, Eye Level Line, and Vanishing Point[s]. Activity – Read the instructions for the assignment and supporting materials, view a video presentation that discusses the concept of One and Two Point Perspective and shows examples of how to achieve this in your own drawings. Attend a scheduled Zoom conference with the faculty and receive feedback via the discussion board for the assignment. For each type of perspective [One And Two Point] execute a drawing of 15 boxes and two ellipses, dividing them equally among the Eye Levels: i.e. showing understanding of 'Above', 'At', and 'Below' Eye Level placement and execution. Next, students will

be asked to scan or take a photo of your work and upload the results into a discussion prompt on Canvas created by the instructor. Students would then have to comment on/critique at least two other students' drawings, one in One Point Perspective and One in Two Point Perspective. After this discussion critique has been completed, the student will be asked to reanalyze their own drawings using both the response[s] from their fellow students and the video Demonstration to improve their original Submissions before submitting for grading. Students will then submit their final reanalyzed and reworked One and Two Point drawing Assignments for grading via the LMS. Finally, they will take a short quiz over the material.

One and Two Point Perspective Assignment

Materials:

1. Two separate pieces of 18"x24" Drawing paper
2. 'H' and 'HB' pencil and small pencil eraser + kneaded eraser
3. 18" C-Thru ruler

Students will be asked to execute two separate drawings showing their understanding of One and Two Point Perspective. The first drawing will be a One Point Perspective drawing of 15 boxes in pencil using a ruler and all layout lines to show full understanding of the principles of One Point Perspective.

Five [5] boxes will be drawn above Eye Level, five [5] at Eye Level and five [5] below Eye Level plus 2 ellipses drawn in perspective to show understanding of objects drawn to represent convincing three dimensional space on a 2-dimensional surface using the rules of formal perspective.

The second part of this Assignment will be to do the exact same thing but using Two Point Perspective. All Vanishing Points and Eye Level lines should be labeled as well as all layout lines done in 'H' pencil. Are left visible and the 'structure lines' [the sides of the box you would actually see] of each box are darkened with 'HB' pencil.

Scan or take a photo of the work and upload to the LMS.

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

3. Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage student's participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. This may be done in a table (See example below).

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: BIOL 10 - Applied Ecology and Conservation Biology

Delivery Method

- Fully Online

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

1. Office hours via ConferZoom. Students will be able to communicate with instructor during live Zoom meetings.
2. General questions. Students will be encouraged to use Canvas Discussions for general lab and lecture questions. This communication method benefits everyone, as other students may have the same question.
3. Personal/individual questions. Students will be encouraged to communicate with instructor via e-mail.
4. Assignment feedback. Instructor will provide annotated comments on students' assignments uploaded to Canvas.
5. Announcements. Instructors will use Canvas Announcements, e-mail, and recorded lectures for announcements throughout the course.

1b. Student - Student Interaction:

Communication among students will be highly encouraged. Students can communicate with their peers via Canvas Discussion, Canvas Chat, or ConferZoom. It will be suggested to students that they would initiate a Canvas Discussion to set up a meeting time for a study group on Chat or Zoom. Once the study group is set up, students will then be encouraged to exchange contact information for easier/more immediate access.

Within course content:

- a. Students will start the semester by writing a short autobiography using Padlet.com. This is a virtual mural accessible only to those with a link. Students will share career aspirations, hobbies, culture etc.;
- b. Students will participate in one weekly discussion based on a theme presented in lecture;
- c. Students will participate in a second weekly discussion based on the reading of the book "The 6th Extinction: an Unnatural History" – one chapter will be discussed per week;
- d. Students will need to sign up for one of the peer-reviewed articles presented to them. Those who sign up for the same article will be presenting the summary of the article together, via Zoom, to the rest of the class.

1c. Student - Content Interaction:

Books:

Students will need to obtain, prior to the start of the semester: an OER textbook ("Concepts of Biology"), a second textbook entitled "Introduction to Conservation Biology" and a non-fiction book entitled "The Sixth Extinction: An Unnatural History". Chapters from both textbooks will be assigned early on for each lecture. Students will also need to summarize a chapter per week of the non-fiction book, as well as discuss each chapter with their peers through Canvas Discussion.

Labs:

Students will be using two lab sources:

a. The electronic version of the Bio 10 lab manual will be used for general concepts and questions related to the weekly lab topic. The manual will also be adapted such that students may practice certain lab techniques at home. Example 1: for our lab on population estimate, students will watch a video demonstration as they answer questions and work on calculations as guided by the video tutorial. Example 2: for our lab on measuring biodiversity, students will work with a piece of paper with various colored dots distributed on them, and will learn to estimate and compare species diversity between two different habitats (two pieces of paper). For this same lab, students will also be presented with pictures from an intertidal zone community; they will work on identifying the species via iNaturalist and will also calculate species diversity with the pictures provided.

b. BioInteractive.org. Students will be working on simulated labs. These labs include ecological case scenarios with activities such as interactive videos, graph interpretation and analytical/critical thinking.

Material accessibility:

All material and assignments, including discussion boards, lecture slides, link to recorded lectures, essays, labs, article summaries, quizzes and exams will be available to students via Canvas.

1d. Distance Ed-Interactions

Online Lecture

Recorded lectures.

Percentage of Online Course Hours 30.00

Project Presentation

Students will select a peer-reviewed paper to summarize to their peers via Zoom. All students selecting the same paper will be working together on a group presentation. Students will have two weeks to complete this task.

Percentage of Online Course Hours 15.00

Threaded Discussions

Students will be using the discussion board twice a week. They are encouraged to read their peers' responses and reply to them in order to avoid a repetitive discussion. Discussion 1: Students will participate in a discussion based on a topic covered in class. Ex. As we cover plant diversity and pollinators in class, students learn about neonicotinoids, a group of pesticides that harm pollinators' homing ability. After clear information on the topic, students discuss the following: Did the EU make the right decision in permanently removing these neonics from the market? Did the US make the right move in allowing these neonics to stay on the market? Explain your input. Discussion 2: Students will be sharing their personal thoughts and clarifying questions on each chapter of the non-fiction book "The Sixth Mass Extinction: An Unnatural History".

Percentage of Online Course Hours 30.00

Videos

Students will watch videos that illustrate topics discussed in lecture. An example is the screening of the documentary "The Biggest Little Farm" to illustrate community ecology. Shorter (2-5 min) videos will also be assigned for case studies.

Percentage of Online Course Hours 5.00

Written assignments

1) Students will work on one peer-review paper summary; 2) Students will present a report on their use of tree identification techniques and species-specific allometric equations to measure the carbon stored in their neighborhood trees.

Percentage of Online Course Hours 10.00

Exams

Students will have two mid-term exams and one final exam remotely proctored by Proctorio.

Percentage of Online Course Hours 10.00

2. Organization of Content

Weekly modules will be available to students via Canvas. These modules will be sub-divided as:

- a. Announcements
- b. Lectures* (including lecture slides and recommended additional videos/articles)
- c. Virtual Lab**
- d. Discussions
- e. Other Assignments
- f. Review Questions***

*Lectures will be recorded using Zoom; link available on Canvas.

**Virtual Labs will use the digital version of our Bio 10 lab manual with pre-recorded tutorials (when needed), as well as BioInteractive.org.

***Review questions will not be a required assignment but will be available to students every 2-3 lectures. The intention will be to help students spend more time with lecture content and to have them better prepare for exams.

3. Assessments

Class Discussion 1

Percent of Grade 7.00

Students will participate in a threaded discussion based on a topic covered in class that week.

Class Discussion 2 (Book discussion)

Percent of Grade 5.00

Students will be sharing their personal thoughts and clarifying questions on each chapter of the non-fiction book "The Sixth Mass Extinction: An Unnatural History".

Weekly lab assignments

Percent of Grade 15.50

Students will be working on virtual labs (e.g. BioInteractive.org) or at-home labs (using home material and provided kits) to complete weekly assignments that compliment topics covered in lecture.

Weekly Book Summary - The Sixth Extinction: "An Unnatural History"

Percent of Grade 14.00

Students will be summarizing one chapter per week of the non-fiction book "The Sixth Extinction: An Unnatural History" (13 chapters total).

Two mid-term exams

Percent of Grade 32.00

Students' understanding of topics covered in lecture will be assessed via mid-term exams. The exams will contain multiple-choice questions, short-answer questions, and essay questions related to critical and analytical thinking.

Ecological Footprint Calculation

Percent of Grade 1.50

Following our Human Population lecture, students will calculate their personal ecological footprint. The results will then be discussed in the aforementioned threaded discussion that week.

Bio 10 Bio autobiography

Percent of Grade 1.50

Students will use Padlet.com as a digital mural to write a short autobiography introducing themselves to their peers. Students would include information such as interests/hobbies, career goals, hometown/state/country (all within what they are comfortable sharing).

Article summary

Percent of Grade 2.00

Students will choose from a number of suggested peer-reviewed papers to summarize.

Final exam

Percent of Grade 21.50

Students' understanding of the last third of our lecture content will be assessed via a final exam. Along with new content being evaluation, a portion of the exam will contain cumulative material. Proctorio will be used for remote proctoring.

4. Instructor's Technical Qualifications

The following technical qualifications would be required for an instructor to teach Bio 10:

- a. Ability to use Canvas or LMS in place;
- b. Ability to teach and record lectures, using ConferZoom;
- c. Possible support from lab technicians, should instructor want to record an on-site lab demo;
- d. Ability to use Microsoft Teams for information exchange with other Bio 10 instructors.

5. Student Support Services

For optimal learning, students should be able to access:

- a. Center for Wellness and Well-being
- b. Counselors
- c. Financial Aid
- d. Bookstore
- e. Library

6. Accessibility Requirements

- a. Bio 10 instructors will work closely with DSPS office for online testing accommodations (e.g. extended time);
- b. SMC provides Chromebook loans to students who cannot rely on their own electronic devices for optimal learning;
- c. All recorded lectures and lab tutorials will be captioned by Zoom;
- d. All recommended videos will be captioned;
- e. All textbook chapters will be provided via syllabus for better content preparation;
- f. All slides will be provided to students prior to lecture for better content preparation;
- g. All slides will be numbered for easier communication about questions and concerns during and after lecture;
- h. All slides will be color-contrasted with minimum font size 18;
- i. Visual representation of lecture content will be emphasized in slides;
- j. Instructor will be available via one-on-one ConferZoom meetings, e-mail and Canvas

7. Representative Online Lesson or Activity

Example of course objective: Interpret, discuss, and summarize scientific articles in the field of environmental biology.

Part 1 of 2: Written activity

Students should pick one of seven articles from the shared file below. Make sure you write down your name for the article you have picked; maximum 4 students per article.

https://docs.google.com/spreadsheets/d/1fGox86HA5ZuedkPWpKt1VcSGHvU1_A6vtcG0Ut_Tpo/edit?usp=sharing (Links to an external site.)

Summary should be anywhere between 1.5 and 2 pages long (font 12, Times New Roman, 1.5 spaced) and should include, but should not be limited to:

- 1) type of paper (primary/secondary peer-reviewed, editorial);
- 2) year published;
- 3) Overarching question being asked / what is being investigated;
- 4) Hypothesis(es);
- 5) How authors approached question(s) / experimental design;
- 6) Main results;
- 7) Interpretation and display of at least one figure (figure does not count towards size of assignment);
- 8) Authors' conclusion / take-home message;
- 9) Your personal take (why did you pick this paper / what most called your attention after reading it / what would you change in their experimental design).

Part 2 of 2: Oral presentation

Students should connect with other students who selected the same article from the file below:

https://docs.google.com/spreadsheets/d/1fGox86HA5ZuedkPWpKt1VcSGHvU1_A6vtcG0Ut_Tpo/edit?usp=sharing (Links to an external site.)

These students will then briefly share their findings with the rest of the class (roughly 10 minutes per paper).

Use your written summary as a reference for your presentation (I suggest you allow your group to read your summary so that you can optimize your presentation highlights).

Organization and understanding of content are key to this assignment.

One student in the group will need to share their screen for figure interpretation. It is sufficient that all other students use their phones or computer microphones to present (no visuals are needed). If you cannot speak

during your presentation, it is also ok for you to present through written chat.

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 14 - Oral Interpretation: Performing Literature Across Cultures

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 other LMS in the Getting Started Module

In addition to the bullets above,:

- Utilizing electronic/online software or other appropriate mediums for communication and group work
- Tracking student success via frequent communication in Canvas
- Utilizing electronic/online software or other mediums that facilitate virtual (a)synchronous group meetings with instructor

1b. Student - Student Interaction:

- group projects
- group case studies
- peer instruction
- synchronous or asynchronous discussions or debates
- Student Lounge/Café or similar forum (student-initiated discussion forum)
- Weekly check-ins (beginning of the week discussion with some open-ended prompts)
- Collaborations (tools that allows students to share and/or collaborate on documents)
- Social media or other accessible tools for interaction.

In addition to the bullets above,:

- Practicing oral interpretation skills in groups or with other peers
- Utilizing electronic/online software or other appropriate mediums for communication and group work
- Utilizing electronic/online software or other mediums that facilitate virtual (a)synchronous group meetings

with each other

-Preparing virtual group presentations utilizing appropriate software (electronic/online software)

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.)

-Simulations

-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

Discussion Boards

Students provide feedback for group reports and speeches

Percentage of Online Course Hours 5.00

Study and/or Review Sessions

Students review quiz results and study guides in preparation for exams

Percentage of Online Course Hours 5.00

Online Lecture

Weekly or biweekly lectures presented (a)synchronously

Percentage of Online Course Hours 20.00

Videos

Embedded videos in weekly or biweekly lectures

Percentage of Online Course Hours 10.00

Discussion

Discussions happen in virtual (a)synchronous class and group meetings

Percentage of Online Course Hours 5.00

Project Presentation

Students virtually present at least 2 group presentations virtually

Percentage of Online Course Hours 10.00

Exams

Students take at least 2 exams virtually via Canvas or other software

Percentage of Online Course Hours 20.00

Written assignments

Students submit virtual short essays and research reports online

Percentage of Online Course Hours 10.00

Peer Feedback

Students peer edit their semester research reports and speeches

Percentage of Online Course Hours 5.00

Threaded Discussions

Students discuss different topics and questions throughout the semester via Canvas Discussion boards

Percentage of Online Course Hours 5.00

Other (describe)

Students learn the utility of electronic/online software for virtual oral interpretation projects

Percentage of Online Course Hours 5.00

2. Organization of Content

Content is organized into visibly distinct learning units or modules based on weeks/major themes, etc.

% of Course-Topic

6.67%-Introduction to analysis/performance of culturally diverse literature of the United States.

Listening techniques for the audience using a special technique that incorporates non-verbal communication as an aid in the listening process.

6.67%-Stage fright solutions: Herbert Benson and "The Relaxation Response." The audience as evaluator: giving and receiving constructive criticism. Making choices: Selection and preparation of the "text " for oral performance.

6.67%-Composing the Introduction: Preparing the audience for the emotional and intellectual meaning of the text. Biographical analysis: Examining how the writer's life and cultural group influences his/her work.

Biographical examples will represent African -American, Asian - American, Latina/o- American, Jewish-American, Arab-American, European-American and other cultural groups. The Voice: Adjusting pitch, rate, volume, emphasis and quality to "become" the character's voice.

6.62%-Diaphragmatic breathing exercises: volume projection and resonance. Articulation: The use of phonetics to identify common articulation problems and methods for correction. Physical Presence: Finding character/s physical sense, focus and placement.

6.67%-Emotional connection/intertextuality: Recalling parallel experience/s as an aid to connecting the intent of the author's written word with the life experience- "text" of the oral reader.

Analysis of various cultural groups re: their historical struggle, representative authors and works of literature. Groups to be studied may vary from semester to semester. Example 1: African –American writing: From Alienation/Discrimination to Self-pride.

6.67%-Analysis of African – American writing continued.

Group A: Poetry performance and introductions with key points on the historical/cultural/biographical background of the poet and its connection to the literary material. (Students choose a poetry selection/s by and about one of the many cultural groups in the United States.

6.67%-Analysis of Asian – American Writing: Navigating Between Two Worlds.

Group B: Poetry performance and introductions (continued).

6.67%-Analysis of Asian - American Writing (continued). Group C: Poetry performance and introductions (continued).

6.67%-Analysis of Latino/a- American Writing: The Struggle to Belong; The Struggle to Be. Group A: Composing a Personal Narrative: Analyzing a personal struggle with adversity such as alienation, discrimination, isolation and choosing a selection for interpretation that matches the theme of the narrative speech. Examples of speech topics may include: : 1) Uprooting: Surviving immigration, relocation, discrimination; 2) Conflict between the culture of the family and the culture of the new world;3) Love, marriage and the new world.

6.67%-Analysis of Jewish-American Writing: From Dislocation/Discrimination to Survival.

Group B: Narrative speech + related interpretation (continued).

6.67%-Similarities and differences among cultures and how it reflects in the literature.

Group C: Narrative speech + related interpretation (continued).

6.67%-Analysis and performance of prose including famous speeches, published letters, essays, short stories and short excerpts from novels.)

Group A: Student analysis/performance of prose + introduction.

6.67%-Group B: Student analysis/performance of prose + introduction.

6.67%-Group C: Student analysis/performance of prose + introduction.

6.67%-Final group exercise using Native - American Talking Stick

100.00%-Total

3. Assessments

Class participation (during lecture and in discussion boards)

Percent of Grade 15.00

Points given for short assignments related to the lectures and discussions

Exams/tests

Percent of Grade 15.00

Scantron or points rubrics

Oral presentations – Individual and groups

Percent of Grade 10.00

Points rubrics

Final Performance

Percent of Grade 20.00

Narrative speech and oral presentation rubric

Oral presentation

Percent of Grade 40.00

Oral presentations and analysis rubric (No one assignment is worth more than 30%).

4. Instructor's Technical Qualifications

- Instructor will be proficient in the use of computer software/online platforms to communicate with students
- Instructor will have access to technology if needed and professional development

5. Student Support Services

The following specific student support services are needed for this class:

- Writing Center (for research projects)
- Library
- Tutoring center
- Speech lab

6. Accessibility Requirements

- Virtual lectures and lessons utilize electronic/online software transcriptions/closed captioning
- PowerPoints and course documents follow the DE Department's recommendations to make the course content accessible for students with disabilities
- Canvas 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 4: Interpret and present works of literature in an imaginative way-solo and /or group presentation- which prepares the audience for the theme of the material and analyzes how the author's cultural background informs the selection.

Online lesson/activity: Students will prepare a 4- to 6-minute poetry presentation, which will be recorded and shared via an online platform, on an American cultural group. The presentation will include information on the cultural group's historical struggle to adapt to the United States. The work should include an introduction including how the writer's life and cultural group have influenced their work, the themes of the poetry, and the student's own connection to the work. Sources must be documented.

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 20 - Agitational and Protest Communication

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 other LMS in the Getting Started Module

In addition to the bullets above,:

- Utilizing electronic/online software or other appropriate mediums for communication and group work
- Tracking student success via frequent communication in Canvas
- Utilizing electronic/online software or other mediums that facilitate virtual (a)synchronous group meetings with instructor

1b. Student - Student Interaction:

- group projects
- group case studies
- peer instruction
- synchronous or asynchronous discussions or debates
- Student Lounge/Café or similar forum (student-initiated discussion forum)
- Weekly check-ins (beginning of the week discussion with some open-ended prompts)
- Collaborations (tools that allows students to share and/or collaborate on documents)
- Social media or other accessible tools for interaction.

In addition to the bullets above,:

- Utilizing electronic/online software or other appropriate mediums for communication and group work
- Utilizing electronic/online software or other mediums that facilitate virtual (a)synchronous group meetings with each other
- Preparing virtual group presentations utilizing appropriate software (electronic/online software)

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 multiple Course Management System (CMS) tools for weekly content delivery
- Pages, discussions, chat, collaboration, virtual conference tools, groups, etc.
- 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).
- 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.
- tutorials (using text, still images, audio, and/ or video)
- quizzes (if the feedback is useful and usable)
- 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.)
- simulations

1d. Distance Ed-Interactions

Discussion Boards

Students provide feedback for group reports and speeches

Percentage of Online Course Hours 5.00

Study and/or Review Sessions

Students review quiz results and study guides in preparation for exams

Percentage of Online Course Hours 5.00

Online Lecture

Weekly or biweekly lectures presented (a)synchronously

Percentage of Online Course Hours 20.00

Videos

Embedded videos in weekly or biweekly lectures

Percentage of Online Course Hours 10.00

Discussion

Discussions happen in virtual (a)synchronous class and group meetings

Percentage of Online Course Hours 5.00

Project Presentation

Students virtually present at least 2 group presentations virtually

Percentage of Online Course Hours 10.00

Exams

Students take at least 2 exams virtually via Canvas or other software

Percentage of Online Course Hours 20.00

Written assignments

Students submit virtual short essays and research reports online

Percentage of Online Course Hours 10.00

Peer Feedback

Students peer edit their semester research reports and speeches

Percentage of Online Course Hours 5.00

Threaded Discussions

Students discuss different topics and questions throughout the semester via Canvas Discussion boards

Percentage of Online Course Hours 5.00

Other (describe)

Students learn the utility of electronic/online software for virtual group meetings

Percentage of Online Course Hours 5.00

2. Organization of Content

Content is organized into visibly distinct learning units or modules based on weeks/major themes, etc.

% of Course

Topic

10.00%

Introduction to the Course, Agitational and Protest Communication

15.00%

Foundational Perspectives/Theories of Agitational and Protest Communication

15.00%

Cultural and Critical Studies of Agitational and Protest Communication

10.00%

Tactics and Strategies of Agitational and Protest Communication

30.00%

Collaboration in Small Groups

20.00%

Case Study Approaches to the Study of Agitational and Protest Communication

100.00%

Total

Group Work, Lecture and Discussion, Observation and Demonstration, Other, Critique, Field Trips, Projects,

Other (Specify)

Other Methods: Media Analysis

Technologies used: Laptop/computer, Internet, Canvas, and other appropriate virtual meeting software or applications.

3. Assessments**Class participation**

Percent of Grade 10.00

Discussion boards, Points

Exams/tests

Percent of Grade 20.00

Essays, Scantron, Points

Homework

Percent of Grade 10.00

Essays, Rubrics, Points

Oral presentation

Percent of Grade 20.00

Rubric, Points

Other-Case studies

Percent of Grade 20.00

Essays, Rubrics, Points

Papers-Theory/Content & Media Analysis

Percent of Grade 20.00

Essays, Rubrics, Points

4. Instructor's Technical Qualifications

- Instructor will be proficient in the use of computer software/online platforms to communicate with students
- Instructor will have access to technology if needed and professional development

5. Student Support Services

The following specific student support services are needed for this class:

- Writing Center (for research projects)
- Library
- Tutoring center
- Speech lab

6. Accessibility Requirements

- Virtual lectures and lessons utilize electronic/online software transcriptions/closed captioning
- PowerPoints and course documents follow the DE Department's recommendations to make the course content accessible for students with disabilities
- Canvas 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 8: Collaborate in small groups to analyze the formation, processes, and communication of agitational and protest movements and prepare small group presentations to showcase their application of theory and analysis.

Online lesson/activity: In self-directed teams, you will be charged with leading a 30-45 minute discussion of the development and history of an agitation or protest movement prior to the 21st Century. You must meet

online via any of the electronic software platforms discussed by the professor. Specifically, you will be tasked with analyzing the communication strategies and tactics used by the movement. The team will produce a well-researched report and deliver a presentation to generate discussion about the history, development, and communication tactics of the movement. Each team member will have the responsibility of completing various tasks (e.g., different writing tasks, generating a discussion, preparing questions for class, creating creative presentations, and applying theories/concepts to the movement). Every person in the team must participate substantially to the overall presentation.

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

4. Course: SUBSTANTIAL Change: FASHN 2 - Color Analysis

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 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. Optional 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 "What is an example of Split-Complement". 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 illustrating step by step color analysis instructions.

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

Discussion Boards

Students can post questions, tips and comments and assist one another through class discussion. Instructor will monitor discussion and advise as necessary.

Percentage of Online Course Hours 10.00

Videos

Instructor will be able to explain the tools and techniques while students watch instructor. Students can pause and rewind the videos as necessary.

Percentage of Online Course Hours 30.00

Project Presentation

Upon completion of each assignment, students will have the ability to present their work.

Percentage of Online Course Hours 15.00

Peer Feedback

Students are expected to evaluate the work of others both technically and aesthetically.

Percentage of Online Course Hours 15.00

Online Lecture

Lecture through an audio and screen capture.

Percentage of Online Course Hours 30.00

2. Organization of Content

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

Upon each assignment deadline, instructor will evaluate each of the student's assignments.

3. Assessments

2 part final exam

Percent of Grade 20.00

Written test and a practical test on a file issued by the instructor.

Participation in online class discussions and critiques.

Percent of Grade 10.00

The amount of each student's interaction with course content will be measured. Additionally, if they actively and appropriately participate in class discussion, and critiques.

On average, Bi-Weekly assignments are due that directly relate to current lecture techniques.

Percent of Grade 70.00

Painting color theory combinations (no one assignment is worth more than 30%).

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

All video content will be captioned. Instructor will create appropriate and descriptive alt text for all images to help ensure accessibility. Text documents will be uploaded using styles and formatting that allow for clear interpretation by screen reading software.

7. Representative Online Lesson or Activity

Using PowerPoint, Zoom, Canvas and other online platforms/software: Project # 1: Basic Color Wheel with tints from water (100 points) ? Paint one color chip for each of the 12 hues (colors) in the color wheel (3 primaries, 3 secondary, 6 tertiary) ? For each of the 12 hues (colors) paint a tint of that color by diluting it with water. ? Arrange the chips on your desk in the color wheel formation (yellow @ 12:00, re @ 4:00, blue @8:00, etc). Arrange the tints in an OUTSIDE circle, directly behind their corresponding pure hues. Make sure you get the instructor's "OK" before proceeding. Cut chips of hues and their tints into a pleasing shape and mount these in a circular formation in the proper order. Make sure the compliments are DIRECTLY across from each other. ? Mount them on a 10 x 15" piece of either white or black illustration board ? COVER SHEET with tracing paper. Grading based on correct application of paint, color quality, neatness and design solution. Paint a Fashion Figure in a combination of three or more colors that are derived from an inspiring color combination. The inspiration can be a photo or an object that you can bring when you present your painting. Ideas for inspiration can include animals like a peacock, a parrot, or tropical fish, for example, flowers, landscapes, sunsets, food, fine art or more. See examples shown in class. Pick an inspiration that you find special, not mundane. The inspiration should not be from fashion. Do your best to match your paint to the colors of the source. Hue is the most important factor in color matching. Due: At the beginning of next class Grading: Fully painted fashion figure in three or more colors, reasonably matched and designed, with inspiration included = A Late= minus 10 points Only two colors= minus 10 points Poor color matching= minus 10 points No inspiration= minus 25 points A= 90-100% B= 80- 89% C= 70- 79% D= 65- 69% F= Below 65%

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: GR DES 41 - Graphic Design Studio 2

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

Before the semester starts the instructor will send the students a welcome letter, the syllabus, and the link to the first of the weekly communications in the course. The same information will be available online for future retrieval. An online platform will be used for student presentations, critiques, book reading discussions, group project work sessions, information assistance as well as one-on-one communications with the instructor.

Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will have on-going weekly time in small group break-out rooms to create a sense of community as in a traditional classroom setting for student interaction/support, to get project feedback, discuss ideas, project content, problem solving, and share resources. The groups rotate each week to give students time to share with every student. Also weekly discussion and chats will be required for students to respond to 3-4 other students regarding instructor selected topics, their work or branding questions on discussion boards. During Project presentations students can give feedback on chat that can be recorded and posted on the discussion boards.

1c. Student - Content Interaction:

The on-line course will be organized into weekly course modules. Each weekly module consists of: assigned branding assets with learning objectives. Students will be required to frequently access this information for project directions and key information that will be described in "Assignments," the "Pages" will contain resources, web/video links, and inspirational images. Also weekly discussion boards will reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on student idea development, mock-ups or projects.

1d. Distance Ed-Interactions

Discussion Boards

Discussion boards or chat section will be where projects are posted for feedback, general questions, class communication, and instructor feedback in between projects.

Percentage of Online Course Hours 10.00

Study and/or Review Sessions

Research, communal problem solving, and feedback will be part of all projects. The class will be divided into small breakout room groups and rotate each week. Students will discuss each other's projects, progress, and share feedback. After, students will write a few comments in the discussion board explaining what was helpful to their project's success.

Percentage of Online Course Hours 10.00

Online Lecture

Some Lecture Topics will be done with slide presentation formats and/or related videos with links that will be compliant for accessibility, and video presentations which are captioned.

Percentage of Online Course Hours 30.00

Videos

Demonstrating branding concepts, design, and other skills for class. Videos will be captioned.

Percentage of Online Course Hours 10.00

Project Presentation

Students are required to present all projects for grading. This will be done with presentations which are part of the instructor's class critiques. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade. Student comments can be made in the chat section or discussion board comments.

Percentage of Online Course Hours 35.00

Written assignments

A few written assignments include a Press Release and Creative Brief project that will have directions and examples in the Module Week the project is under.

Percentage of Online Course Hours 5.00

2. Organization of Content

Content will be organized in weekly modules, with a written description of objectives, project instructions, resources for branding concepts, inspirational images, video links, and student examples from the previous semesters for each assigned project. In addition, weekly available materials may include topics for reading/discussion, captioned video presentations and lectures, students developing and sharing ideas, discussing their projects, instructor time with students individually and in groups, and presentations of student projects with instructor led critiques including student feedback/participation. In addition, for the final project, students will meet a Client, who will be providing company information to the students and answering questions.

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

3. Assessments

Class Participation

Percent of Grade 10.00

Assessment is determined by frequency of student's relevant written comments for specific topics on discussion boards, or chats, 3-4 times a week. Assessment is determined by student participation in break out rooms for idea development sessions, and with student full interaction and positively contributing in team collaboration for the final project. Instructor will communicate with students for verification, and view work progress.

Idea Development

Percent of Grade 15.00

Students work individually or in small groups to create concepts for each project, consisting of b&w sketches, and/or computer studies, and digital mock-ups. Instructor shall review and give feedback within a specified time frame before the project is due. These will be turned in with each completed project for grade and written comments.

Projects

Percent of Grade 75.00

Students upload projects online by the due date for presenting and instructor led critique, and student feedback. Grades are assessed by timely completion of projects, concept/ originality, understanding the underlying branding concept, design choices, quality, following project directions. Points are assigned each project. A rubric will be used in grading to follow guidelines and what's expected from the student's project. Grades and comments will be posted online each week a project is submitted.

4. Instructor's Technical Qualifications

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

5. Student Support Services

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Course Objective:

Research and develop different graphic identity designs- the creation of marks, symbols, and letterforms.

Project: Logo Design/Exploration

Students first choose and research a company, write a creative brief, then build the brand identity, starting

with a logo design that will later be applied to other touch points to further promote and identify the company's identity. The project objective and directions are posted online, with examples, inspirational images and other support materials. The students will be required to use a provided template for creating separate logo components: wordmarks, abstract, shapes, and letterforms. Students will be required to research, and access specified textbook pages on this topic. A video presentation will be posted online demonstrating choosing type, creating imagery, how to communicate brand attributes through graphic elements, proportion and color, and tips for creating a logo effectively. The student is required to work on ideas, via sketches and/or computer studies then combining the separate graphic components into one large color logo then reduced in b&w, and color. Students will research 2 brand logos they like and why for posting to the discussion board for other student comments. A page of type choices with word only is a part of the assignment, and students will sketch or develop logo studies and get feedback for the idea development. When the project is complete and due, Students will submit their idea development for this project, and next their logo Design/Exploration project to the class and instructor for short critiques and student feedback. The instructor will give more

detailed feedback in written form through the online gradebook tool for assessment of grades using a rubric in following the instructor's project guidelines and expectations.

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 8 - Coaching of Basketball

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 coaching of basketball course will begin with a detailed introductory packet from the instructor that includes a welcome letter detailing the requirements of class 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 will 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 will 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.

1c. Student - Content Interaction:

A 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

Online Lecture

Content related to the weekly goals, SLO's and course objectives

Percentage of Online Course Hours 20.00

Discussion Boards

Students will share observation and experiences of the lectures and assignments.

Percentage of Online Course Hours 20.00

Videos

Review of weekly asynchronous video notes from instructor and review of game, practice or online drills and basketball techniques.

Percentage of Online Course Hours 40.00

Written assignments

Students will provide written examples and assignments related to the basketball skills and training techniques covered in the videos.

Percentage of Online Course Hours 10.00

Other (describe)

Students will investigate a basketball based area or topic appropriate to their coaching skill 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.

Percentage of Online Course Hours 10.00

2. Organization of Content

Content will be organized in modules. Each module will have include college of professional game short videos, a short quiz, a discussion and a written assignment. These will be conducted through the learning management system (canvas), in conjunction with power point presentations, google docs, social media and video submissions.

3. Assessments

Discussion 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.

Offensive, Defensive and special situation exams

Percent of Grade 40.00

The quizzes and exams will be used to gauge the classes advancement each week on the basketball specifics that go into each module. (No one exam will be worth more than 30%).

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 Project**Percent of Grade** 10.00

This assignment 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

Students will be provided with instructions on how to navigate the learning management system (Canvas) links to counseling, financial aid, library, and the SMC Go app for other services.

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

Students will be asked to watch a quarter or half of a basketball game. In a threaded discussion they would discuss what types of playing styles were used and the late in the shot clock strategies each team employed. Each student would describe what each team 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: TH ART 42 - Acting II

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

Announcements: Weekly or more frequently

Assignments: Instructor feedback of four performance videos and four replay videos submitted by students to instructor on canvas

Assignments: Instructor feedback for tests, quizzes, exam and written production papers

Threaded discussion boards

Scheduled Zoom meetings that will be recorded and made available for students who missed or want to revisit the zoom session

Small group emails

Virtual Office hours

1b. Student - Student Interaction:

Collaboration projects- partnering students for performance assignments

Group assignments

Small Group email

Threaded discussion boards

1c. Student - Content Interaction:

Student- content interaction would happen multiple times a week, using a variety of learning activities

Lectures on technique and use and understanding of techniques - weekly

Video performances demonstrating understanding of material taught- bi-weekly

Threaded discussion and Q & A - 3-4 times a semester

Notes on technique taken on peer performances- bi-weekly

Other assignments that show understanding of specific concepts- 3-4 times a semester

Written assignments based on reviewing of techniques used in productions

1d. Distance Ed-Interactions

Project Presentation

The student will collaborate with different students to perform four scenes and four replays over the course of the semester. They will apply specific techniques learned for the performance of each scene. They will present a comprehensive written document before each scene based on criteria set by the instructor.

Percentage of Online Course Hours 40.00

Online Lecture

The student will be required to respond to assignments based on course lectures.

Percentage of Online Course Hours 30.00

Threaded Discussions

Students will respond to instructor initiated discussion prompts, as well as comment on peer responses. A criteria and rubric will be set up by the instructor for the same.

Percentage of Online Course Hours 10.00

Written assignments

Students will write critiques on assigned productions based on criteria set by the instructor.

Percentage of Online Course Hours 20.00

2. Organization of Content

Weekly Modules in Canvas with topics of discussion and assignments

Written Assignments due as scheduled

Video assignments due as scheduled

Discussion assignments due as scheduled

Video delivery of individual content topics

3. Assessments

Presentation of Scene work along with written paperwork

Percent of Grade 40.00

The scene presentations and written paperwork are assessed based on criteria set by the instructor. (No one assignment is worth more than 30%).

Productions and Papers

Percent of Grade 30.00

Students are required to view three productions assigned by the instructor and write critiques using predetermined guidelines. Instructor evaluates the written papers based on a rubric.

Participation- assignments and threaded discussions

Percent of Grade 20.00

Short assignments and discussion prompts are set to evaluate the student's understanding of specific techniques and concepts. The instructor evaluates each assignment according to preset criteria.

Final Exam

Percent of Grade 10.00

The final exam is administered by the instructor and assessed based on a rubric.

4. Instructor's Technical Qualifications

Proficiency in Canvas, Zoom, Audio and Video Platforms and Editing Software (e.g., Canva, or equivalent), Presentation Software (Google Slides/ PowerPoint/ Keynote, etc.)

5. Student Support Services

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Objective: Compare and contrast between predominant theories of acting and evaluate their effectiveness based on historical context and performance practice.

Assignment in Canvas:

Overview

Questions based on your assigned reading, "The Stanislavski System."

Instructions

Based on your reading of the text, please respond briefly to any five of the following questions:

Why did Stanislavski feel the need to change his training system from Emotional Memory to Method of Physical Actions?

What happens when actors spend a long time working internally and then try to create a physicality?

What is a Super objective?

Difference between Objective and Motivation?

What is the "magic If"?

What is Scenic Truth? How is truth on stage different from truth in life?

How did Stanislavski's early system based on Emotional Memory reach the US?

What is Subtext? What is the relationship between Subtext, Objective and Text?

What are the assumptions and limitations of the American "Method" Acting?

Submission

Please submit here. Early submissions are appreciated! Use word or .pdf or text file.

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: ANATMY 2 - Advanced Human Anatomy

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

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.

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 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.

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:

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).

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 also provided extra credit assignments, as well as individual and group research opportunities. Multiple exams, quizzes, and written assignments are also used to keep track of student performance and allow for regular feedback throughout the semester.

1d. Distance Ed-Interactions

Discussion Boards

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

Percentage of Online Course Hours 10.00

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 40.00

Other (describe)

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

Percentage of Online Course Hours 30.00

Written assignments

Students are asked to write an anatomically based research paper from a clinical and evolutionary perspective. 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 peer reviewed journal articles.

Percentage of Online Course Hours 20.00

2. Organization of Content

Organization of content does not deviate from the on-ground version of this course.

3. Assessments

Written assignments – research paper

Percent of Grade 10.00

Students will be asked to turn in one or more written assignments each semester using research papers published in peer reviewed journals.

Student Presentations

Percent of Grade 10.00

Students will lead a slideshow and oral presentation, facilitating a student discussion based on regional, clinical, pathological, developmental or evolutionary human anatomy.

Exams/Tests

Percent of Grade 45.00

Students will be given four to five exams (limbs and back; thorax; pelvis and perineum; head and neck) to cover course material including a comprehensive final exam.

Weekly Lab Assignments/Reports

Percent of Grade 30.00

To include weekly pre-lab/lecture and post-lab/lecture assignments/reports including quizzes/practica

Participation

Percent of Grade 5.00

Students will be assessed in their participation on topic based discussion boards, laboratory activities, and responding to other student presentations.

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

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 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.

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 1

Delivery Method

- Box: Online/Classroom Hybrid (not a delivery option when campus is closed)
- Box: Fully Online
- XBox: 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 frequent and on-going exchanges 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 asynchronously via posted announcements, updates, and recorded video lessons.

The instructor will provide frequent feedback to individual students via written activities in the discussion forums, comments, journal assignments, and individual office hour segments tailored to specific needs of students. The instructor will hold weekly virtual office hours in order to create accessibility and to promote effective synchronous and asynchronous interaction.

Finally, the instructor will communicate important class information frequently, i.e. posting lecture notes summarizing previous week's content, as well as describing the following week's content. This will occur 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 “breakout” and chat groups that facilitate small group work in every session. Students will participate in pair and group exercises to practice their speaking skills during the synchronous class meetings, and they will also interact with each other in the discussion forum in the LMS, where they can share resources relevant to the class.

There will be writing assignments in these discussion forum threads, where they will compose short essays addressing the unit’s thematic, grammatical, or 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.

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 students will have daily interaction with the course content and the assignments. Students will complete reading, audio and video assignments that require them to respond in written and oral form.

Additional instructor-created course content (text, images, audio, and video) in the LMS will require students to perform expanded reading, research, and analytical writing. Students are also required to complete the workbook, which provides extended vocabulary and exercises on grammar and writing, and culture.

All content is followed by practice quizzes, unit tests and short essay writing. 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	<p>Instructor-led, unit-specific lectures will be provided combining oral and listening practice in German, as well as detailed explanation of the grammar. The lectures reinforce the content (reading, grammar, vocabulary) of the textbook "Kontakte".</p> <p>Example: the lectures are segmented into brief explanatory sections focusing on specific lexical, idiomatic, and grammatical issues. After each segment, basic discussion questions are posed, where students check their comprehension.</p>	30%
Videos	<p>Listening comprehension activity videos as part of the weekly required workbook assignments (Arbeitsbuch) as well as a wide range of uploaded supplementary videos relating to the theme of the unit.</p> <p>Example: After viewing brief videos in German, students will practice listening to, and responding to, these topics in basic conversational contexts.</p>	30%

<p>Threaded Discussions</p>	<p>Example of a student-student interaction through an assignment:</p> <p>Introductions: First, review the class notes posted in the LMS, as well as the discussion thread. Students will introduce themselves, including the following information:</p> <p>Wie heißt du? (Name) Woher kommst du? (Where do you come from?) Was machst du gern? (What do you like to do?) Was studierst du? (What do you study?) Warum lernst du Deutsch? (Why are you learning German?)</p> <p>Respond to two discussions by your classmates in detail and be able to pose these questions in a discussion.</p>	<p>30%</p>
<p>Quizzes & Tests</p>	<p>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.</p>	<p>10%</p>

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 assignments to be completed each week by a specific deadline. Each assignment will be broken down into smaller units containing an

introductory explanation and an overview of the week's content. German 1 covers content from the Introduction (greetings and basic vocabulary) to Chapter 4 (perfect tense) of the textbook Kontakte by Tschirner and Nikolai (McGraw Hill). The textbook is designed to be used with an accompanying online workbook that provides students with additional online audio, video, and text tutorials. Each chapter has its own grammatical, lexical and 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 two 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 practice in 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 write responses to workbook exercises.
25%	Final Exam	The Final Exam will assess five learning competencies: listening comprehension, reading comprehension, vocabulary usage, elementary grammatical structures, and basic 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; 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 Learning 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.	
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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.

<p>This course has been designed to consider students with disabilities. The instructor will provide links in the syllabus to the Student Help Desk, the LMS 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.</p> <p>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.</p>	
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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).

<p>Objective: Use the past tense (present perfect tense) to formulate sentences about recent activities and to have conversations about basic daily topics.</p> <p>Format: Threaded Discussion on the Learning Management Systems. The discussion prompt will</p> <p>Introduce topics that can be discussed: activities over the past weekend, a recent vacation, or holiday. Students can pose questions about recent activities and respond in kind, elaborating on</p>	
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books read or movies seen, as well as vacation destinations and family activities. During this lesson, students will make use of helping verbs and past participles to formulate the perfect tense. Use of new vocabulary and word order will be stressed.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

Distance Education Application: JAPAN4-Intermediate Japanese II

Instructor preparing this document: Tsuboi, Yukiko

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. The instructor will send out a pre-course "welcome letter" one to two 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 on student work: listening, speaking, reading, typing, and handwritten assignments and cultural discussion activities to assist and improve student's performance.

The instructor will interact with students via synchronous weekly meetings to provide immediate feedback and clarification to students. Exams and quizzes will be online or scheduled. There will be clear and detailed instructions embedded in each activity, and the instructor will also communicate frequently important class information and key points to their students via Announcements in the Learning Management System and email.

The instructor will hold weekly virtual office hours via video conference program and will be available to talk to students over the phone if necessary.

1b. Student - Student Interaction:

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

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

Student-student interaction will happen frequently in multiple ways.

Asynchronously, students will regularly participate in student-student interactive activities using threaded discussions, collaboration tools, and audio-recording software such as VoiceThread and Flipgrid. Typically, assignments require, in written or orally, at minimum comments to two classmates.

Students will also interact with each other during the weekly synchronous class meetings. Students will be divided into small groups to practice impromptu conversation in Japanese and to discuss cultural topics, and then, share their findings with the whole class.

Using the asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other on non-course related topic.

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 course materials regularly through synchronous meetings, video lectures, lecture notes, auto or manually graded online assignments, and handwriting assignments. The instructor provides a variety of activities for students to develop four language skills (listening, speaking, reading, and writing) and cultural competence.

To address a variety of learning styles, instructor presents course materials both visually and auditory whenever possible. Instructor gives typing, handwriting and speaking assignments that require application of knowledge and skills in a real-world context. Instructor provides individual feedback and comments to ensure individual learning. Handwritten assignments will be manually graded by instructor using an annotation function of LMS.

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 Lecture	Weekly synchronous lessons and/or video lectures to learn, practice and review course content.	50
Videos	Student will preview and review vocabulary and grammar through videos and practice listening and speaking dialogues in various situations. Students will also watch videos on various cultural topics to develop cultural competency.	15
Exams - Quizzes	Students will be tested weekly on vocabulary and <i>kanji</i> - Chinese characters- used in Japanese. There will also be quizzes on grammars and midterm and final exams. Most parts of quizzes and exams will be administered on the LMS and will be online or scheduled. The midterm and final exams include a section that requires handwriting. There will be one-on-one interview tests with the instructor to assess students speaking proficiency as well.	15
Written Assignments	Students will complete written assignments-both typing and handwriting- on various topics created by the instructor. The assignments will be assessed on grammatical accuracy, use of vocabulary, and spelling. Legibility of Japanese characters will also be checked for handwritten assignments.	10
Threaded Discussion and peer feedback	Students will watch videos and read articles on Japanese culture and share their findings comparing to and contrasting with their own culture on the LMS discussion forums. Students will type short passages in Japanese applying learned knowledge in real life situations in discussion forums. They will also be asked to respond in Japanese to their classmates' posts.	10

Other (explain below)

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. Learning 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, audio (with transcripts), captioned videos, and images with alternative text. A typical instructional module includes (1) synchronous and recorded lectures to introduce grammar concepts and cultural topics, (2) practice quizzes and assignments on the LMS and external websites for mechanical drills, (3) graded assignments on the LMS for listening, speaking, reading and writing practice, (4) discussion forum(s) for culture discussion and communicative and proficiency-oriented activities; (5) quiz or exam for summative assessments (6) other course-specific components as necessary.

Technologies used to deliver content are the Learning Management System, recording programs such as VoiceThread and Flipgrid, collaboration tools such as GoogleDocs.

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
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% of Grade	Activity Description	Assessment Method
20	Comprehension check assignments and threaded discussions based on video/synchronous lectures	LMS automatic feedback and written or audio comment in comment section using a rubric
15	Listening and Reading assignments	LMS automatic feedback and written or audio comment in comment section
15	Speaking and Writing Assignments	LMS automatic feedback, written or audio comment in comment section, and handwritten feedback using annotation function
10	Speaking Tests	written or audio feedback with rubric
15	Quizzes on vocabulary, grammar and <i>kanji</i>	LMS automatic feedback and written or audio feedback in comment section
10	Exams	Feedback in comment section and handwritten feedback using annotation function
15	Final exam	Feedback in comment section and handwritten feedback using annotation function

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, administer exams. The instructor should also be knowledgeable of accessibility resources on and off-campus and be willingness to stay current as technology changes every day.

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, 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: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated in the syllabus and in the LMS and the instructor will refer to them in lessons, office hours, and via messages as 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 to consider students with disabilities. The instructor will provide links in their syllabus to the: Student Help Desk, The Learning Management System Support Hotline, and the Center for Students with Disabilities.

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.

Student Learning Objectives 2: Upon completion of the course, successful students will be able to describe and narrate various topics with elaboration, switching between informal and formal registers appropriately depending on the contexts.

Using a video conference program, each student will meet with the instructor approximately for five to ten minutes for oral interview test. Several possible topics for conversation are provided beforehand along with a rubric with clear expectations and points awarded. Students are expected to hold an impromptu conversation with the instructor on various topics in Japanese only.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

Distance Education Application – KIN PE 10A

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, 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 and student will engage in a variety of communication exchanges. Instructor-initiated forms of communication may include, but are not limited to:

- Welcome letter emailed to student 1-2 weeks before course begins, with detailed instructions on when the course begins; how to log in and where to start; how to contact the instructor and response time; what technology is needed; what is expected to be completed by the end of the first week; among other things,
- Learning Management System, such as Canvas, shall include a Home Page tailored to the first week of class that contains instructor contact information, clear instructions for using the content that may include a brief orientation, and a clear message as to where to start the class,
- Weekly Announcements in LMS with brief overview of the week, reminders, important course information, news, occasional instructor videos, etc.,
- Weekly Virtual Office hours provided via Zoom conferencing to be determined by instructor,
- Comments by instructor in weekly Discussion threads that facilitate interaction between instructor and students,
- Posting responses to questions or comments offered in Course Q&A discussion thread as they appear,
- Feedback in Gradebook on student's work in assignments, quizzes, exams, discussions, that may include but is not limited to written comments within rubrics, video uploads/voice messages, delivered within one week of each due date,
- Weekly lessons containing content on circuit training, elements of fitness, anatomy, and other concepts tied to the course objectives, delivered through content pages, videos, hyperlinks to external materials, articles, etc., and

- Email and LMS Inbox messages with course related information, feedback, and comments, as needed.

Student-initiated forms of communication between student and instructor may include, but are not limited to:

- Email and LMS inbox messages to instructor with questions, comments, and other information as needed,
- Chats within graded posts to weekly Discussion threads tied to course objectives,
- Optional posts to Course Q&A, with questions, comments, or concerns,
- Optional participation in weekly Virtual Office hours,
- Submission of weekly journal entries that summarize the week's workouts, that may or may not include videos, photos, graphics, voice messages, etc., and
- Submission of assignments, quizzes, group work, etc., by weekly due dates.

1b. Student - Student Interaction:

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

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

Students will interact with each other by:

- Participation in weekly, graded Discussion threads that include both an initial response, followed by multiple thoughtful replies to peer responses,
- Optional participation in non-graded, non-themed Virtual Student Café threaded discussions,
- Posting and responding to classmates' questions or concerns in the Course Q&A Discussion thread,
- Working in groups on projects that are linked to the course objectives,
- LMS Inbox messages to fellow classmates as needed, and
- Optional connection with fellow classmates within workout-tracking mobile apps that allow review of peer workouts, peer chats, and peer challenges, within the app.

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.

Instructor will provide a wide variety of materials for students to interact with at their own pace. To maintain a dynamic e-learning environment, students will need to log in several times a week to interact with lesson content, participate in discussion forums, submit written assignments, group projects, journal entries, and various other activities throughout the length of the class.

The students will be required to perform two specific training workouts per week, with each being recorded with a mobile fitness-tracking app chosen by the instructor. The workouts should be based on the lesson of the week.

Instructor shall post comments, feedback, responses, announcements, and/or messages related to the week's work, to the entire class and individual students, as needed.

Additionally, as students come from different fitness backgrounds, opportunities for basic and advanced skill reviews will be added to the course content, allowing students to tailor the learning and the workouts to their specific needs. Examples include, but are not limited to, exercise videos with how-to information, content pages with instructions, modifications/progressions for exercises, etc.

A typical week may look like the following:

Monday: Module becomes available containing the following information:

- Weekly overview that may contain the week's deadlines, activities, workouts, links to reading materials, video demonstrations, etc.,
- Presentation of new lesson content based on course objectives, delivered through content pages, videos, images, hyperlinks to external materials, articles, etc.,
- Introduction to aspects of circuit training, anatomy, and fitness that will be focused on that week,
- Presentation of Discussion threads tied to week's topic, and
- Presentation of the week's assessments with clear instructions and due dates.

Wednesday: Zoom office hours

Thursday: Initial response to threaded discussion due

Sunday:

- Journal entries due with workout summaries, and
- Replies to classmates in threaded Discussion due.

Note: Workouts can be completed by student any time prior to Sunday evening, with a strong recommendation to include at least one rest day between each workout. All other assignments and assessments will have specific due dates that will complement the weekly workouts.

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 Components	Time Spent
Lesson Presentations (lectures, videos, demonstrations, articles, etc.)	40%
Group Projects	5%
Assessments (assignments, quizzes, final exam/project)	5%
Discussions	10%
Journal Entries/Workouts	40%

2. Organization of Content

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

Content will be organized in weekly Modules within LMS. Each module will contain instructor-provided material that may include, but is not limited to:

- Lessons tied to the learning objectives (delivered through content pages, videos, images, hyperlinks to external materials, articles, etc.),
- Instructions for the week's workouts,
- Anatomy review of the targeted muscles, and
- Instructions for submitting week's assessment(s),

Each weekly Module will also contain opportunities for interaction with the lesson material, between students and with the instructor via (not an exhaustive list):

- Discussion thread(s) related to the topic(s) of the week,
- Journal entry with a summary of the week's workouts, containing objective and subjective information, and
- Some form of assessment (assignment, group project, quiz, etc.) that may vary from week to week.

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
70%	Participation	<ul style="list-style-type: none"> • 14 weekly journal entries that document two weekly workouts, including video uploads and workout tracking app summaries that the instructor will review and provide feedback weekly, • 14 Initial responses to Discussion threads aimed at having the student interact with the instructional material in a classroom-like environment, and • 14 replies to peer discussion-thread responses, aimed at building community through comments and the exchange of ideas.
20%	Assessments/Assignments	<ul style="list-style-type: none"> • Self-assessments that will target elements of fitness and circuit training and will require video uploads of student's performance, as well as a self-analysis to verify the level of understanding of the material, • Quizzes used to measure the effectiveness of the lessons and student learning, and • Formative written assignments* and/or group projects that require students to apply their knowledge of circuit training, anatomy, exercise physiology, exercise activities, and equipment, in a variety of ways.
10%	Final Project	Summative Final Workout Plan: To demonstrate the understanding of concepts discussed and practiced in class, students will present a weeklong circuit-training program specific to their fitness goals, training level, and available equipment. Throughout the semester, students will be asked to perform activities and complete assignments that will build towards the Final Project.

*Sample assignment:

Explain the differences between the "Basic" formula and the "Karvonen" target-rate formula. Why is one better than the other? Why is the "Basic" formula used on cardio machines?

4. Instructor's Technical Qualifications

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

Instructor should receive training on LMS in place, as well as know where and how to access technical support available for faculty.

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 following links are provided under the Student Support Resources tab in the Syllabus:

- [Center for Students with Disabilities](#)
- [Campus-Wide Assistive Technologies](#)
- [Technology Resources for SMC Students](#)
- [StudentLingo](#)
- [Center for Health and Wellbeing](#) (310-434-4503) is an excellent resource that provides short-term mental health services, community referrals, and a 24/7 emotional support line for students (800-691-6003). Or, if the situation is an emergency, you may contact the SMC police department (310-434-4300 or the SMC [LiveSafe app](#)).
- [SMC library website](#)
- [SMC library online catalogue](#)
- [Tutoring Services](#)
- [Financial Aid & Scholarship Office](#)
- [Counseling Department](#)
- [Veterans' Resource Center](#)
- [Food Security Programs](#)
- [Student Equity Center](#)
- [Care & Prevention Team](#)
- [Sexual Violence Response & Prevention](#)
- [Transportation at SMC](#)
- [Housing 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 will be created using formatting that ensures the content is accessible for students with disabilities and who might be using assistive technology (AT). A LMS Rich Content Editor (RCE) can help to correctly format content so that AT can interpret the information. Some accessibility strategies include, but are not limited to, the following:

- Consistently using headings with HTML tags that assist screen-reader devices to identify the headers,
- Creating bullet and number lists correctly, by utilizing the RCE's list and outline creator,
- Creating descriptive hyperlinks and avoiding URLs,
- Creating tables with proper headings,
- Applying colors appropriately, for contrast and meaning,
- Including descriptive alternative text with every image, and
- Creating accessible videos by ensuring that visuals are understandable, audio is clear, and all videos have accurate captions.

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 complete weekly journal entries through a private Discussion board with the instructor. The entries will document each week's workouts by including:

- Dates and locations of workouts,
- Mobile fitness-tracking app summary pages for all weekly workouts,
- Description of circuit workout, including a detailed description of warm ups and cool downs; effort analysis; a detailed list of circuit exercises, reps, sets, intensity and rest times; targeted muscles groups for each workout and/or exercise; equipment used, if any; and heart rate information,
- Images/videos of student activity, and
- Student's subjective analysis of the routine.

The entries will be graded based on quality of the entry and timely submission. This weekly activity will facilitate the learning of all course objectives and will lead to the summative final project. The instructor will provide weekly feedback, to help the student progress and address any issues that may arise related to the workouts.

Distance Education Quality

Quality Assurance

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

Additional Considerations

<input type="checkbox"/>	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.
<input type="checkbox"/>	X Adequate technology resources exist to support this course/section
<input type="checkbox"/>	X Library resources are accessible to students
<input type="checkbox"/>	X Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
<input type="checkbox"/>	X Adequately fulfills "effective contact between faculty member and student" required by Title 5.
<input type="checkbox"/>	X Will not affect existing or potential articulation with other colleges
<input type="checkbox"/>	X Special needs (i.e., texts, materials, etc.) are reasonable
<input type="checkbox"/>	X Complies with current access guidelines for students with disabilities
<input type="checkbox"/>	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 – KIN PE 21C

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.

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 of 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.

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 students progress, projects and assessments.

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'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 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 complete self-check quizzes on the rules and requirements of intercollegiate sport. Students will participate in discussions on team strategies and team concepts. Written assignments will include describing their role in the team and how they will improve their skills and abilities. Students will do weekly work-outs on their own at home and discuss in their small groups, their progress.

1d. 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 Reading	Content related to the weekly goals	10%
Discussion Boards	Sharing experiences, goals in learning and expectations	20%
Physical activities related to the course content	Review of material ranging from discussions, chats and self-assessment quizzes	40%
Online Lecture	Weekly Asynchronous videos	10%
Videos	Video examples of work to be done	10%
Online Assignment Submissions	Written examples and assignments related to the physical activities	10%
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 will be organized in modules. Each module will have a personal assessment, a short quiz, individual skills work and a team skills component. Students will be asked to evaluate themselves regularly, do technique training on their own and analyze some aspect of team strategies.

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
70%	Weekly Discussion Posts	Students will complete weekly workouts and then respond to questions about the training and weekly lecture. The instructor may ask for a short film of the students performing the drills, assign threaded discussions, self-assessments.
15%	Weekly Work Out Journal Assignments	Students will complete weekly workouts and develop a written plan to track the workouts. The plans will develop into the students writing their own plans for the final weeks.
15%	Weekly Self Assessments	Students will complete weekly assessments of their workouts and write out plans of improvement for the following weeks
~5%	Various Assignments	These Assignments will be mixed into various modules to help ensure the students are able to progress through necessary 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 would need to be well versed in using Canvas. Ideally he/she would have completed the six week class provided by SMC or completed relevant @ONE courses.

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

Any films used will have text/ be captured. 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

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

Course objective #4: Demonstrate skill advancement by position and formation development.

Students will have weekly workouts centered around skill development. These weekly skill workouts will have discussion boards on canvas to share their experiences with their classmates. The workouts will progress to being filmed and posted on social media to share with classmates, recruiters and coaches.

Distance Education Quality

Quality Assurance

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

Additional Considerations

<input type="checkbox"/> 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.
<input type="checkbox"/> X	Adequate technology resources exist to support this course/section
<input type="checkbox"/> X	Library resources are accessible to students
<input type="checkbox"/> X	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
<input type="checkbox"/> X	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
<input type="checkbox"/> X	Will not affect existing or potential articulation with other colleges
X <input type="checkbox"/>	Special needs (i.e., texts, materials, etc.) are reasonable
<input type="checkbox"/> X	Complies with current access guidelines for students with disabilities
<input type="checkbox"/> 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 – MATH 4

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.

The Instructor will begin the course by contacting students one to two weeks before the beginning of the term using a welcome letter or welcome video and will provide instructions on how to access a more detailed welcome module within Canvas or similar LMS. The welcome module will provide the students with information such as a full copy of the course syllabus, student learning outcomes, an overview of class assignments, class expectations and policies, links to technology support, information about how to access the math lab and other available tutoring options, preferred instructor contact methods and expected response time, and any other relevant information about how to get started and how to be successful in the class.

The instructor will either meet the students synchronously at scheduled class times using Zoom, or other similar communication tool, or provide recorded lectures that the students may view asynchronously.

Throughout the term the instructor will conduct weekly office hours using Zoom or a similar communication system. Additional communication between the instructor and student can occur using other communication systems including regular announcements, email, discussion boards, and the SMC GPS system. There will be regular individual and, where appropriate, general class feedback on all class assignments.

1b. Student - Student Interaction:

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

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

Effective student-student interaction is an important part of the learning experience. In a classroom setting one way this happens is when students listen to each other's comments and questions. The instructor will continue this natural process if using synchronous lectures. Using techniques such as student introductions, focused exchanges on a discussion board, weekly responses to guided questions, or the implementation of a Student Lounge/Café, the instructor will provide additional opportunities for student-student interactions. Instructional activities will also be used to initiate student-student interactions. This could include group or collaborative work, peer review of work, small group discussions using Zoom Breakout Rooms or other communication system, and other activities that require students to work together and share ideas.

The instructor will provide guidelines, expectations, and etiquette rules for all interactions between students. A variety of methods will be used and encouraged to accommodate all student learning styles.

1c. Student - Content Interaction:

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

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

The instructor will provide frequent and varied opportunities for the students to interact with the course content on a regular basis. The synchronous or asynchronous lectures delivered weekly using Zoom or other similar communication system will provide initial and important student-content interaction.

Additional opportunities for the students to interact with the course content will be offered through Canvas or similar LMS and may include reading assignments, homework sets, group work, discussion forums, projects, videos, or reflections. The instructor will provide guidance on understanding new content, making connections to previous content, and where appropriate how the content connects to other courses. The instructor may also use external apps to share documents, conduct polls, assess student understanding, provide feedback, and encourage active participation.

Where the resources are available, the instructor will include additional individualized learning opportunities including links to websites, videos, and recommendations for more advanced learning.

1d. Distance Ed-Interactions

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

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

Interaction Activity	Brief Description	% of online course hours
Online Lectures	Students will view/listen to lectures offered by the instructor. The instructor will offer synchronous lectures at the posted class time or asynchronous lectures will be recorded and made available to the students.	40%
Testing	Students will take unit exams in an online format. The instructor will provide online feedback to the students. A proctoring service or similar online monitoring software may be used at the discretion of the instructor.	10%
Discussions	Using Zoom chat rooms, a student café, or threaded discussion students will post content related questions/thought/comments. Feedback will be provided by the instructor or by other students.	15%
Assignments	Students will complete evaluated assignments. These could include homework completed using a publisher provided homework system, instructor-created assignments, and additional assigned problems from the class textbook. Work will be submitted and evaluated online.	35%

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.*

At the discretion of the instructor, the course content will be organized within Canvas or similar LMS into modular topical units or into weekly modules. Each module will include an introductory description of the material and learning objectives, which can be presented in written form within the module or during the recorded lectures. The content within the modules will be sequenced and organized to facilitate student learning and streamline access for the student. Typically, the modules will include the recorded lectures, information about learning objectives, goals for the week or unit, reading assignments, learning activities to complete, deadlines, and how each graded activity will be assessed. Assignments and activities included within each module will be aligned with the learning objectives. Assessment can include evaluated assignments, group activities, posting and responding to content related discussion board posts, polls, graded quizzes, self-check quizzes, and exams.

The instructor will provide a syllabus, a list of all required supplies, and when available, a tentative weekly schedule and a tentative exam schedule, to help students fully plan their term. The instructor will regularly communicate with students about the course schedule.

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
50 %	Exams/Tests	The instructor will create exams to assess the learning and content knowledge of each student. These exams may be created using a LMS function like Quizzes in Canvas, within a publisher linked homework system or using a timed or

		untimed take-home format. The instructor will provide each student with individual feedback on the grading of the exams. The instructor will work to protect the integrity of the exams and minimize opportunities for academic dishonesty. This may be done by creating different versions of questions, allowing for minimal time, asking open ended and writing questions, or using online proctoring service such as Proctorio.
30 %	Final exam	The final exam will be cumulative to the course and will be administered in a similar manner to the Exams given during the term.
20 %	Other – Discussion Boards, Homework, Quizzes, Projects, etc.	The instructor will use a combination of other evaluated assignments, such as, projects or discussions that will promote student learning. The nature of these will be chosen by the instructor and clearly articulated to the students. Prompt feedback will be provided. These may include activities that promote student-student interactions, individualized creative thought or are designed to increase mathematical maturity.
100 %	Total	

4. Instructor’s Technical Qualifications

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

The college’s existing technology and CMS is sufficient for delivery of this course. Individual faculty should have knowledge of Canvas, Zoom, and remote proctoring methods such as Proctorio.

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

5. Student Support Services

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

Within the LMS students will be provided with information pertaining to and active links to instructional and student support services such as:

- 1) The Math Lab – both descriptive informational links and the Zoom link to the math lab.
- 2) STEM Lab tutoring
- 3) For courses where these services are included:
 - a) Embedded tutoring
 - b) SI sessions
 - c) Smarthinking, or other similar online tutoring service
- 4) SMC GPS
- 5) The SMC Bookstore
- 6) The SMC Library
- 7) Campus Resources and Special Programs
 - a) Admissions & Records
 - b) Black Collegians
 - c) CalWORKs
 - d) Care & Prevention Team
 - e) Career Services Center
 - f) Cashier's Office
 - g) Center for Students with Disabilities
 - h) Counseling · Distance Education
 - i) DREAM Program
 - j) EOPS/CARE
 - k) Financial Aid & Scholarships
 - l) Guardian Scholars
 - m) High Tech Training Center
 - n) Institutional Research ·
 - o) International Education Center
 - p) Latino Center
 - q) Pico Partnership
 - r) Scholars Program
 - s) Student Judicial Affairs
 - t) Success & Engagement Center
 - u) Transfer Counseling Center
 - v) Welcome Center
- 8) The SMC Technology Lending Program
- 9) The SMC Student Remote Instruction Checklist
- 10) Title IX Policies and Resources

- 11) Important Dates and Deadlines
- 12) SMC enrollment policies
- 13) Center for Wellness and Wellbeing
- 14) Student Lingo
- 15) The SMC Honor Code
- 16) Online Etiquette

6. 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 #12: Determine whether a relation represents a function. If it is a function, determine its domain and range; determine whether it is odd or even or neither based on its formula or its graph; and determine whether it is one-to-one, and if it is, determine its inverse function and its domain and range.

The goal of this assignment is to develop mathematical reasoning and deepen the understanding of a one-to-one function. Students will work in groups and post their solutions in the discussion board, to apply effective learning strategies by working productively with peers on a group collaboration. In this exercise students will be asked to:

- 1) Articulate their mathematical thinking process
- 2) Learn mathematics through communicating with other students
- 3) Discuss appropriate restriction on the domain of a function that will yield a new function that is one-to-one

In this assignment each group will be asked to discuss, answer, and justify their answers. When finished groups may be asked to present and explain their work to the class on the discussion board.

Math 4 – Exercise

Each group should discuss and prepare responses to each of the following. The responses should be fully justified and explained. Neatness, format and writing quality count in this exercise.

For the given function $f(x) = x^2 + 3$,

- What is the domain and range?
- Determine whether $f(x)$ is a one-to-one function. Explain your answer.
- If it is not a one-to-one function, provide appropriate restriction on the domain so that it will yield a one-to-one function.

7. 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 instructor will work with the Disabled Student and the instructor will consult with the Disabled Student Services and High-Tech Training Center regarding the accessibility of the course.

This will include:

- 1) Testing accommodations will be provided for all students that qualify.
- 2) Content pages will use heading styles provided in Canvas or similar LMS.
- 3) Lists will be created using the options in the rich text editor within the LMS.
- 4) Links will be clearly and descriptively labeled.
- 5) Requirements for visual elements will be met.
- 6) Images will have appropriate alt-text.
- 7) All videos will be captioned.
- 8) Pages provided will be accessible to screen-readers.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

	impact of distance education on this program through the program review process specified in accreditation standard 2B.2.
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Math 15 Distance Education Application – MATH 15

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.

The Instructor will begin the course by contacting students one to two weeks before the beginning of the term using a welcome letter or welcome video and will provide instructions on how to access a more detailed welcome module within Canvas or similar LMS. The welcome module will provide the students with information such as a full copy of the course syllabus, student learning outcomes, an overview of class assignments, class expectations and policies, links to technology support, information about how to access the Math Lab and other available tutoring options, preferred instructor contact methods and expected response time, and any other relevant information about how to get started and how to be successful in the class

The Instructor will either meet the students synchronously at scheduled class times using Zoom, or another similar communication tool, or provide recorded lectures that the students may view asynchronously.

Throughout the term the instructor will conduct regular office hours using Zoom or a similar communication system. Additional communication between the instructor and student can occur using other communication systems including regular announcements, email, discussion boards, and the SMC GPS system. There will be regular individual and, where appropriate, general class feedback on all class assignments.

1b. Student - Student Interaction:

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

Examples may include assignments where students are asked to review their peers' papers.

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

Effective student-student interaction is an important part of the learning experience. In a classroom setting one way this happens is when students listen to each other's comments and questions. The instructor will continue this natural process if using synchronous lectures. Using techniques such as student introductions, focused exchanges on a discussion board, weekly responses to guided questions, or the implementation of a student lounge/café, the instructor will provide additional opportunities for student-student interactions. Instructional activities will also be used to initiate student-student interactions. This could include group or collaborative work, peer review of work, small group discussions using Zoom Breakout Rooms or another communication system, and other activities that require students to work together and share ideas. The instructor will provide guidelines, expectations, and etiquette rules for all interactions between students. A variety of methods will be used and encouraged to accommodate different student learning styles.

1c. Student - Content Interaction:

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

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

The instructor will provide frequent and varied opportunities for the students to interact with the course content. The synchronous or asynchronous lectures delivered using Zoom or another similar communication system will provide initial and important student-content interaction. Additional opportunities for the students to interact with the course content will be offered through Canvas or similar LMS and may include reading assignments, homework sets, group work, discussion forums, projects, videos, or reflections. The instructor will provide guidance on understanding new content, making connections to previous content, and where appropriate how the content connects to other courses. The instructor may also use external apps to share documents, conduct polls, assess student understanding, provide feedback, and encourage active participation.

Where the resources are available, the instructor will include additional individualized learning opportunities including links to websites, videos, and recommendations for more advanced learning.

1d. Distance Ed-Interactions

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

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

Interaction Activity	Brief Description	% of online course hours
Online Lectures	Students will view/listen to lectures offered by the instructor. Instructor will offer synchronous lectures at the posted class time or asynchronous lectures will be recorded and made available to the students.	40%
Testing	Students will take unit exams in an online format. The instructor will provide online feedback to the students. A proctoring service or similar online monitoring may be used at the discretion of the instructor.	10%
Discussions	Using zoom chat rooms, a student café, or threaded discussion students will post content related questions/thought/comments. Feedback will be provided by the instructor or by other students.	15%
Assignments	Students will complete evaluated assignments. These could include homework completed using a publisher provided homework system, instructor created assignments, and additional assigned problems from the class textbook. Work will be submitted and evaluated online.	35%

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.*

At the discretion of the instructor, the course content will be organized within Canvas or similar LMS into modular topical units or into weekly modules. Each module will include an introductory description of the material and learning objectives, which can be presented in written form within the module or during the recorded lectures. The content within the modules will be sequenced and organized to facilitate student learning and streamline access for the student. Typically, the modules will include the recorded lectures, information about learning objectives, goals for the week or unit, reading assignments, learning activities to complete, deadlines, and how each graded activity will be assessed. Assignments and activities included within each module will be aligned with the learning objectives. Assessment can include evaluated assignments, group activities, posting and responding to content related discussion board posts, polls, graded quizzes, self-check quizzes, and exams.

The instructor will provide a syllabus, a list of all required supplies, and when available, a tentative weekly schedule and a tentative exam schedule, to help students fully plan their term. The instructor will regularly communicate with students about the course schedule.

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 Method	Activity Description	Assessment
50 %	Midterm Exams, Quizzes	Instructor will create exams to assess the learning and content knowledge of each student. These exams may be created using a LMS function like Quizzes in Canvas, within a publisher linked homework system or using a timed or untimed take-home format. The instructor will provide each student with individual feedback on the grading of the

		exams. The instructor will work to protect the integrity of the exams and minimize opportunities for academic dishonesty. The instructor may conduct short quizzes during class meetings to assess students' understanding and mastery of the concepts presented in previous class meetings. This may be done by creating different versions of questions, allowing for minimal time, asking open ended and writing questions, oral examinations, or using software proctoring such as Proctorio.
30 %	Final Exam	The final exam will be cumulative to the course and will be administered in a similar manner to the exams given earlier in the term.
20 %	Other e.g. Discussion Boards, Homework, Projects	The instructor will use a combination of other evaluated assignments, projects or discussions that will promote student learning. The nature of these will be chosen by the instructor and clearly articulated to the students. Prompt feedback will be provided. These may include activities that promote student-student interactions, individualized creative thought or are designed to increase mathematical maturity.
100 %	Total	

4. Instructor's Technical Qualifications

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

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

The college's existing technology and CMS is sufficient for delivery of this course. Individual faculty should have knowledge of Canvas, Zoom and remote proctoring methods such as Proctorio.

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

5. Student Support Services

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

Within the LMS students will be provided with information pertaining to and active links to instructional and student support services such as:

- 1) The Math Lab – both descriptive informational links and the Zoom link to the Math Lab
- 2) STEM Lab tutoring
- 3) For courses where these services are included:
 - a) Embedded tutoring
 - b) SI sessions
 - c) Smarthinking, or other similar online tutoring service
- 4) SMC GPS
- 5) The SMC Bookstore
- 6) The SMC Library
- 7) Campus Resources and Special Programs, including:
 - a) Admissions & Records
 - b) Black Collegians
 - c) CalWORKs
 - d) Care & Prevention Team
 - e) Career Services Center
 - f) Cashier's Office
 - g) Center for Students with Disabilities
 - h) Counseling · Distance Education
 - i) DREAM Program
 - j) EOPS/CARE
 - k) Financial Aid & Scholarships
 - l) Guardian Scholars
 - m) High Tech Training Center
 - n) Institutional Research ·
 - o) International Education Center
 - p) Latino Center
 - q) Pico Partnership
 - r) Scholars Program
 - s) Student Judicial Affairs
 - t) Success & Engagement Center

- u) Transfer Counseling Center
- 8) The SMC Technology Lending Program
- 9) The SMC Student Remote Instruction Checklist
- 10) Title IX Policies and Resources
- 11) Important Dates and Deadlines
- 12) SMC enrollment policies
- 13) Center for Wellness and Wellbeing
- 14) Student Lingo
- 15) The SMC Honor Code
- 16) Online Etiquette

6. 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 # 11: Apply existence and uniqueness theorems for ordinary differential equations.

The goal of this assignment is to use the existence and uniqueness theorem to find an interval on which a unique solution exists and to justify the existence of a fundamental set of solutions by using the corresponding definitions and related theorems.

Students will work in groups using Zoom breakout sessions or a Collaboration tool provided within Canvas, or similar LMS. In this exercise students will be asked to:

- Discuss with other students the assumptions of the existence and uniqueness theorem and the relevant definitions from the section related to fundamental set of solutions of a homogeneous ordinary differential equation.
- Apply the existence and uniqueness theorem in order to provide a response.
- Explain in writing how they use the theorem to arrive at their responses.
- Discuss the available techniques in order to write a proof.

Math 15 - Exercise: Each group should discuss and prepare responses to each of the following. The responses should be fully justified and explained. Neatness, format and writing quality count in this exercise.

Carefully justify your answer for the following:

- a) Find an interval around $\frac{\pi}{2}$ for which the initial value problem

$(x - \frac{\pi}{6})y'' + (\csc x)y = 0$; $y(\pi/2) = 1, y'(\pi/2) = 0$ has a unique solution.

b) Explain why the initial value problem

$(x - \frac{\pi}{6})y'' + (\csc x)y = 0$; $y(\pi/2) = 0, y'(\pi/2) = 1$ has a unique solution on the interval found in part a).

c) Show that the solutions of the initial value problems from part a) and part b) form a fundamental set of solutions of the differential equation $(x - \frac{\pi}{6})y'' + (\csc x)y = 0$ on the interval found in part a).

7. 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 instructor will work with the Disabled Student and the instructor will consult with the Disabled Student Services and High-Tech Training Center regarding the accessibility of the course.

This will include:

- 1) Testing accommodations will be provided for all students that qualify.
- 2) Content pages will use heading styles provided in Canvas or similar LMS.
- 3) Lists will be created using the options in the rich text editor within the LMS.
- 4) Links will be clearly and descriptively labeled.
- 5) Requirements for visual elements will be met.
- 6) Images will have appropriate alt-text.
- 7) All videos will be captioned.
- 8) Pages provided will be accessible to screen-readers.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

Distance Education Application – SPAN 4

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 using email, Voice Thread, and other communication methods deemed appropriate and necessary (i.e. phone, chat, etc.)

Students will interact with the instructor via synchronous weekly meetings and/or during scheduled times to proctor quizzes and exams, during virtual office hours, as well as asynchronously, via recorded video lessons. The instructor will provide frequent individual feedback to student work: written activities in the discussion forums, oral, listening practice assignments, Voice Thread oral discussions. In addition, the instructor will hold weekly virtual office hours to be more accessible and promote effective synchronous and asynchronous interaction. Lastly, the instructor will communicate frequently important class information to their students via class Announcements (oral or written) in the course 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 interaction will happen frequently. Each week student will be required to participate in an asynchronous discussion forum either in writing or orally using the Canvas Discussion Board or Voice Thread tools. The instructor will initiate the thread by posting a question related to the week's cultural topic. Students' initial post will be due by mid-week, and comments (replies) on two other students' postings will be due by Sunday. Comments/or replies should be a kindly-worded constructive response, showing some original thinking, and including students' own insight/perspectives. Students will additionally use these asynchronous forums to communicate with each other throughout the course regarding other material and assignments.

Student-student interactions will also take place during the weekly synchronous class meetings, in which they will participate in group work to practice their speaking skills.

Students will also interact with their classmates via a virtual café type "chat" room created in the format of a discussion forum in the COURSE MANAGEMENT SYSTEM, 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. The interaction will begin at the beginning of each week where students will follow a module within Canvas that consist of a breakdown of what needs to be done daily/or weekly. Each module will begin with an overview page with the tasks to be completed, pre-activity to the weekly topic, subtitled (captioned) PowerPoint presentations and/or Voice Thread discussions, and links to where students will need to complete a variety of online activities from OER textbooks and those created by the instructor.

Additionally, students will watch a variety of captioned videos dedicated to tutorials on grammar, vocabulary, and culture-specific to each unit, followed by mini-quizzes that assess their comprehension of each topic.

To expand the course content provided in the OER textbooks, students will also interact with the content through additional assignments (reading, cultural, listening, etc.) created by the instructor in the COURSE MANAGEMENT SYSTEM. These assignments may consist of practice quizzes that will provide immediate feedback to support different student learning styles.

To ensure individualized learning, the instructor will assign oral and writing 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]

- Chat Rooms
- Discussion Boards
- Study and/or Review Sessions
- Online Lecture
- Videos
- Voice Thread Discussion Threads
- Exams
- Written Assignments
- Peer Feedback
- Threaded Discussions
- Cultural Group Project Presentation
- Zoom or other communicating applications for pair work and practice interviews.

Interactive Activity	Brief description	% Online Course Hours
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Threaded Discussions	<p>Example of a student-student interaction through an assignment (writing/or speaking activity):</p> <p>Introductions (first week of class): VoiceThread: ¡Vamos a conocernos!</p> <ul style="list-style-type: none"> • Thread initiated with a video by instructor to serve as an example. • Instructions related to etiquette/netiquette are given in English. *Make sure you adhere to: Communication Etiquette/Netiquette Expectations This is an online class. Your interactions with the instructor and other students, while not face-to-face, will still need to be professional, appropriate, and as considerate as they would be if we were in a classroom together. • Initial post (written, audio or video) by student due mid-week answering the questions below and two comments/or questions on two other classmates' postings by the end of the first week. <p>Para conocernos un poco más, preséntense.</p> <ol style="list-style-type: none"> 1. ¿Quiénes son ustedes? 2. ¿Cómo se llaman? 3. ¿Qué estudian en SMC? 4. ¿Qué les gusta hacer? 5. ¿Qué más quieren compartir con sus compañeros? <p>Rubric: 20 points (100%)</p> <ol style="list-style-type: none"> 1. Initial posting: 10 pts 2. Two comments on other students' postings: Comments/or replies should be a kindly-worded constructive response, showing some original thinking, and including students' own insight/perspectives. 10 pts. <p>Partial credit will be given.</p>	30%
Speaking activities	<p>There will be 2 types of speaking activities: individual and in pairs.</p> <p><u>Individual assignment:</u> The student will prepare one cultural presentation. The presentation has both a written and oral component. The student will investigate the topic, write a 2-page composition in Spanish summarizing the key points of his/her investigation, and then record a 5-minute presentation and post the link within a discussion board to receive peer feedback and comments. The topic will deal with a theme in Hispanic/Latino arts, cultures, or history in the Los</p>	35%

	<p>Angeles area (or even Southern California). The student must receive the instructor's approval before preparing the topic for his/her presentation. The student will be provided with a rubric.</p> <p><u>Pair work:</u> Students will work in Zoom or other applications that permit recording of a dialogue created by both students. The dialogue will be related to the cultural topics covered in class or grammar points. The students will submit the written script and the recording in the proper assignment boxes. The instructor will give feedback on both submissions. A rubric will also be provided by the instructor.</p>	
Video and listening activities	<p>Listening Comprehension activities include listening to radio programs or podcasts and/or watching culturally relevant and original videos about each chapter's cultural focus. The instructor will give individual feedback to the student and grade the assignment based on effort rather than focusing on accuracy. An example assignment: Watch the videos from Acceso, OER textbook, and complete the listening comprehension exercises and answer questions to be submitted via the course management system.</p>	35%

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 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 overview page or instructor video of the tasks to be completed within the week.

Spanish 4 covers content from the last 4 chapters of Acceso, the University of Kansas Collaborative Digital Spanish Project. The content is divided into chapters, each with its own cultural focus. Other supplemental materials come from OER from Colby College; and *Spanish Grammar Manual* by Enrique Yepes, and *Entrada Libre* by Moon et al. found in LibreTexts.

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%	Final examination	The cumulative 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.
25%	3 chapter examinations	There will be 3 chapter tests to assess the students' mastery of the content of each chapter. (format: multiple choice, fill in the blanks, short answer, etc.) created on the course management system.
10%	mini-quizzes	There will be 6 mini-quizzes after certain grammar points/or vocabulary. The lowest score will be dropped.
10%	VoiceThread/Discussion Boards	There will be weekly discussion forums either written or oral (Voice Thread). Initial posting must be received by mid-week of each week, with comment (replies) posted by Sunday.
10%	Written activities	Homework will include the weekly assignments posted

		in Canvas: watching videos and completing comprehension questions, grammar activities in OER website, and short writing assignments.
10%	Final project	The student will prepare one cultural presentation. The presentation has both a written and oral component. The student will investigate the topic, write a 2-page composition in Spanish summarizing the key points of his/her investigation, and then prepare an oral presentation. The topic will deal with a theme in Hispanic/Latino arts, cultures, or history in the Los Angeles area (or even Southern California). The student must receive the instructor's approval before preparing the topic for his/her presentation. Rubric provided by the instructor.
15%	Composition	Composition will be assigned in advance and require a first draft and a final copy. They will follow a theme connected to a chapter of the book. The composition must address the main topic presented by the instructor. Students must follow the conventions of college writing: have an introduction, body, and conclusion and be typed and double-spaced. Compositions are to be uploaded to Canvas by the deadline.
100%	Total	

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 course management system in place.

- ConferNow to give lessons or 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 CMS 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.)

Information about Student Support Services are presented in many areas: under Modules, there is an introduction to the services (pages with updated links); under Announcements, current information is shared; information is shared during class meetings and via email. In the exit cards, students are frequently asked if they wish to request help or guidance from the college. Links to counseling, financial aid, health center, bookstore, library, scholarships, Modern Language Tutoring Center, Latino/Black Collegians, and Center for Students with Learning Disabilities are shared under Modules and Announcements.

Staff from the Latino Center, Career Services, and Modern Language Tutoring Center tutors and director, and student clubs are invited to introduce themselves and their 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.

If a student needs help with the course management system the instructor should refer the student to the Distance Education Assistive Technology Specialist, who will address the issue.

The instructor will provide links in their syllabus to the:
Student Help Desk from the course 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 course management system and all other instructional multimedia will be captioned following current guidelines established by the Center for Students with Learning Disabilities.

Online lecture presentations and assignments will be made accessible following the Universal Design for Learning framework (UDL).

Whenever possible, software and apps will be accessible and if not, students will be provided with an alternate access plan.

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: To present in aural and written form a cultural topic related to the Hispanic/Latinx community.

Instructions: The student will investigate the topic, write a 2-page composition in Spanish summarizing the key points of his/her investigation, and then prepare an oral presentation. The topic will deal with a theme in Hispanic/Latino arts, cultures, or history in the Los Angeles area (or even Southern California). The student must receive the instructor's approval before preparing the topic for his/her presentation.

Format: Recording the presentation with apps such as Zoom, FlipGrid, or VoiceThread. The written report can be completed using Google docs or Word, and then uploaded to the course management system for grading. The video recordings are already embedded in the course management system.

Rubric: will be provided to the students at the beginning of the semester.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

Distance Education Application – VAR PE 11A

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.

The instructor will be in direct communication with each student on a weekly basis through various assignments: weekly Zoom workout sessions, discussion threads (listed under section 1b), and by providing feedback for the class projects. Students will be required to submit workout logs based on training programs designed by the instructor. The workout logs will be analyzed by the instructor and feedback will be provided.

1b. Student - Student Interaction:

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

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

Weekly threaded discussions: students will be required to provide feedback about their current workout routine. Students can ask classmates questions about the workout program,

provide encouragement, motivate peers, and upload pictures or videos. This portion of the course will help to ensure compliancy with the workout program.

Fitness competitions: Either weekly (short term course) or biweekly (full 16 week course) competitions will be required for the students to participate in. The students will upload their results and a video and/or picture executing the exercise movements. Students will also be required to interact with classmates as part of the assignment. Interaction can include: liking posts, encouragement, comparisons, feedback, and asking questions. This assignment is meant to promote comradery and virtual social interaction.

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.

Weekly Readings: Students will have weekly literature that will help them better understand the principles of movement expected within SMC's strength & conditioning philosophies. VAR PE 11A will emphasize nutrition and recovery resources.

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]

Weekly readings – engaged with instructor provided material 5%

Weekly activities (lab) workouts: engaged with instructor provided material and/or interacting with other students 60%

Weekly collaborative/interactive workouts: interacting with other students 10%

Major assignments: workout logs, in season program design project, food analysis project, recovery strategies project – communicating with the instructor 25%

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 with key themes per module. Each module will have a workout program associated with it that the students will need to follow and submit the workout log upon completion. Additionally, each module will have a weekly threaded discussion (mentioned in 1b) and a fitness challenge (based on the length of that specific module). Finally, the 3 major projects, detailed in the course outline, will be distributed into different modules. Thus, each module (or every other module) will have a major project associated with it. Based on the specific topic of each project, that module will also have a resources section with fliers, Powerpoints, short information videos, or website resources.

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	Workout Logs	Project
15	Weekly Workout Challenge	Group Discussion

30	Live Workouts	Physical Performance
10	In Season Program Design	Project
10	3 Day Food Analysis	Project
15	Final: Recovery Strategies	Project

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.)

As with the on-ground version of this course, the instructor for the online course will need to be a Certified Strength and Conditioning Coach. Their specialty needs to be in working with athletes to develop strength, speed, power, endurance, and flexibility. It will be necessary to have experience with: Canvas, Zoom (or some form of video conferencing), creating and uploading video content, and generating fitness/performance/diet resources.

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 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 (i.e. virtual office hours).

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 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

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.

<p>Course objective: Demonstrate improvement in physical strength, endurance, agility, speed, and power.</p> <p>The activity to ensure this course objective is met will be a performance analysis project. The students will be required to administer a variety of performance tests at the beginning of the semester such as number of jumps within given time period, jump for distance, timed endurance run, and body weight strength assessments. These outcomes will be documented, and the all the tests will be repeated during the last module of the semester. Once the pre and post scores are recorded students will be asked to analyze their results to show improvement in performance parameters. The students can present their findings via presentation format (Powerpoint or Keynote) or a document (Word or Pages) with graphs, charts and written content.</p>

Distance Education Quality

Quality Assurance

X	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

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