



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, October 28, 2020, 3:00 p.m.
Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/91072331007>

Or iPhone one-tap (US Toll): +16699006833,91072331007# or +13462487799,91072331007#

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Meeting ID: 910 7233 1007

International numbers available: <https://cccconfer.zoom.us/u/aX1vkzUw>

Or Skype for Business (Lync):

<SIP:91072331007@lync.zoom.us>

Members:

Dana Nasser, <i>Chair</i>	Aurélie Chevant-Aksoy	Emin Menachekanian	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	Sheila Cordova	Jennifer Merlic	Lydia Strong
Brenda Antrim	Guido Davis Del Piccolo	Jacqueline Monge	Esau Tovar
Garen Baghdasarian	Sharlene Joachim	Estela Narrie	Audra Wells
Fariba Bolandhemat	Sasha King	Brandon Reilly	Kelsey Molle (A.S.)
Susan Caggiano	Jamar London	Scott Silverman	

Interested Parties:

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

Ex-Officio Members:

Nathaniel Donahue

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

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

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

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

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VI. Information Items

1. Redesign of the Student Experience

(Non-Substantial Changes)

2. COM ST 22 Introduction to Competitive Speech and Debate
3. DANCE 75 Dance for Children: Creative Dance in the Pre-K and Elementary Classroom
4. FILM 7 American Cinema: Crossing Cultures
5. FILM 8 The Popular Film Genres
6. FILM 9 The Great Film Makers
7. FILM 11 Literature Into Film
8. FILM 30 Production Planning for Film and Video
9. FILM 31 Introduction To Digital Filmmaking
10. FILM 33 Making the Short Film
11. JOURN 17 Editing the Campus Newspaper
12. MEDIA 19 Beginning Radio/Podcasting Production Workshop
13. MEDIA 48 Television Field Production Workshop
14. PSYCH 25 Human Sexuality

VII. Action Items

(Courses: Distance Education)

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

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VIII. New Business

- CSUGE Ethnic Studies Requirement (time permitting)

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, October 7, 2020, 3:00 p.m.

Zoom Meeting

Members Present:

Dana Nasser, <i>Chair</i>	Susan Caggiano	Jamar London	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	Aurélie Chevart-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	

(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 3:04pm. Motion to approve the agenda with revision of BIOL 10 proposed for Emergency DE rather than DE.

Motion made by: Jason Beardsley; **Seconded by:** Audra Wells
The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of September 30 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

V. Chair’s Report

The Chair briefly previewed the Credit for Prior Learning regulation and how we would schedule a discussion on this topic in November.

She asked the Curriculum Representatives to follow up with their Departments to check the status of remaining DE approvals that need to be completed. The Committee members were encouraged to reach out with any questions or for help with completing the remaining proposals.

VI. Information Items

1. Redesign of the Student Experience
Audra noted that additional maps were on the way, this fall, particularly once the DE approvals have

been accounted for. Maps for interdisciplinary programs are also on the way.

(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")
Motion to approve changes to ART 20A with no additional revisions.
Motion made by: Audra Wells; **Seconded by:** Esau Tovar
The motion passed unanimously.
- b. ART 20B Drawing II Drawing with Color (Changed: course name (was "Drawing II"), course
description)
Motion to approve changes to ART 20B with no additional revisions.
Motion made by: Audra Wells; **Seconded by:** Esau Tovar
The motion passed unanimously.
- c. FASHN 2 Color Analysis (Changed: hours (2 lecture/2 lab to 3 lecture/0 lab, no change to units),
methods of evaluation)
Motion to approve changes to FASHN 2 with no additional revisions.
Motion made by: Esau Tovar; **Seconded by:** Estela Narrie
The motion passed unanimously.

(Courses: Distance Education)

- d. ART 10B Design for Life
- e. **ART 20A Drawing I Introduction to Drawing (Representative DE Application)**
- 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
Motion to approve distance education for: ART 10B (VII. d.), ART 20A (VII. e.), ART 20B (VII. f.), ART
21A (VII. g.), ART 21B (VII. h.), ART 30A (VII. i.), ART 30C (VII. j.), ART 31 (VII. k.), ART 32 (VII. l.),
ART 40A (VII. m.), and ART 41A (VII. n.) as a block with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jacqueline Monge
The motion passed unanimously.
- o. **BIOL 10 Applied Ecology and Conservation Biology (Representative DE Application)**
Motion to approve BIOL 10 for Online Delivery in Emergency Contexts Only with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- p. **COM ST 14 Oral Interpretation: Performing Literature Across Cultures (Representative DE
Application)**

- q. **COM ST 20 Agitational and Protest Communication (Representative DE Application)**
 r. COM ST 310 Organizational and Small Group Communication
 Motion to approve distance education for COM ST 14 (VII. p.), COM ST 20 (VII. q.), and COM ST 310 (VII. r.) as a block with no revisions.
Motion made by: Esau Tovar; **Seconded by:** Aurelie Chevant-Aksoy
 The motion passed unanimously.
- s. **FASHN 2 Color Analysis (Representative DE Application)**
 t. FASHN 3 Apparel Construction
 Motion to approve distance education for FASHN 2 (VII. s.) and FASHN 3 (VII. t.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Audra Wells
 The motion passed unanimously.
- u. **GR DES 41 Graphic Design Studio 2 (Representative DE Application)**
 Motion to approve distance education for GR DES 41 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Sharlene Joachim
 The motion passed unanimously.
- v. **PRO CR 8 Coaching of Basketball (Representative DE Application)**
 Motion to approve distance education for PRO CR 8 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
 The motion passed unanimously.
- w. PRO CR 15 Sports Management
 Motion to approve distance education for PRO CR 15 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
 The motion passed unanimously.
- x. **TH ART 42 Acting II (Representative DE Application)**
 Motion to approve distance education for TH ART 42 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Aurelie Chevant-Aksoy
 The motion passed unanimously.
- (Courses: Approved for Online Delivery in Emergency Contexts Only)*
- y. **ANATMY 2 Advanced Human Anatomy (Representative DE Application)**
 Motion to approve distance education for ANATMY 2 with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano
 The motion passed unanimously.
- z. **GERMAN 1 Elementary German I (Representative DE Application)**
 Motion to approve distance education for GERMAN 1 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
 The motion passed unanimously.
- aa. **JAPAN 4 Intermediate Japanese II (Representative DE Application)**
 Motion to approve distance education for JAPAN 4 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
 The motion passed unanimously.
- bb. **KIN PE 10A Fitness Lab (Representative DE Application)**
 cc. **KIN PE 21C Advanced Football for Men (Representative DE Application)**
 Motion to approve distance education for KIN PE 10A (VII. bb.) and KIN PE 21C (VII. cc.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Audra Wells
 The motion passed unanimously.

- dd. MATH 1 Bridge to College Mathematics
- ee. MATH 2C Concurrent Support for Precalculus
- ff. MATH 3 Trigonometry with Applications
- gg. **MATH 4 College Algebra for STEM Majors (Representative DE Application)**
- hh. MATH 4C Concurrent Support for College Algebra for STEM Majors
- ii. MATH 7 Calculus 1
- jj. MATH 10 Discrete Structures
- kk. MATH 13 Linear Algebra
- ll. **MATH 15 Ordinary Differential Equations (Representative DE Application)**
- mm. MATH 18 Intermediate Algebra for Statistics and Finite Mathematics
- nn. MATH 20 Intermediate Algebra
- oo. MATH 21C Concurrent Support for Finite Mathematics
- 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

Motion to approve distance education for: MATH 1 (VII. dd.), MATH 2C (VII. ee.), MATH 3 (VII. ff.), MATH 4 (VII. gg.), MATH 4C (VII. hh.), MATH 7 (VII. ii.), MATH 10 (VII. jj.), MATH 13 (VII. kk.), MATH 15 (VII. ll.), MATH 18 (VII. mm.), MATH 20 (VII. nn.), MATH 21C (VII. oo.), MATH 26 (VII. pp.), MATH 26C (VII. qq.), MATH 28 (VII. rr.), MATH 29 (VII. ss.), MATH 31 (VII. tt.), MATH 32 (VII. uu.), MATH 41 (VII. vv.), MATH 50 (VII. ww.), MATH 54C (VII. xx.) as a block with no revisions.

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

The motion passed unanimously.

yy. SPAN 4 Intermediate Spanish II (Representative DE Application)

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

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

The motion passed unanimously.

zz. VAR PE 11A In-Season Intercollegiate Strength and Conditioning (Representative DE Application)

aaa. VAR PE 11B Off-Season Intercollegiate Strength and Conditioning

bbb. VAR PE 11C Intersession Intercollegiate Strength and Conditioning

Motion to approve distance education for VAR PE 11A (VII. zz.), VAR PE 11B (VII. aaa.), and VAR PE 11C (VII. bbb.) as a block with no revisions.

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

The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting.

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

The motion passed unanimously.

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

DE Application

5. Course: DE for non-DE course: ANTHRO 3 - World Archaeology

Delivery Method

- Fully Online

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

- 1) A warm Welcome Letter will be sent to all registered students 2 weeks prior to the start of the semester. The document will contain general information about the course, a quick statement regarding the first scheduled class meeting, information and links to Canvas, information and links to DSPS, and contact information for the professor of record.
- 2) Weekly Announcements will be sent out Sunday before the beginning of each week to provide students with details of the material and tasks to be covered in the week ahead. Announcements will also be sent a week prior to the due date of each assignment, to announce Zoom meetings with students, and to remind students of important policies or changes in the syllabus.
- 3) Discussion Forums will be moderated by the professor and feedback will be given to students within 72 hours of the close of the Discussion Forum.
- 4) Comment will be provided on all exams, assignments, and quizzes. These comments will highlight the strengths of their arguments/answers and provide helpful suggestions on improvement, if necessary.
- 5) Student emails will be answered within 48 hours of receiving the email (holidays and emergencies excepted).
- 6) Weekly office hours will allow students to connect with the professor of record via email or Zoom meetings.
- 7) Written assignments, Discussion Forums, and exams will be graded within 72 hours of the assignment due date (holidays and emergencies excepted).

1b. Student - Student Interaction:

- 1) A total of 10 Discussion Topics are scheduled throughout the semester. The schedule is structured so that Discussion Topics do not overlap with exams, quizzes, and assignments. Students are required to post their comments first, and then post a response to at least one of their peer's comments. A rubric is created as a guide for the students so that they understand the format, expectations, and point value for their respective posts.

2) Students, in groups of 5-8, will be assigned a project on one of the Native American tribes of southern California. They will collaborate and personally choose a topic of interest to investigate (e.g., the role of shamans in group survival). Each group will create a presentation (PowerPoint or video) to share with the other Groups in class.

3) A 'Student Lounge' will allow students to ask questions, offer advice, and share information and resources with their peers.

1c. Student - Content Interaction:

Student-Content Interaction is assured in the following ways:

1) Weekly Modules will be created. Each Module will contain the required class material for the week.

2) Over the semester, the weekly modules will incorporate a dynamic range of lecture presentations. These include posted Power Point presentations, audio presentations, study guides, close captioned videos, and lecture notes.

3) There will be numerous Discussion Boards/Forums that will require the student to conduct straightforward, on-line research pertaining to a key topic being discussed in class.

4) Periodic links to outside resources (e.g., academic articles, films, documentaries) will be posted that will allow the student to gather additional information pertaining to class material.

5) Two written assignments will be required throughout the semester. These topics will allow the students to examine more closely key related topics in the field.

6) Graded quizzes will be given approximately every four weeks that will cover the lecture/conceptual material provided to date. The instructor will provide timely comments and feedback for each quiz.

1d. Distance Ed-Interactions

Other (describe)

An online final exam will be given to assess student learning outcomes. This exam will be objective in format. The instructor will provide a detailed rubric for grading and explain expectations and desired outcomes.

Percentage of Online Course Hours 5.00

Videos

Instructional videos will provide opportunities for students to interact virtually with course content. All videos will be close captioned and provide up-to-date commentary and evaluation on current archaeological issues/debates.

Percentage of Online Course Hours 10.00

Other (describe)

Online quizzes will be given at regular intervals to assess student learning outcomes. The instructor will provide detailed rubrics for grading and provide timely feedback.

Percentage of Online Course Hours 20.00

Written assignments

Two Assignments will be required. These assignments will be based on subject matter germane to the course and allow for independent and flexible investigation.

Percentage of Online Course Hours 20.00

Online Lecture

Weekly lectures will be presented via PowerPoint, audio lectures, and written summaries. This component will provide detailed instruction for students to learn the key concepts and arguments of the course.

Percentage of Online Course Hours 25.00

Discussion Boards

Students will engage in weekly Discussion Boards to post the results of their personal investigations and to comment on those posts and ideas generated by their peers.

Percentage of Online Course Hours 20.00

2. Organization of Content

The course content will be organized into weekly modules that correspond with the concepts and objectives described in the course outline. Module 1/Week 1 primarily entails important information items regarding the course (i.e., a Welcome to Course Letter, links to Canvas Guides, links to DSPS, Contact Information, overview of the syllabus, course expectations, and grading policies). Each weekly Module for the remainder of the course contains pertinent Learning Objectives, lecture material, linked (open access) reading material, a Discussion Forum, video or films (if scheduled), and written assignments or exams (if scheduled). Discussion Forums are not scheduled for modules that contain exams or quizzes.

3. Assessments

Quizzes

Percent of Grade 30.00

Assessment Method: 4 quizzes are used to assess student comprehension and the key concepts and skills of the particular section. While 4 quizzes are administered, the student will be able to drop the lowest scoring quiz. Consequently, three quizzes will count toward the 30%.

Final Exam

Percent of Grade 15.00

Assessment Method: An objective Final Exam will assess student comprehension for the final component of the course (i.e., case examples illustrating the power of archaeological investigation).

Discussion Board

Percent of Grade 20.00

Assessment Method: Each individual Discussion Topic is worth 10 points. The student can earn up to 5 points for their initial contribution/comment and up to an additional 5 points for their response/elaboration of another student's post. Students will not have access to their peers' posts until they make their initial post.

Assignments

Percent of Grade 20.00

Assessment Method: Two Assignments will be administered over the semester. These assignments will allow the student to examine in detail a select topic critical to the overarching focus of the course. The student will be free to arrive at their own assessment and evaluation of the respective prompt. This will allow the student to advance their techniques of independent investigation.

Book Quiz

Percent of Grade 10.00

Assessment Method: There will be one quiz specifically dedicated to a select range of chapters in the assigned textbook. This quiz will be objective in format and test the students' understanding of the assigned reading.

Syllabus Quiz

Percent of Grade 5.00

Assessment Method: A 10-question, objective quiz will be administered at the end of the first week of the semester. This quiz will cover the material presented in the syllabus and introductory audio. The quiz will ensure that the student understands the format of the course, along with testing procedures, expectations, textbook requirements, etc.

4. Instructor's Technical Qualifications

All faculty who will teach this course would have previously taught fully online courses at Santa Monica College. These faculty are knowledgeable of the SMC online learning system (LMS) so as to organize and manage the course effectively. All faculty who teach this course will have a working understanding of online conferencing programs such as Zoom and Skype.

5. Student Support Services

Links will be provided on the course Canvas webpage to the DSPS, Counseling Services, Canvas Help Videos, Tutoring Center, Wellness and Well-Being, SMC library, Bookstore, and Student Services.

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Course Objective "C": Relate theoretical concepts of social organization to specific behavior and, consequently, anticipated archaeological correlates.

Online lessons and activities include the following components (sequentially listed).

- 1) Instructional audio/power point presentations discussing the nature in which key societal organizations (e.g., religious, economic, political) change as societies become more complex.
- 2) Provide links to outside reading and pertinent scholars who have dedicated their professional career to examining institutional differences across societal complexity.
- 3) Provide links to select ethnographic documentaries that serve as "case examples" of associative human/organizational behavior.
- 4) Provide audios that explain the logic of associating specific archaeological (material) remains/correlates with specific types of social behavior.

- 5) Create a Discussion Forum or Group Activity where students discuss and their ideas and expectations for this objective.
- 6) Provide examples of real-life material evidence found in association with ancient societies of varying social and political complexity. This will be in the form of PowerPoint slides and on-line archaeological documentaries.
- 7) A component of the following quiz will be dedicated to this course objective to test the student's understanding of this key concept.

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: ASTRON 5 - Life in the Universe

Delivery Method

- Fully Online

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications will be initiated regularly and frequently by the instructor. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments. The instructor will also provide a virtual office and will be available to talk to students over the phone if necessary.

1b. Student - Student Interaction:

Students will participate in student-student interactions using threaded discussions. Using this 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 a more personal level.

1c. Student - Content Interaction:

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

1d. Distance Ed-Interactions

Online Lecture

PowerPoint lectures (which may be audio-narrated) will be provided for each module which will be broken down into short units. Alternative versions of the material will be provided e.g. slides with notes, notes only and podcasts

Percentage of Online Course Hours 20.00

Videos

Links to a wide-range of videos will be embedded within the audio-narrated PowerPoint lectures. A video will be provided in the introductory module to welcome the students to the class. There will also be video at the beginning of each module to outline the material to be covered and the assignments due. All videos will be closed-captioned.

Percentage of Online Course Hours 10.00

Discussion Boards

Two discussion boards will be assigned to each module. One will pose a general question relating to astronomy and the other will be specific to the material contained in the module. The discussion boards will provide ample opportunity for student-student and student-instructor interaction.

Percentage of Online Course Hours 20.00

Exams

There will be brief practice quizzes after each unit and a weekly test at the end of each module.

Percentage of Online Course Hours 40.00

Written assignments

Students will write a creative paper based on the reading of Carl Sagan's novel Contact

Percentage of Online Course Hours 10.00

2. Organization of Content

The course will be divided into modules. Each module will be broken down into smaller units. Each module will have introductory material in the form of a PowerPoint presentation and/or a reading assignment from an online text, video presentations/animations, a discussion board and a quiz. An exam will be given at the end of each module.

3. Assessments

Exams

Percent of Grade 50.00

There will be an exam at the end of every module which will be in the form of either a multiple choice test or a paper submitted online

Threaded Discussions

Percent of Grade 25.00

Students will be expected to contribute to and respond to posts in threaded discussions placed in each module.

Web Discovery

Percent of Grade 15.00

For each module, students will be expected to find web resources for the class and post them in a dedicated threaded discussion board.

Paper

Percent of Grade 10.00

Students will write a creative paper based on the reading of Carl Sagan's novel Contact

4. Instructor's Technical Qualifications

Faculty should be certified to teach online and on Canvas.

5. Student Support Services

Links to library databases will be provided as an integral part of the course.

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Online exercise based on Objective 8 (see attached files):

Compose your own prime number binary interstellar message about yourself by filling out the included 23 x 63 grid – color in squares to represent 1's or leave them blank (or use another color) to represent 0's. Try to include as much information about yourself as possible. Take a picture and embed the image in your discussion post on Canvas. **TO RECEIVE CREDIT, YOU MUST ALSO INCLUDE A DESCRIPTION OF THE MEANING OF YOUR MESSAGE.**

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.

BUS 21 Distance Education Application

Delivery Method

- Box: Online/Classroom Hybrid (not a delivery option when campus is closed)
- xBox: 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 via Live Zooms, Weekly announcements (1 to 3 per week), weekly course content uploaded in FILES, with accompanying Recorded Lecture regarding it uploaded in tandem; Every other week LIVE Zooms for review of uploaded content, or additional up-to-the-minute content occurring, with "open time" before/after, as well as one-on-one zooms as needed; Canvas-notification emails answered daily to accommodate all; GRADEBOOK feedback within week of submission; threaded discussion boards on major retail assignments (shared content broadens global retail knowledge on alternate weeks; twice-monthly guest speakers from industry Live Zooms; Retail Associations offering Webinars offered during semester, as applicable to topics covered. One-to-one Zoom office offered Mon-Friday.

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 interact with others re course content during weekly asynchronous discussion posts of student research assignments, i.e. Brick-n-mortar/ecommerce retail bio backgrounds, Pop-Up Retailer Concept Pitch, Location Site Analysis, and Three-Store Comparison projects. Students will be able to share in international retail creative concepts, as classroom membership spans three continents. Assignments are to be completed individually but allow for entire class to be exposed to up to 40 different retail businesses, spawning discussion of “what worked and what didn’t” via Posting, providing endless content for their final Pop-up Retail” Project Pitch (also shared). This constant and consistent co-sharing of info builds on the layering of knowledge created from foundation of terms/concepts presented in the first quarter of the class, building confidence and camaraderie.

1c. Student - Content Interaction:

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

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

Student content interactions with materials includes viewing weekly retail business entrepreneurial interviews, reading news reports on constant changing retail environment – specifically 2020 – where retail update articles from business journals, national/international newspapers, online media blogs and podcasts discuss changes in retail arena happening daily., i.e., retail merger/acquisitions, bankruptcy filings, new uses of commercial retail space, etc. Each week new retail merchandising “Success stories and failures” are shared (via YouTube video coverage, journal articles sourced from Library Database, making interaction with weekly content at least twice a week imperative, as changes in the retail climate from beginning of the week to weekend can change dramatically. ANNOUNCEMENTS in Canvas are made through the week in order to ensure some new development (news article/video) is brought to students’ attention.

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/Video Viewing (<i>instructor-provided materials</i>):	25%
Weekly Lectures (<i>interacting with other students, communicating with instructor</i>):	35%
Major Assignments- Content Overview- Presentations (<i>collaborative activities</i>):	20%
Discussions, Posting, sharing of work (<i>interacting with other students</i>):	20%

2. Organization of Content

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

Canvas Weekly Course Content is found in the core information center: FILES. FILES (weekly updated calendar with PowerPoints, YouTube videos- also embedded in PAGES, Assignment documents – also in ASSIGNMENTS). It is the root of content, structured/timed just as Ground Course Content, with additional benefit of sharing supplemental videos traditional ground time-frame couldn't provide. PAGES allows for current articles from National Retail Trade Associations to be added – always labeled by WEEK number. MODULES contain any/all recordings, both Live Zooms Recorded as well as Prerecorded Zoom Lectures, again sectioned by Week. The weekly pre-recorded lectures (minimum 2 – usually average 4) parallel the ground structure pacing – with benefit of being able to record additional topics particularly unique to the business climate today. Zoom Live classes occur every other week (or weekly as needed for Guest speakers or student need). Library research databases are a core portion of the retail assignments, where Zoom Live/Recorded orientations by SMC Librarian as well as follow-up specific research database application by instructor create sound base for quality assignment completion – all found in MODULES.

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
30%	Midterm; Written Assignments	Test : allows for measuring understanding of basic concepts; essay allows for creative application of learned concepts. Quiz: Written assignments follow same pattern: basic concepts communicated via student narrative, with personal application to ensure assignment goal successfully fulfilled
25%	Retail Research PowerPoint with Works Cited	Project: Effectiveness of database business research; adherence to MLA guidelines; detailed check-list of research + presentation guidelines
20%	Three-Store Comparison Project	Project: Adherence to fact-based content and student evaluation guidelines provided
25%	Final Test Content in Retail Project - P.O.P. Pitch Concept	Project: Adherence to detailed check-list of Pitch format, structure; creativity evaluated on research-based evidence (basis for final test content) Student grading is managed through a variety of assignment methods. A career in retail merchandising necessitates cultivation in both analytical and creative areas, so assignments provide variety to measure students' absorption of merchandising content along with creative adaptation to apply content.

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.)

Utilize all existing Canvas technology; instructor workshop on Accessibility; maintain Library Research Database/Librarian communication; access to professional online resources for students via trade/ professional organizations; Discipline in prompt Canvas email notification responses; Confidence in using additional multi-media offerings.

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 Library has been a direct, consistent link utilized for all assignments, which live introductory orientation with SMC librarian as well as follow-up; Students have direct link to Counseling Department, Black Collegians Program/Umoja Community/ Extended Opportunity Program & Services (EOPS), The Adelante Program, DREAM Program, SMC Tutoring Services, DSPS, Student Veterans, Career Services, Rotaract, Sustainable Works Org, Wellness Center, Food Insecurity Info, and Bookstore info re Chromebook issuance.

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 structure is designed to consider students with disabilities. Videos are fully closed-captioned – and all content (transcripts) are available – all live and recorded Zoom lectures are uploaded with full transcripts – Assignments and all written materials are all pre-checked re Accessibility). Reading order is correctly set so screen readers and other assistive technologies can be fully utilized. All accommodations are made for students who need more time to complete assignments, as communicated with DSPS.

7. Representative Online Lesson or Activity

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

Course Objective: Developing and implementing a merchandise promotion will utilize several activities. Students have access to all fellow students Retail Research PowerPoint projects submitted via Canvas (detailed overview of founder's history/mission/vision/competition/etc) in order to broaden their awareness of successful business plans/promotions. There will be threaded discussion on the effectiveness of each retailers' Corporate Social Responsibility as well as which retailers adapting to major changes in retail brick-n-mortar and ecommerce . Students will post their opinions of valuable concepts learned through the various retailers presented - in order to add dimension/content to their own "Pop-Up" merchandise plan. Those plans then shared in final weeks via PowerPoint, with follow-up communal commentaries in Posts.

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

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

DE Application

4. Course: SUBSTANTIAL Change: COM ST 9 - Introduction to Communication Studies

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 Online learning platform in the Getting Started Module

In addition to the bullets above:

- Utilizing online technology or software for communication and group work that facilitate virtual (a)synchronous group meetings with instructor
- Tracking student success via frequent communication in online learning platforms

1b. Student - Student Interaction:

- group projects
- group case studies
- Experiential activities (e.g., role playing, simulations, etc.)
- peer instruction
- (a)synchronous 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 online technology or software for communication and group work that facilitate virtual (a)synchronous group meetings with instructor
- Preparing virtual group presentations utilizing appropriate software (e.g., PowerPoint, Google Slides,

Prezi, etc.)

1c. Student - Content Interaction:

- Content is organized into visibly distinct learning units or modules based on weeks/major themes, etc.
- Page content is chunked in manageable segments using headings that facilitate online reading.
- Course makes use of Online learning platform or other appropriate channels 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), 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 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 discuss different topics and questions throughout the semester via online learning platform discussion boards, including interactive peer feedback on speeches and other discussion assignments.

Percentage of Online Course Hours 20.00

Online Lecture

Weekly or biweekly lectures presented asynchronously including embedded videos, links to resources, pertinent cultural and current events, etc.

Percentage of Online Course Hours 40.00

Project Presentation

Students will submit a variety of group and/or individual speeches, videos and other content to advance peer learning.

Percentage of Online Course Hours 20.00

Exams

Students will take a variety of quizzes and exams to assess understanding and retention of course content.

Percentage of Online Course Hours 10.00

Written assignments

Students submit short essays, journals and/or research papers

Percentage of Online Course Hours 10.00

2. Organization of Content

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

% of Course	Topic
20.00%	Foundations-Definitions and Context, such as: History of communication studies Communication Competence Perception Ethics Self-concept/Identity Levels of meaning Transactional nature of communication
10.00%	Verbal and Nonverbal Communication
10.00%	Fundamentals of Interpersonal Communication
10.00%	Fundamentals of Intercultural Communication
10.00%	Fundamentals of Group Communication
10.00%	Fundamentals of Mass Communication
10.00%	Fundamentals of Rhetoric & Public Speaking
10.00%	Fundamentals of Gender and Communication
10.00%	Emerging issues and specializations in Communication Studies (e.g. health, organizational, performance, etc.)
100.00%	Total

Methods of Instruction/Presentation: Group Work, Lecture and Discussion, Observation and Demonstration, Projects, Other (Specify), Critique, Field Experience

Other Methods: Directed class discussion; Group collaborative projects; In-class activities

Technologies used: Laptop/computer, Internet, Online learning platform, and other appropriate virtual meeting software or applications (e.g., Zoom, Google Hangouts, Online learning platform, etc.)

3. Assessments

Class participation (during lecture and in discussion boards)

Percent of Grade 10.00

Discussion boards & for short assignments related to the lectures and discussions, points

Exams/tests (midterms & quizzes)**Percent of Grade** 20.00

Scantron or points rubric

Final exam**Percent of Grade** 20.00

Scantron or points rubric

Group presentations – Individual and groups**Percent of Grade** 15.00

Points, rubrics

Oral Presentation- informative and/or persuasive speeches**Percent of Grade** 25.00

Points, rubrics

Individual Projects- Johari windows, journals, papers, etc**Percent of Grade** 10.00

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

- Writing Center (for research projects)
- Library
- Tutoring Center

6. Accessibility Requirements

Virtual lectures and lessons utilize Zoom transcription

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

Online learning platform 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 objectives 8: Employ principles of speech composition to individual and group projects.

Online lesson/activity: In self-directed teams, students will develop and present a 20-minute informative presentation on a theory or concept from an assigned specialization. Students will meet online via any of the electronic software platforms discussed by the professor to prepare for this presentation. Students will then produce a well-researched presentation discussing the history, original research, current research,

controversies, limitations, and future directions of the theory or concept. Each group member will be responsible for completing various tasks to create a coherent, cohesive and engaging 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

5. Course: DE for non-DE course: COM ST 22 - Introduction to Competitive Speech and Debate

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 will be regular weekly instructor-student interactions in the following ways.

First, synchronous zoom classes will be held in which lectures can be delivered, discussions can be moderated, and debates can be practiced. Zooms will be recorded and transcribed for students to watch if they miss the live meeting.

Second, instructor-student interactions will be initiated weekly with emails to the class in either written or video formats (video will be subtitled). There will also be weekly class discussion in discussion boards on the Canvas platform to discuss current events and upcoming debate tournaments, with both student and instructor participation.

Third, there will be substantial instructor-student interactions during online speech and debate tournaments during at least three weekends.

1b. Student - Student Interaction:

Student-student interactions take place regularly on messaging applications like Messenger or WhatsApp as debate tournaments approach, during the weekend of debate tournaments, and in the weeks following a tournament.

During synchronous zoom classes, students also instruct each other in debate skills, debate against each other, and judge each other in various speech and debate formats.

Student-student interaction is regular and substantial.

1c. Student - Content Interaction:

Student-content interactions occur weekly in synchronous zoom lectures and debates, and in asynchronous discussion boards about current events and debate topics. Students watch live debates and recorded debates (with subtitles).

1d. Distance Ed-Interactions

Online Lecture

Synchronous zoom lectures. At least 13% of the student's time in class is interacting with the Professor in synchronous or asynchronous zooms. 1 hour per week contact time with the Professor according to Academic Affairs.

Percentage of Online Course Hours 13.00

Other (describe)

Debate practice zooms with other students. At least 12% of the student's time in class is practicing debate with other students, even if the Professor is not there, in synchronous or asynchronous zooms. 1 hour per week of lab time with other students and content according to Academic Affairs.

Percentage of Online Course Hours 12.00

Other (describe)

Tournament participation 75% of the student's time for class is participating in weekend speech/debate tournaments as either a competitor, as a judge or as an audience member. 36 hours of arranged time (weekend tournaments) according to Academic Affairs.

Percentage of Online Course Hours 75.00

2. Organization of Content

Online modules are organized into weeks, with each weekly module containing links to lecture videos, links to synchronous zoom sessions with the professor, links to zoom recordings, links to practice debate videos, and links to tournament information.

3. Assessments

Weekly zoom with Professor learning and practicing debate

Percent of Grade 13.00

Assessed by Professor's observation of zoom attendance and active participation.

Debate practice zooms with other students

Percent of Grade 12.00

Assessed by zoom attendance records and notes of each debate submitted by students.

First weekend tournament participation

Percent of Grade 25.00

First weekend tournament participation either as a debater, judge, or audience member. A weekend tournament day is typically 12 hours. Assessment is based on student notes submitted after the tournament, as well as tournament records of participation.

Second weekend tournament participation

Percent of Grade 25.00

Second weekend tournament participation either as a debater, judge, or audience member. A weekend tournament day is typically 12 hours. Assessment is based on student notes submitted after the tournament, as well as tournament records of participation.

Third weekend tournament participation

Percent of Grade 25.00

Third weekend tournament participation either as a debater, judge, or audience member. A weekend tournament day is typically 12 hours. Assessment is based on student notes submitted after the tournament, as well as tournament records of participation.

4. Instructor's Technical Qualifications

Instructor should be experience in setting up Canvas modules and content, and using Canvas tools such as Pages, Discussions, Assignments, External links, embedded videos with subtitles. The College's existing Canvas technology is needed. The Instructor should be familiar with the tournament registration systems of forensicstournament.net and joyoftournaments.org.

5. Student Support Services

Links to library research tutorials should be integrated into the online classroom.

6. Accessibility Requirements

Content pages will include heading styles and sufficient color contrast and font size.

Videos will include accurate captioning.

Images will use descriptive alternative text.

7. Representative Online Lesson or Activity

Objective: Analyze the advantages and disadvantages of a parliamentary debate case.

Assignment: Debate Case Construction: students will create a prima facie case that meets all stock issues for a parliamentary debate on a policy resolution. The stock issues include proof of harms in the status quo, a full description of a proposed policy, and arguments to suggest solvency of the harms. Students submit this as an outline of arguments on the topic, including research and citations of evidence.

Online: The online lesson/activity that facilitates this objective is practice debate. Topics are assigned. Limited preparation time is allowed. Students must build a debate case using the available advantages and disadvantages of the topic. Students who debate do this in their preparation. Students who judge the debate do this in their verdict and decision calculus. Students who watch the debate to this through their note-taking of the flow of arguments and rebuttals. The online teaching tool for these debates will be (a)synchronous zoom events, announced and linked through the Canvas modules. Notes from debate observers are submitted by attachment to Canvas assignments.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

approval procedures.

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

DE Application

5. Course: DE for non-DE course: COUNS 11 - Orientation To Higher Education

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

The instructor will regularly communicate and promptly respond to students to ensure they are continuously informed of the upcoming lecture and assignments that need to be completed each week. There will be frequent communication between the instructor and each student via announcements, threaded discussions, email and online chats that occur throughout the course. The instructor will provide feedback on an ongoing basis, comments and suggestions on discussion boards, assignments, and quizzes to assist and support students as needed for course navigation. Further clarification will also be provided regularly regarding content, assignments, and exam(s) via email and announcements. The instructor will be available to talk to students via phone call or remote video communication.

1b. Student - Student Interaction:

The instructor will provide a weekly forum for student-student interaction using threaded discussion via Canvas and other learning platforms. The instructor will also provide opportunities for students to collaborate in an online group setting to build a sense of community among learners.

1c. Student - Content Interaction:

Students will engage with the content regularly throughout the course. A variety of assignments and activities will be provided to ensure student engagement and comprehension of course material. Assignments and activities will be designed for each content module so that students may assess their comprehension of the course material before they complete graded assignments. Each session will include online lectures, video links, immigration-related material and transfer resources.

1d. Distance Ed-Interactions

Online Lecture

PowerPoint lectures (which may be audio-narrated and closed-captioned) will be provided for each module.

Percentage of Online Course Hours 40.00

Videos

Links to a wide range of videos will be embedded within the audio-narrated PowerPoint lectures.

Percentage of Online Course Hours 10.00

Discussion Boards

Discussion boards will be assigned to each module regarding that week's course content. The discussion boards will provide ample opportunity for student-student and student-instructor interaction.

Percentage of Online Course Hours 10.00

Exams

Throughout the course, there will be short quizzes to ensure students are staying current with course content. A final exam will be administered at the end of the term.

Percentage of Online Course Hours 10.00

Other (describe)

Students will research and create an individualized comprehensive education plan based on educational goal. Students will review requirements for transfer, associate degree, and/or certificates and general education to complete education plan. In a hybrid delivery, students will have the opportunity to visit SMC campus resources and/or participate in community service projects.

Percentage of Online Course Hours 30.00

2. Organization of Content

The course will be divided into modules and will become available on a weekly basis. Each module will have introductory material in the form of a PowerPoint or video presentation, a discussion board, assignment, and/or quiz. The instructor will grade assignments on a timely basis and provide both prompt and individualized feedback to students via the LMS grading system. The weekly modules will include overviews, introductory pages, videos, narrated PowerPoints, assignments, and discussion boards. There will be additional course handouts in the files tab, which will be organized according to the modular units. A final exam will be given at the end of the term.

3. Assessments

Final Exam

Percent of Grade 25.00

There will be a final exam at the end of the term which will be in the form of multiple choice, fill in the blank, and true/false questions.

Threaded Discussions

Percent of Grade 15.00

Students will be expected to contribute to and respond to threaded discussions.

Education Plan

Percent of Grade 30.00

Students will be expected to utilize videos, links, and resources as part of their individualized education plan research. Including websites like assist.org and SMC transfer Center webpage.

Written Assignment

Percent of Grade 30.00

Students will submit a written assignment relevant to the content provided in the modules.

4. Instructor's Technical Qualifications

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

5. Student Support Services

Links to relevant Santa Monica College's student services will be an integral part of the course such as the Counseling Transfer Center, International Education Center, and Career Center. In addition, DSPS, Center for Wellness and Wellbeing, Library, and the Ombuds Office will be included to provide personal support.

6. Accessibility Requirements

Online lecture presentations and assignments will be made accessible with the assistance of the DSPS office. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

7. Representative Online Lesson or Activity

Upon learning how to calculate grade point averages, students will demonstrate proficiency in completing a fillable G.P.A. worksheet. The worksheet will include calculating cumulative and transferrable G.P.A.

In a hybrid delivery, students will be assigned an activity that involves participation in SMC's campus resources and/or community engagement (see attached sample assignment).

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application

3. Course: NON-Substantial Change: FASHN 6A - Pattern Drafting and Design

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. 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 a Dart". 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 buying 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 25.00

Videos

Instructor will lecture through an audio and screen capture. 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 10.00

Peer Feedback

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

Percentage of Online Course Hours 5.00

Online Lecture

Lecture of course material.

Percentage of Online Course Hours 30.00

2. Organization of Content

The course content will be organized into weekly modules.

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 30.00

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

Develop Patterns

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: Assignment matches Course Objective #1:

Project # 1: Dart Manipulation on the Basic Bodice Project Description: The second project in this class; Students are given front and back of the Basic bodice to practice with. Lecture/Demonstration by the instructor: Types of darts and their locations to change the style of the bodice is explained. "Slash and Spread" method of dart manipulation is demonstrated. Seam allowances and grain lines are explained. Pattern information and other features used on production patterns are introduced to finalize the project. Learning outcome: Students should make two patterns with different dart locations. They should be able to apply seam allowances, notches, grain lines, punch holes, and pattern information correctly. They need to cut one of the patterns out of muslin and sew a quick sample to see if the manipulation was successful. All homework pieces are checked and discussed with students individually to make sure all mistakes are understood. The sample is pinned on the dress form to discuss the look, fit, and performance of the pattern. Grading Rubric: Usage of the technique10p. Seam allowances.....5p Notches.....5p Punch holes and grain lines..... 5p Pattern presentation.....5p Sample presentation.....10p Total points for the project.....40P

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: FILM 5 - Film and Society

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

The instructor will be in regular contact with students. There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the LMS at the start of each week, and during the week as needed. The instructor will also send all announcements via email, and will respond to students' comments and questions via chats, email, and the mail option in the LMS within 24 hours. The instructor's contact information will be located both on the course syllabus and in the LMS. The instructor will provide support as needed for course navigation, and will send to students 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. The instructor will provide clear and detailed instructions, to be embedded in each module and activity, and he/she will also contact students, as needed, with important reminders and with key points that need to be emphasized. 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 conduct weekly online office hours where students can talk to him/her one-on-one with important questions or concerns that they may have. Finally, the instructor will provide study sessions for both the midterm and the final, and these will be offered virtually.

1b. Student - Student Interaction:

Student-student interactions will occur during the weekly (a)synchronous class sessions. Students will communicate regularly with each other via the LMS. For each module, students will interact in a threaded discussion forum that will be based around the discussion of individualized questions. Students will respond to a discussion topic and will then respond to each other. Student-student interaction will be designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. Specifically in a Film Studies course such as this, in either a synchronous or asynchronous modality, students will discuss the films and what they have learned in lectures and assigned reading using the LMS. They will work virtually on assignments and group projects, and will do this in small groups using various online/virtual discussion platforms that will allow for group work. Students will also have tools that will allow them to share and work together on documents. They will be able to arrange virtual work sessions outside of class during hours that will work for them, and they will give the instructor reports on this work during class time and via communications in the LMS. There will also be homework assignments for which students will meet virtually in groups in between classes. They will use Zoom or other similar platforms for this purpose.

Students will also be able to use various forms of social media for the purpose of having discussions, and a student lounge/cafe will allow them to initiate discussion forums on their own.

1c. Student - Content Interaction:

Students interact with content and course materials several times a week. Content will be organized into distinct learning units or modules based on major themes presented. This class will utilize the LMS or other modes for content delivery on a weekly basis. Each unit will have an overview, with all of the expectations, goals, and dates listed for that unit. For each module, students will read the assigned chapter(s), and will watch the instructor's lecture. For each module, students will have a discussion question, interact with each other, and take a quiz. In general, the instructor will provide a range of assignments and activities to address different learning styles. For some units, students will watch a feature film that illustrates what was discussed in the lecture, and then they will answer discussion questions. For some units, students will analyze a film according to certain criteria. Other assignments will require students to research a topic related to the unit and write a short paper. All course materials will be accessible. Students will interact with the materials several times a week, and the due dates are staggered throughout the week. Students will also interact with content when they do their homework assignments. In the synchronous teaching modality, there will be real-time lectures where students will be expected to take thorough notes. During the lectures, they will often be viewing short instructional videos which will help to illustrate and support the lecture content. Students will take quizzes and exams in the LMS, and they will be viewing feature-length films via private online links. The design of the class will include instructions for students to work with content in various ways, such as instructing students to take notes during the viewing of films in class and/or outside of class, and then sharing their notes with their fellow classmates during threaded discussion periods. Students may also be given other types of assignments, such as to read and write about supplemental essays/articles relevant to each unit, engage in reflective writing, take self-check quizzes, respond to film analysis questions in short-answer essay form and verbally in class discussions, etc.

1d. Distance Ed-Interactions

Discussion Boards

Weekly discussions on course topics. Discussion will ascertain understanding of topic, present a forum for dialog, and give the instructor a sense of where the student understanding is. A discussion board will also be created for general questions. This will include class communication and instructor feedback.

Percentage of Online Course Hours 5.00

Online Lecture

Weekly lectures presented (a)synchronously

Percentage of Online Course Hours 50.00

Videos

Instructional videos and whole feature films will be shown in class to illustrate concepts. All videos will be compliant for accessibility and captioned.

Percentage of Online Course Hours 5.00

Discussion

Discussions will take place in virtual (a)synchronous class and group meetings

Percentage of Online Course Hours 5.00

Project Presentation

Presentations of group projects will take place in a virtual (a)synchronous class.

Percentage of Online Course Hours 5.00

Study and/or Review Sessions

Every class starts with a review session of the material covered the previous week.

Percentage of Online Course Hours 10.00

Class Debate

Debate will take place in a virtual (a)synchronous class and group meetings

Percentage of Online Course Hours 5.00

Exams

There will be a midterm and a final exam given using the LMS, and a few short quizzes.

Percentage of Online Course Hours 5.00

Written assignments

Students will write film analysis reports.

Percentage of Online Course Hours 5.00

Peer Feedback

Students will critique each other's work and often collaborate on joint projects.

Percentage of Online Course Hours 5.00

Threaded Discussions

Only applicable if course is taught asynchronously.

Percentage of Online Course Hours 5.00

2. Organization of Content

The content will be organized in weekly modules. For a regular 16 week semester, one module is covered each week, following the same general schedule as the on-ground class. For each module, there will be 1) an overview (with the learning objectives, goals, assignment list, deadlines, links to all of the content, and an outline for each chapter), 2) the instructor's lecture notes which may include written notes, PowerPoint, or a video), 3) a discussion forum, and 4) a quiz. Modules will be consistently structured and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, video, and/or graphics will be 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. Organization of the course content by topic area for a Film 5 class dealing with the specific theme of "American Film & Society of the 1950s" would be as follows:

% of Course	Topic
20.00%	American film & society from 1950-1951
20.00%	American film & society from 1952-1953
20.00%	American film & society from 1954-1955
20.00%	American film & society from 1956-1957
20.00%	American film & society from 1958-1959
100.00%	Total

3. Assessments

Writing Assignments (Papers/Projects)

Percent of Grade 20.00

All students will complete one research paper, and have the option of doing either a film analysis report or a digital project. Group projects will be permissible.

Midterm Exam

Percent of Grade 20.00

The midterm exam will consist of objective-style questions – multiple-choice, true-false and fill-in-the-blanks – and an essay.

Final Exam

Percent of Grade 20.00

The final exam will consist of short answer questions and a longer essay question.

Chapter Quizzes

Percent of Grade 20.00

Students will take online quizzes for each chapter. These will consist of 15-20 multiple-choice and true-false questions.

Other Assignments

Percent of Grade 20.00

Student will have to participate in weekly discussion in which they must critique films and then also critique the responses of some of their fellow students. These assignments will serve as study guides for the midterm and final exams.

4. Instructor's Technical Qualifications

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

5. Student Support Services

The course links to the LMS support (the technical support phone number and the link to submit an online form), the SMC Distance Education page, and other services offered at SMC, such as the Disability Office, the Bookstore, and the Center for Wellness, etc. All of this information will be included in the course syllabus. Some information, such as technical support, will be listed in numerous places on the LMS (such as the home page, at the end of assignment instructions, in the FAQ page, etc), so that students will always be able to find this information. Textbooks will be available in hard copy from the SMC bookstore, and if possible also digitally, in which case links to both will be provided. Links to the following should also be provided: online tutoring, tutorials for online classes, etc.

6. Accessibility Requirements

The course will ensure access for students with disabilities. All video will be captioned, all PowerPoints and Word documents will be accessible, all photos on the LMS will include a description that can be read by screen readers.

7. Representative Online Lesson or Activity

One of the course objectives of Film 5, as stated in the Course Outline of Record is: "Assess the relationship between the films of an era and the social, political, and psychological trends within American society during that era." An online lesson/activity that could be used to facilitate student learning of this objective is as follows: The instructor could have the students watch the film "Rebel Without A Cause" (1955), and then engage in online historical research on the youth culture of the 1950s and the problems of juvenile delinquency during that decade. In groups and/or threaded discussion, students would talk about how "Rebel Without A Cause" portrayed American high school students; whether the images in the movie were congruent with the real social issues/problems of the time (juvenile delinquency and teenage rebellion); and also assess whether a Hollywood studio (in this case Warner Brothers) accurately portrayed these issues/problems, or whether it distorted, romanticized and/or sentimentalized them in order to produce a film that would be a surefire moneymaker at the box office.

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: GEOG 2 - Introduction To Human Geography

Delivery Method

- Fully Online

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

Instructor-student interaction is carried out through the following ways:

- 1) Welcome letter sent a week before class starts. In the letter, instructor will highlight key information for students to smoothly start the class. Course expectations and requirements will be outlined in the syllabus and sent with the welcome letter, including any books and/or other materials students are expected to acquire. Beyond providing information, the welcome letter is designed to initiate an inviting learning relationship instructor and students.
- 2) Weekly announcements provide students an overview of the tasks to be done in the upcoming week along with group feedback on the progress of the class thus far.
- 3) Regular opportunities for optional synchronous meetings with students, including one-on-one virtual office hours to address student questions, as well as group class meetings such as review sessions in preparation for exams and/or other assignments.
- 4) Instructor provides timely feedback and comments on students' submitted work, typically within 72 hours. When appropriate, graded student assignments will provide a rubric explaining the grade received, as well as feedback that may help students with future assignments.
- 5) Active instructor participation and moderation of class discussions.
- 6) Instructor invites and provides timely response to individual student queries submitted by phone, email, or the internal messaging functions of the course management system (e.g., Canvas's Inbox), typically within 24-48 hours.

1b. Student - Student Interaction:

Student-student interaction is carried out through the following ways:

- 1) Weekly discussions will provide students with a place to ask general, conceptual, and technical questions. While the instructor will monitor and answer questions on the forum, students will also interact with one another by answering questions and providing other tips or resources they come across.
- 2) Collaborative assignments in which students collect, share, and compare similar types of information for different geographic areas (e.g., U.S. states, cities, countries). Collaboration tools, such as cloud-shared documents, will be used as appropriate.
- 3) Student-initiated collaboration will be invited and facilitated through open discussion boards and virtual meeting sessions.
- 4) Students have the opportunity to give brief feedback on assignments via peer review. Interactive discussion assignments that direct students to comment on their colleagues' contributions are particularly appropriate for this course.

1c. Student - Content Interaction:

Student-content interaction is carried out through the following ways:

- 1) Lecture presentations and other reading materials will be provided online for students to read and study
- 2) Instructional captioned videos to help students learn the key concepts and skills.
- 3) Regularly scheduled written assignments will help students summarize key concepts from topical units and assigned readings.
- 4) Regular review quizzes will provide immediate feedback to students as they work their way through course material, while also serving as practice for major exams.

1d. Distance Ed-Interactions

Online Lecture

Course content delivered in a variety of formats suited to online learning (e.g., text, slides, captioned videos) will be comparable to conventional in-the-classroom lectures.

Percentage of Online Course Hours 30.00

Discussion

Participation in regular discussion assignments, including interactive reading and review of classmates' posts and instructor comments and questions.

Percentage of Online Course Hours 15.00

Study and/or Review Sessions

Q&A interaction between instructor and students covering course content in a variety of formats, such as live online meetings and discussion boards.

Percentage of Online Course Hours 15.00

Written assignments

Periodic written assignments based on assigned readings and related materials for the course.

Percentage of Online Course Hours 20.00

Exams

Regular review questions and major exams.

Percentage of Online Course Hours 20.00

2. Organization of Content

Course content will be organized into regularly timed modules (weekly, biweekly, or semiweekly) that correspond with the concepts and objectives described in the course outline. A typical instructional module includes the following:

- 1) overview of the expectations, key concepts, and assigned and recommended materials
- 2) instructional presentation in a variety of formats, such as captioned video, illustrated slides, and text
- 3) review quizzes to test the comprehension of the material
- 4) discussions relevant to the module's conceptual content
- 5) other appropriate graded assignments

3. Assessments

Final Exam

Percent of Grade 20.00

A comprehensive multi-part exam consisting of a mix of multiple-choice, short-answer, map, and essay questions. The exam is designed to be open notes, open book, but presented with a timer that necessarily limits students' ability to consult their notes.

Midterm Exam(s)**Percent of Grade 20.00**

Multi-part exam(s) consisting of a mix of multiple-choice, short-answer, map, and essay questions, designed to be open notes, open book, but presented with a timer that necessarily limits students' ability to consult their notes.

Topical Unit Assignments**Percent of Grade 30.00**

Weekly assignments based on one of the course's topical units. Format of the assignments vary, some designed as a data gathering and analysis exercise, others as a prompted graded discussion.

Weekly Review Questions**Percent of Grade 20.00**

Untimed review questions of the week's lecture and reading material, with students allowed multiple attempts for formative assessment.

Participation**Percent of Grade 10.00**

Assessment of student's overall participation in the course, based on frequency and variety of interaction with the course content, instructor, and classmates.

4. Instructor's Technical Qualifications

The instructor should be familiar with the SMC online learning management system (LMS) and also should be familiar with using online meeting tools such as Zoom.

5. Student Support Services

Links to SMC library, bookstore, DSPS, Admissions, Financial Aid, Tutoring Center, Wellness and Well-being, Counseling, and Earth Science Department will be posted on the course website. In addition, useful off-campus online learning resources relevant to the course will be shared with the students via the website.

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

One of the course objectives is to facilitate students' abilities to describe and evaluate pressing issues of sustainability from a geographical point of view--that is, from geographers' interest in people-environment relations as they vary across space, from place to place. One related activity is linked to the notion of I=PAT, which is a simple mathematical formulation for comparative analysis of the impacts that different societies have on their natural environments. "I" (impact) is the dependent variable, while the independent variables that together determine I are "P" (population), "A" (affluence), and "T" (technology). While these variables can

be tricky to define for applied purposes, international data are widely available for several reasonable proxies. This assignment asks students to collect data from a source such as the World Bank for one or more countries, entering the data in a shared class spreadsheet, and then engaging with their classmates about what the numbers reveal. For example, students can collect data on countries' greenhouse-gas emissions as a proxy for "I", countries' per-capita GDP as a proxy for "A", and the countries' total population "P". From these three numbers, the spreadsheet automatically calculates countries' inferred "T" values. The heart of the assignment is the discussion that follows. What countries and regions of the world appear to have the greatest environmental impact, at least when it comes to greenhouse-gas emissions? What do they have most in common: large populations, perhaps, or large economies? Or both? How much do the calculated "T" values vary from country to country, and is there a geographic pattern? Or is there a correlation between affluence and calculated "T"? While "T" presumably represents technology, what does it more specifically represent in this particular application? Variations of this assignment include tracking change over time; what trends in the four variables are apparent during the last few decades? Another variation is to use other proxies for "I", such as rates of deforestation or soil erosion.

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

DE Application

5. Course: DE for non-DE course: HEALTH 11 - First Aid and Cardio-Pulmonary Resuscitation

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 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 required, what materials are required, along with other pertinent information that may be relevant as circumstances change,

Learning Management System, such as Canvas, shall include a Home Page tailored to the first week of class that contains instructor contact information, syllabus, clear instructions for using the content that may include a brief orientation, and a clear message as to where to login to start the class, as well as all the synchronous meeting dates and times (if applicable),

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 the human body, life-threatening emergencies, non-life-threatening emergencies, multiple casualty incident response, home emergency kits, FEMA preparedness training,

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 assignments, quizzes, group work, etc., by weekly due dates.

1b. Student - Student Interaction:

Students will interact with each other by:

Participation in weekly graded discussions where students are evaluated on their answers to multiple first aid and CPR scenarios,

Posting and responding to classmates' questions or concerns in the Course Q&A Discussion thread,

Working with different partners to complete practical exams where they demonstrate their first aid and CPR techniques via Zoom, while being evaluated by an instructor,

Working in groups on projects that are linked to the course objectives,

LMS Inbox messages to fellow classmates as needed, and

Optional participation in non-graded practice scenarios and study sessions in the Virtual Student Café threaded discussions.

1c. Student - Content Interaction:

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, practical exams and various other activities throughout the length of the class.

Students are offered a free digital copy of the required textbook along with the option to purchase a physical textbook from the bookstore. Each week, Instructor will post reading material from the book. Weekly quizzes based on the reading material will help students review the information and receive feedback from the instructor. Also, every week several videos of first aid and CPR techniques will be provided for students to practice while they watch.

Additionally, students must actively participate in first aid and CPR lessons by showing the instructor their skills via video. Weekly check-ins on their performance via graded discussion threads as well as practical exams at the end of each unit will be used to measure the students' overall comprehension.

Rescue skills that require more than one rescuer will result in classmates being placed together randomly wherein they can demonstrate communication skills, lifesaving techniques and an overall knowledge of the specific scenario they are facing.

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, within a week of a submission.

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, lesson, links to reading materials, etc.,

Presentation of new lesson content based on course objectives, delivered through content pages, American Red Cross videos, images, PowerPoint presentations, hyperlinks to external materials, articles, etc.,

Instructor video lesson Introducing week's proper rescue protocol,

Presentation of graded Discussion threads tied to week's topic, and

Presentation of the week's assessments with clear instructions and due dates.

Wednesday: Virtual Office hours

Thursday: Initial response to graded discussion due.

Friday: Some Fridays will be designated as Video Conference meeting days to practice rescues using CPR mannequin (made as per instructor's guidance) or first aid supplies with cameras on and instructor guidance.

Sunday:

Weekly quiz due,

Any assessments posted during the week due,

Replies to classmates within threaded discussion(s) due, and

Student videos of skills due.

Note: All assignments and assessments will have specific due dates that will complement the weekly lessons.

1d. Distance Ed-Interactions

Online Lecture

lectures, Instructor-created videos, ARC videos, demonstrations, articles, etc. 35%

Percentage of Online Course Hours 35.00

Written assignments

weekly quiz, student skill video uploads, etc.

Percentage of Online Course Hours 10.00

Discussion Boards

Discussions

Percentage of Online Course Hours 15.00

Exams

Assessments (Group and Individual Practical/written exams)

Percentage of Online Course Hours 25.00

Other (describe)

Small Group Assignments

Percentage of Online Course Hours 15.00

2. Organization of Content

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 LMS' content pages, videos, images, hyperlinks to external materials, articles, etc.),

Instructor/ARC Video demonstration(s) of the rescue introduced that week, and Instructions for submitting week's assessment(s),

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

Discussion thread(s) related to the topic(s) of the week,

A variety of assessments (written or video assignments, group projects, quizzes, etc.) that may vary from week to week, and

Optional entire class-, small group- or individual- video conference for real-time demonstration and review of skills.

In order to practice different rescue skills, students should acquire a CPR mannequin. An economical version is available at:

https://www.shopheart.org/cpr-anytime-kit-adult-child?utm_source=GoogleShopping&utm_medium=GoogleCSE&utm_campaign=CSE&gclid=Cj0KCQjwqfz6BRD8ARIsA7fnMPVDTA2ucAoGdOY8aAqkPEALw_wcB

Students will need to purchase first aid training supplies, as well:

https://www.mcrmedical.com/product/FTK1-First-Aid-Training-Kit.html?gclid=Cj0KCQjwqfz6BRD8ARIsAIXQCf0SSxz7MDSIBXmYpzLD5kCUYC8KT-hY85r-7fnMPVDTA2ucAoGdOY8aAqkPEALw_wcB

The cost of the materials will come to an estimated \$45. Students receiving Financial Aid should have the option of financial help in procuring these items for the course.

3. Assessments

Assignments

Percent of Grade 30.00

Written assignments such as weekly chapter quizzes, skills video uploads, small group projects, etc. Work submitted through LMS

Written exams

Percent of Grade 20.00

2 Timed, graded Multiple choice exams delivered via LMS

Individual Practical Exam

Percent of Grade 10.00

Assessed via video conference by instructor one student at a time.

Group Practical Exams

Percent of Grade 25.00

Multiple rescuer assessments assessed via video conference. Each student will be graded on their individual performance, quality of communication and overall knowledge of proper skills.

Participation

Percent of Grade 15.00

Active participation in weekly, small group/class discussion threads and active engagement throughout live, Video Conference practice sessions.

4. Instructor's Technical Qualifications

Instructor must be trained and certified as a First Aid and CPR Instructor with the American Red Cross; furthermore, they must maintain up-to-date knowledge as to the current certification requirements put forth by the Red Cross regarding Distance Education.

Instructor should also receive training on LMS in place, as well as know where and how to access technical support available for faculty. Instructor must be knowledgeable in making course material universally accessible.

5. Student Support Services

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

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

Online lesson for wound care/bleeding emergencies:

Lecture and Demonstration: Students listen to a 15 minute video lecture on various types of wounds, how to treat wound and care for victim, and when to seek advanced medical care. Instructor demonstrates how to use the dressing and roller bandages in the various wound care scenarios. (demonstration will be presented via video and will take roughly 5 minutes).

ARC Video: Students watch a 10-minute ARC video on wound care for multiple scenarios including: avulsions, tears, punctures, bites, embedded objects, wounds to the eye and head.

Practice: ARC videos allow for “practice as you watch”. Once student feels confident with the skill, students submit video of themselves performing wound care for specific scenario via LMS assignment page.

Feedback: Students are offered feedback on technique and scenario response via LMS Gradebook.

Discussion: A discussion thread linked to the activity will become available for students to present questions, discuss variations in scenarios and responses, etc.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application

5. Course: DE for non-DE course: JOURN 16 - Producing the Campus Newspaper

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 assignments, content created for The Corsair, and bi-weekly critiques on the PDF editions and online platforms of The Corsair newspaper.
- Sending frequent announcements to summarize the previous week or describe the next week
- Providing online or telephone office hours
- Mentoring Corsair Newspaper student leaders via one on one and group online meetings
- Working with writing student staff via one on one meetings to help with story ideation, content creation and the functionality of working in a team environment
- Sending welcome communication 1-2 weeks before class begins, then house the email in Canvas in the Getting Started Module
- Offering an optional pre-semester online workshop to prepare students for the rigors and layout of the course

1b. Student - Student Interaction:

- Student editors at The Corsair are tasked with approving story ideas and helping student staff writers develop and edit content for The Corsair newspaper on a weekly basis
- Peer learning groups created to help new students understand how to come up with story ideas, how to reach out to potential sources, how to conduct background research for content and how to both give and receive constructive criticism and critique weekly
- Student staff editors and staff writers copy edit other student staff writer content on a weekly basis to insure proper use of AP Style and accuracy of information
- WhatsApp class group created to facilitate interactions between student section editors of the newspaper and student staff writers, including setting content deadline dates, providing support during the content creation process and peer mentoring/shadowing opportunities on a daily basis

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
- tutorials for supplemental course software/applications (using text, still images, audio, and/or video)
- Digital textbook with embedded exercises and self-check quizzes

1d. Distance Ed-Interactions

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 5.00

Discussion

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

Percentage of Online Course Hours 5.00

Class Debate

Students take part in bi-weekly critique sessions either via an application such as Zoom or via instructor facilitated discussion using online discussion threads."

Percentage of Online Course Hours 10.00

Written assignments

Students submit bi-weekly written and multimedia content in addition to submitting bi-weekly story/content ideas via a 'story pitch' document

Percentage of Online Course Hours 30.00

Peer Feedback

Students peer edit/copy edit all written and multimedia content before publication in The Corsair newspaper, website or social media platforms

Percentage of Online Course Hours 20.00

Other (describe)

Students learn how to use the Adobe Creative Suite including InDesign for newspaper layout, Premiere for multimedia editing and Lightroom for photo editing.

Percentage of Online Course Hours 10.00

2. Organization of Content

- Online course is organized into learning modules in Canvas, complimented by a digital textbook with embedded videos, exercises and self-check quizzes
- Peer mentoring via student staff editors paired with student staff writers
- Bi-weekly content critiques/discussions via (a)synchronous virtual class
- Current event discussions/debates via (a)synchronous virtual class
- Peer Content Review/copy editing via bi-weekly Corsair newspaper production days
- Bi-weekly use of Adobe InDesign for Corsair newspaper layout
- Bi-weekly use of Adobe Premiere for Corsair multimedia content editing
- Bi-weekly use of Adobe Lightroom for Photo editing
- Weekly use of Canva for graphic/infographic creation for Corsair newspaper's digital platforms
- Daily use of Squarespace content management system, including website/audience engagement analytics tools

- Daily use of social media platform content management and audience analytics
- Frequent guest speakers for Journalism/Communication Industries

3. Assessments

Bi-Weekly Content Submissions

Percent of Grade 30.00

Peer review, Points

Bi-Weekly Story Idea Submissions

Percent of Grade 30.00

Story submission template document, points

Quizzes

Percent of Grade 20.00

Self-check quiz instrument embedded within textbook, Points

Group Work

Percent of Grade 20.00

Peer review, 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

- Bookstore
- Library
- Financial Aid
- Writing Center

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

Objective #3: Design story and photo pages using professional design principles for print and online editions

Sample Activity: Corsair Newspaper production day. This activity incorporates the use of design layout software, graphic design applications, online content management systems, peer review, social media

content management and team collaboration. During this bi-weekly activity students design editors, section editors, copy editors, photographers, writers and newspaper student managers use applications such as

Zoom to collaborate virtually in the design layout of the newspaper. Students copy edit work previously submitted by their peers, including written articles, photographs and infographics. They then use InDesign to

place content, choose font, create graphic design layout options in order to create a final PDF of The Corsair

Newspaper. Students then take content placed in the PDF of The Corsair newspaper and edit it for digital use on The Corsair's website and social media platforms. Students use Squarespace's content management system to then update the Corsair's website design layout. Once these activities are complete students use Squarespace and social media application tools to track content analytics to be used to discuss audience engagement strategy.

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: JOURN 21 - News Photography

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 photo assignments and project proposals.
- Sending frequent announcements to summarize the previous week or describe the next week
- Providing online or telephone office hours
- Working with photography students during critique to promote independent thinking and self motivation to select newsworthy assignment material.
- Sending welcome communication 1-2 weeks before class begins, then house the email in Canvas in the Getting Started Module
- Offering inclusion in an optional pre-semester online workshop the advanced Corsair news staff to demystify the process of publishing the Corsair.

1b. Student - Student Interaction:

- Weekly discussion groups to provide students an opportunity to collaborate on ideas and trade solutions for unexpected hurdle in completing assignments.
- Open ended semester discussion on the semester long photo story assignment.
- Photo story idea presentation greenlight meeting where students behave as mentors, consultants and colleagues in guiding each story idea presentation.
- Peer learning groups created to help new students understand how to come up with story ideas, how to reach out to potential sources, how to conduct background research for content and how to both give and receive constructive criticism and critique weekly assignments.

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
- Tutorials for supplemental course software/applications (using text, still images, audio, and/or video)

1d. Distance Ed-Interactions

Discussion Boards

Weekly discussion specific to current assignments involving problem solving, and sharing images for collegial reactions and peer advice prior to assignment deadline.

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 5.00

Discussion

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

Percentage of Online Course Hours 5.00

Project Presentation

Weekly photo assignments and semester project story progress edits serve as Project Presentations.

Percentage of Online Course Hours 5.00

Class Debate

Students take part in bi-weekly critique sessions via Zoom facilitated by the instructor. In addition topics of current events are also discussed/debated weekly in virtual (a)synchronous classes.

Percentage of Online Course Hours 5.00

Exams

One major exam covering all topics covered in course material.

Percentage of Online Course Hours 5.00

Written assignments

Students submit weekly assignments that require full Associated Press style caption material imbedded in photo images for critique and assessment.

Percentage of Online Course Hours 25.00

Peer Feedback

Students engage in peer critiques of submitted work.

Percentage of Online Course Hours 20.00

Other (describe)

Students learn how to use Lightroom for photo editing.

Percentage of Online Course Hours 10.00

2. Organization of Content

- Online course is organized into learning modules in Canvas, complimented by a textbook with, exercises and self-check quizzes.
- Peer mentoring via student staff paired into small cohorts.
- Weekly content critiques/discussions via (a)synchronous virtual class.
- Current event discussions/debates via (a)synchronous virtual class.

- Peer Content Review via threaded discussion and critique day responses.
- Weekly use of Adobe Lightroom for Photo editing
- Frequent guest speakers for Journalism/Communication Industries

3. Assessments

Weekly Content Submissions

Percent of Grade 30.00

Instructor and Peer review, Points

Weekly Story Idea submissions

Percent of Grade 30.00

Photo submission template document, points

Quizzes

Percent of Grade 20.00

Self-check quiz instrument embedded within textbook, Points

Group Work

Percent of Grade 20.00

Peer review, 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

- Bookstore
- Library
- Financial Aid
- Writing Center

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

Objective 3: Apply working concepts of photojournalistic storytelling in General News Spot News, Features, Environmental Portraits, Sports Action and Sports Feature

Sample Activity: General News photo assignment

Assignment: A picture of a scheduled political, social or cultural event for which advance planning was possible. Examples: demonstrations, staged promotional or political events and other daily news.

- Photograph any social, cultural or political event, for which you can preplan, that is an exploration of an

important Cultural, Political or Social issue on the Santa Monica College campus or of interest to SMC students and Faculty.

- Submit 5-10 images that provide a storytelling insight, using effective camera techniques and designs in good light, following journalistic ethics.
- Submitted images should show a range of visual variety utilizing different lens focal lengths.
- Include accurate thorough captions for each submitted image.
- Share the individual student experience and select images in a threaded discussion prior to the assignment deadline for required feedback with class and cohort peers.
- Online recorded Zoom lecture on General News with photo samples, student feedback, questions and analysis of the presented professional current or historical images.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application

5. Course: DE for non-DE course: JOURN 43 - Public Relations and Publicity

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 writing assignments (Press Release, Media Advisory, Pitch Letter) produced for the class
- Sending frequent announcements to summarize the previous week or describe the next week
- Providing online or telephone office hours
- Holding optional once-a-week Zoom class meetings that are recorded and posted online for asynchronous viewing
- Comments in online threaded discussion or in the gradebook instructor comments for those discussions
- Sending welcome communication 1-2 weeks before class begins, then house the email in Canvas in the Getting Started Module/Announcements
- Proactive outreach to students via emails and/or phone calls to help students if they need assistance catching up with class work.

1b. Student - Student Interaction:

- Writing Assignment (Press Release, Media Advisory, Pitch Letter) optional Zoom sessions where students give each other feedback, in addition to hearing feedback from the professor.
- Threaded discussions online where students may post their work for classmate feedback and also give other students feedback on their work.
- Group Discussions where students work in teams to work on Case Studies/Public Relations Crisis Management Campaigns.
- Optional weekly zoom sessions with whole class discussions and breakout room discussions/activities.

1c. Student - Content Interaction:

- Content is organized into weekly learning modules based on weeks/major themes, topical headlines and class suggestions related to lecture content, etc.
- Module content is parsed into manageable segments using headings that facilitate online reading.
- Course makes use of multiple Course Management System (CMS) tools for weekly content delivery
- Tutorials for supplemental course software/applications (using text, still images, audio, and/or video)
- Content from Public Relations organizations (PRSA, PRSSA, IABC & IPRA) embedded into the class Canvas.
- Course content also reviewed and discussed in the optional once-a-week Zoom sessions that are recorded and posted on Canvas.

1d. Distance Ed-Interactions

Online Lecture

Weekly lectures presented (a)synchronously both in content posted to Canvas and in optional zoom sessions recorded and posted to Canvas

Percentage of Online Course Hours 20.00

Videos

Embedded videos in course content

Percentage of Online Course Hours 5.00

Discussion

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

Percentage of Online Course Hours 10.00

Project Presentation

Mock Press Conference presented to the class both in a zoom session and on the class Canvas

Percentage of Online Course Hours 10.00

Class Debate

Students take part in critique sessions via Zoom facilitated by the instructor or in a threaded Canvas discussion. topics of current events are also discussed/debated weekly in virtual (a)synchronous classes

Percentage of Online Course Hours 10.00

Exams

Quizzes taken on Canvas

Percentage of Online Course Hours 5.00

Written assignments

Students submit written assignments online

Percentage of Online Course Hours 20.00

Peer Feedback

In optional video sessions and threaded discussions

Percentage of Online Course Hours 10.00

Threaded Discussions

Used to discuss course content and for critique sessions

Percentage of Online Course Hours 10.00

2. Organization of Content

- Online course is organized into weekly learning modules in Canvas with embedded videos and self-check quizzes
- Weekly content critiques/discussions via (a)synchronous virtual class
- Current event discussions/debates via (a)synchronous virtual class and online discussions
- Guest speakers when applicable, from journalism/public relations career field

3. Assessments

Press Release, Media Alert, Pitch Ltr.

Percent of Grade 15.00

Instructor Review, Peer Review, Points

Mid-Term Exam

Percent of Grade 20.00

Instructor Review, Points

Final Exam

Percent of Grade 20.00

Instructor Review, Points

Final Project –Mock Press Conference

Percent of Grade 30.00

Instructor Review, Peer Review, Points

Class discussions

Percent of Grade 15.00

In Lecture and In Discussion Threads, 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

- SMC GPS student support system
- Library
- Financial Aid
- Writing Center
- Career Services Center
- Student Service Calendar

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

1. Objective #3: Develop an effective Public Relations Campaign with multiple strategies for success.

Sample Activity:

The final project/mock press conference is the culmination of all the topics learned in class. Students are graded on how effectively their "public relations agency" works together in teams (OR individually) to prepare the components necessary to complete and present their "mock press conference" to the rest of the class:

- Group Teams or Individually
- Event, Product, Service Launch or Crisis to Manage.
- Elements Needed – Pre- Press Conference/Media Kit
- Pitch Letter
 - Media Advisory
 - Main News Release
 - A News Feature – About the Development of the Product, Service or Crisis
 - Facts Sheets on the Product, Organization or Event.
 - Background Information
- Photos and Drawings with Captions
 - Biographical Material on Spokesperson or Chief Executives
 - Some Basic Brochures or a Company Newsletter (if applicable)

This activity includes advance preparation, in preparing the full media kit needed. Actual Press Conference presented Via Zoom where group teams or individuals present the press conference and then open up the end of the presentation for Q&A by members of the “press” including team members, students/peers and the professor.

The professor gives immediate feedback on the mock press conference and more detailed feedback when project is graded and entered in Canvas.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application

5. Course: DE for non-DE course: KIN PE 2 - Achieving Lifetime Fitness

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

Weekly: 1) Announcement posted on Homepage, 2) Weekly overview with detailed information for upcoming week such as objective/theme, work tasks, lecture link, course materials (powerpoint, chapter summary notes) and supplemental resources for support content (articles, videos, links), 3) weekly office hour "live" on Zoom, 4) individual e-mail follow-up with students who do not submit work, 5) weekly text or video comments on assignments, quizzes or discussions in Grade book, 6) Mid-week reminder e-mail of upcoming due dates or information related to class (sent through m-Professor), and, 7) reply to posts on the "What's on Your Mind" discussion board.

1b. Student - Student Interaction:

Weekly discussions (graded and small groups), Student lounge discussion board (non-graded), shared document for workouts and wellness idea sharing (non-graded), icebreaker activities facilitated by instructor, and "live" group workouts (optional/extra credit).

1c. Student - Content Interaction:

Each week students have: 1) a discussion topic that requires a main post and at least replies to 2 classmates, 2) an assignment that applies the concepts and information that is the theme for the week, and 3) a timed quiz that requires the students to read from the OER materials and apply the information. There are an additional 3 assignments that span more than one week in duration: movement journal, behavior modification project and a movie review.

The material for a module (week) opens on Mondays at midnight and closes (is due) by the following Sunday at 11:59pm.

1d. Distance Ed-Interactions

Threaded Discussions

Weekly discussion board with content and prompt. Students post a main post and exchange with at least 2 classmates in their discussion group.

Percentage of Online Course Hours 15.00

Other (describe)

Weekly quizzes: Timed quizzes based on OER resources provided for the weekly theme.

Percentage of Online Course Hours 10.00

Written assignments

The objective of the assignments in the KIN 2 class is to translate content to context with guidance into personal experience. For example, instead of just reading about heart rate as a measure of work intensity in the Cardiovascular Fitness module, students will complete a series of progressions to practice the skill. First, students will calculate their own resting and pre-exercise heart rate. Next they will demonstrate the ability to calculate their own heart rate reserve values for moderate and intense physical activity and exercise. Lastly, students will complete a 30-minute body weight workout and apply their heart rate measuring skill at designated points in the workout and then report the data as well as a reflection on the experience.

Percentage of Online Course Hours 50.00

Online Lecture

Instructor will record weekly lecture as well as additional resources for the module theme.

Percentage of Online Course Hours 5.00

Other (describe)

Projects are included in the KIN 2 class as an opportunity to add breadth and depth to the content. This course is Lifetime Fitness so to support behavior modification these projects incorporate the content as the foundation and support the student in working on an individually selected area of wellness.

Percentage of Online Course Hours 15.00

Videos

With the goal of providing options for all learning styles, an extensive resource page is included for each module. These resources include educational videos, videos created by the instructor, articles, research publications, and OER resources.

Percentage of Online Course Hours 5.00

2. Organization of Content

The KIN 2 course is organized in Modules, which corresponds with a week (Monday at midnight to Sunday at 11:59pm). Each Module contains an Overview, Quiz, Assignment and Discussion. This course uses a number of resources that are provided for the students as OER resources and resource pages within each module.

There are currently 16 Modules for the KIN 2 course, beginning with a Canvas and course orientation.

3. Assessments

Weekly timed quizzes

Percent of Grade 10.00

Quizzes are multiple choice, short answer and true and false formats. Instructor creates the quizzes from assigned reading for the week.

Assignments

Percent of Grade 50.00

Variety of assignments that are assigned weekly and directly related to the module theme. "See, hear and do" is mode of format for the assignments.

Weekly discussions

Percent of Grade 15.00

An example of a discussion in the KIN 2 course is, Barriers to Exercise. This is part of a module that focuses on behavior modification and exercise adherence. Students watch a TED talk by a behavioral researcher who conducted a study on perception and exercise difficulty. The students respond to prompts provided by the instructor to formulate a main post. The students are sorted in smaller group (8-10) so they also reply to at least 2 group mates for each discussion. A rubric is provided to clarify the expectation for the discussion criteria (main post and reply). Each discussion is 5 points total.

Individual projects

Percent of Grade 25.00

Throughout the semester students are developing knowledge, skills and abilities (KSA's) related to lifetime fitness and wellness. Through the assignments the goal is to develop competence and confidence in these KSA's to continue them after the class has concluded. The objective for the individual projects is for students to emphasize the ability portion of the course and develop and implement action plans.

4. Instructor's Technical Qualifications

Knowledge, skills and abilities to design and manage a course that has a lab component (applied) to it. Therefore, how to create tools such as fitness assessments that provide students with auditory as well as visual information for them to safely and correctly complete a series of fitness assessments.

5. Student Support Services

For the KIN 2 class I share with students the resources at the Center for Wellness and Well-being, the Health Center, Sustainability and environmental programs, the library, career counseling, resources for food and housing security, and technological support services such as Canvas. I offer the events and workshops that are offered across campus, be it financial planning, wellness, scholarships, social issues etc as extra credit in the KIN 2 class. It is ALL wellness related.

6. Accessibility Requirements

Captioning (CC) as well as the audio transcript is provided for recorded lectures as well as all video content in the course, Alt-text is provided for all images, power points and other documents provided on Canvas, the course is designed with accessible font size, headers, and color contrast. Documents are create with accessibility in mind and provided as PDFs and WORD docs. Hyperlinks are create with screen readers in mind as well as the formatting of content.

When notified by DSPS of any accommodation for students, the adjustments are made right away.

7. Representative Online Lesson or Activity

Objective 1: Ascertain present level of overall fitness.

Students complete a fitness assessment at Week 2 and Week 14 in the KIN 2 course. The fitness assessment is comprised of 9 assessments that represent health-related components of fitness (body composition, cardiovascular fitness, muscle endurance, muscle strength, mobility, balance, agility, and hand-eye coordination). There are also 4 optional assessments. In the assessment, I have provided video demonstrations of the technique for each item as well as modifications that can be added. The initial assessment (Week 2) is a baseline and students record their results as well as a reflection. In the following weeks, students use this data and experience in other assignments, such as goal-setting and motivation, to identify what they will focus on for the Week 14 assessment. The fitness assessment is repeated at Week 14 and again the data is reported with a different reflection about what has changed (or not) and what this is

attributed to. The secondary purpose of this fitness assessment is to provide students with opportunities for exercise that does not require equipment and/or much space. This supports the idea of lifetime fitness.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application

5. Course: DE for non-DE course: KIN PE 17 - Boxing for Fitness

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 Boxing for Fitness course will begin with a detailed introductory packet from the instructor that includes a welcome letter detailing equipment and supplies necessary for the 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. Since written discussions of boxing techniques can be difficult, students are encouraged to post links to short video clips to supplement the discussions.

1c. Student - Content Interaction:

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

1d. Distance Ed-Interactions

Discussion Boards

Brief Description: Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various topics.

Percentage of Online Course Hours 30.00

Videos

Video and Powerpoint lecture presentations are provided to students, and are accompanied by a series of workout assignments for students to participate/practice. Additionally, students are encouraged to post any questions, discussion topics, and/or videos on a discussion board on the appropriate topic

Percentage of Online Course Hours 30.00

Other (describe)

Research project. Students will investigate a boxing or fitness based area or topic appropriate to their 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

Online Lecture

Lecture of course material.

Percentage of Online Course Hours 30.00

2. Organization of Content

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

3. Assessments

Exams

Percent of Grade 25.00

Multiple exams (written or practical) will be used to assess student performance and progress.

Active participation

Percent of Grade 75.00

Students will be assessed biweekly on their active participation and progress/improvement on various topics. (No one assessment is worth more than 30%).

4. Instructor's Technical Qualifications

Instructors should have received training on the learning management system in place. Ideally he/she would have completed the six-week class provided by SMC or completed relevant @ONE courses. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is

accessible is also vital.

5. Student Support Services

Links to the counseling department, financial aid, library, and the SMC Go app for other services. Additionally students will be directed to the learning management system hotline in order to navigate (Canvas) or the learning management system.

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 portion of a boxing match. In a threaded discussion they would discuss what types of boxing styles were used and the defensive strategies each boxer employed. Each student would describe what each boxer 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: MEDIA 13 - Broadcasting Announcing and Production

Delivery Method

- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Fully Online
- *Other: [Please Explain.]* X Box: Online/Classroom Hybrid (not a delivery option when campus is closed) X 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

- Commenting/providing feedback on assignments produced by the class.
- Sending frequent announcements to summarize the previous week or describe the next week.
- Providing online or telephone office hours.
- Holding optional once-a-week (a)synchronous class meetings that are recorded and posted online for asynchronous viewing.
- Comments in online threaded discussion or in the gradebook instructor comments for those discussions.
- Sending welcome communication 1-2 weeks before class begins, then house the email in LMS in the Getting Started Module.
- Proactive outreach to students via emails and/or phone calls to help students if they need assistance catching up with class work.

1b. Student - Student Interaction:

- Assignment critique optional (a)synchronous sessions where students give each other feedback, in addition to hearing feedback from the professor.
- Threaded discussions online where students post their work for classmate feedback and also give other students feedback on their work.
- Group solutions for assignment project where students work in teams to develop, report and produce an assignment.
- Optional weekly (a)synchronous sessions with whole class discussions and breakout room discussions/activities.

1c. Student - Content Interaction:

- Content is organized into visibly distinct learning units or modules based on weeks/major themes, etc.
- Page content is presented in manageable segments using headings that facilitate online reading.

- Course makes use of multiple Course Management System (CMS) tools for weekly content delivery.
- Tutorials for supplemental course software/applications (using text, still images, audio, and/or video)
- Course content also reviewed and discussed in the optional one-a-week (a)synchronous sessions that are recorded and posted on LMS.

1d. Distance Ed-Interactions

Online Lecture

Weekly lectures presented (a)synchronously both in content posted in LMS and in optional (a)synchronous sessions recorded and posted in the LMS

Percentage of Online Course Hours 20.00

Videos

Embedded videos in course content

Percentage of Online Course Hours 5.00

Discussion Boards

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

Percentage of Online Course Hours 10.00

Project Presentation

One group reporting project presented to the class both in a (a)synchronous session and on the LMS

Percentage of Online Course Hours 10.00

Class Debate

Students take part in critique sessions facilitated by the instructor or in a threaded discussion. topics of current events are also discussed/debated weekly in virtual (a)synchronous classes

Percentage of Online Course Hours 10.00

Exams

Quizzes taken in LMS

Percentage of Online Course Hours 5.00

Written assignments

Students submit all assignments online

Percentage of Online Course Hours 20.00

Peer Feedback

In optional video sessions and threaded discussions

Percentage of Online Course Hours 10.00

Threaded Discussions

Used to discuss course content and for critique sessions

Percentage of Online Course Hours 10.00

2. Organization of Content

- Online course is organized into weekly learning modules with embedded videos and self-check quizzes
- Weekly content critiques/discussions via (a)synchronous virtual class

- Current event discussions/debates via (a)synchronous virtual class and online discussions
- Guest speakers from communication/broadcasting career field

3. Assessments

TV News Submissions

Percent of Grade 25.00

Peer review, instructor review, Points

Group story project

Percent of Grade 15.00

Peer review, instructor review, Points

Pre-planning and beat-related assignments

Percent of Grade 20.00

Instructor review, Points

Quizzes

Percent of Grade 25.00

Points

Class discussions

Percent of Grade 15.00

Peer review, 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

- student support system
- Library
- Financial Aid
- Writing Center
- Career Services Center
- Student Service Calendar SMC GPS

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

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

Objective #1: To receive training and practical experience in announcing for radio and television.

Sample Activity:

Students will be required to complete (5) individual projects.

These projects include:

1. :30 Radio Commercial
2. 3:00 Radio News Report
3. Radio DJ Audition
4. TV 3:00 News Anchor Report
5. TV 3:00 Interview

Following a lecture, the students will prepare a script, marking the script with appropriate symbols, and then perform the above activities.

The course also provides skill development in the areas of interviewing, hosting talk format programs, performing voice-overs for commercials and promotional spots, writing copy/script and delivering news reports on camera and digital devices, i.e., MP3.

Assignment would be submitted and checked with the integrated Turnitin function. The professor would give feedback and points on the assignment, and the student would have the option of rewriting and resubmitting the article. This student/professor interaction is similar to the reporter/editor/disc jockey/announcer interaction at a broadcasting outlet.

Assignment submitted in the online course or discussion board for instructor review and comment. A rubric will be used to help guide student content and instructor assessment

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application

3. Course: NON-Substantial Change: MEDIA 19 - Beginning Radio/Podcasting Production Workshop

Delivery Method

- Fully Online

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

Content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting.

Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of belonging and community is established in the online classroom.

Throughout the course of the semester, students can help each other by posting replies and engage in a discussion in the "General Questions" discussion board. Instructors will respond in a timely manner which should be made clear in the course.

1c. Student - Content Interaction:

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

1d. Distance Ed-Interactions

Discussion Boards

A discussion board will also be created for general questions, this includes class communication and instructor feedback.

Percentage of Online Course Hours 5.00

Study and/or Review Sessions

Meet with the instructor or in small groups for discussions, or project feedback.

Percentage of Online Course Hours 5.00

Online Lecture

Lecture Topics, presented (a)synchronously, will be written files or captioned videos, which are both accessibility compliant.

Percentage of Online Course Hours 10.00

Videos

Clips of videos are always shown in class to illustrate concepts. All videos will be compliant for accessibility and captioned.

Percentage of Online Course Hours 10.00

Discussion

Discussions happen in virtual (a)synchronous class to check comprehension, present a forum for dialogue, and allow for deeper analysis and evaluation of course content.

Percentage of Online Course Hours 10.00

Project Presentation

Presentations of projects happen in a virtual (a)synchronous class.

Percentage of Online Course Hours 30.00

Exams

Weekly quizzes, one midterm, and final exam to verify content retention through formative assessment.

Percentage of Online Course Hours 10.00

Written assignments

Students work on radio/podcasting scripts and submit them online through LMS.

Percentage of Online Course Hours 10.00

Peer Feedback

Students will respond to their peers in the weekly class threaded class discussion, collaborate on projects and peer-reviews of media projects.

Percentage of Online Course Hours 10.00

2. Organization of Content

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

Due dates are given at the beginning of class to allow time for scheduling to complete the project.

Assignments are given spaced throughout 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

Weekly Discussion

Percent of Grade 20.00

Students are divided into small groups and work on topics in the collaboration areas of the course LMS. Digital online submission.

Quizzes and Exams

Percent of Grade 30.00

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

Projects

Percent of Grade 50.00

Projects submitted in the course LMS for comment and grading by the instructor. Weekly chatroom or discussion board participation allows students to discuss projects with each other and the instructor. (No one assignment is worth more than 30%).

4. Instructor's Technical Qualifications

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

5. Student Support Services

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Objective:

Create commercial, public service, and new copy, employ appropriate music and/or sound effects for projects, and operate computer audio software to edit and mix for a multi-track recording session.

Assignment:

Write, record, and produce two 30-second radio commercials. The commercials should feature real products and should include the persuasion elements introduced during class. One commercial should include a minimum of an announcer, and two sound effects and the other should include a minimum of an announcer and an appropriate music cue.

Online:

The written portion of their media projects are digitally submitted online through the course LMS. Their audio projects are uploaded to their SoundCloud channels and posted on their websites which they create in our class.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

Distance Education Application – Modified

For PRO CR 19: Field Experience

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 PRO CR 19 - Field Experience course will begin with a detailed introductory packet from the instructor that includes a welcome letter detailing the requirements and information pertinent to the class such as but not limited to PDF files, videos, and audio recordings sent to students by email, and also posted on the learning management system used by the college. 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 instructional activities to cover course content on at least a weekly basis for the duration of the session. Each week, the students will have to submit their weekly experience as a teaching assistant via interactive class discussion boards. The instructor posts and/or emails regular announcements and reminders regarding assignments and projects including all upcoming due dates. The instructor explains in detail how the online platform is organized, so that students feel familiar 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. There will also be office hours via “Zoom” for interaction between the instructor and students. Instructor provides feedback on 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.*

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

Students engage in weekly discussion boards where they address their weekly progress as a teaching assistant in their respective activity course. Students will share their experience, what they have learned, how they have grown, what they have liked, what they learned interacting with the students, and more. 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 encourages students to interact with one another outside the framework of the course material. In the student discussion area, participants can share course material, 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, 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 in weekly discussion boards with their classmates and they will discuss their weekly progress as a teaching assistant in their respective activity course. Students will share their experience, what they have learned, how they have grown, what they have liked, what they learned interacting with the students, and more. Students will use these discussions boards to provide feedback and interact with each other. Students will be instructed to reply to peers directly to fulfill a reciprocal discussion and create free flowing conversation on a weekly basis. Students can share experiences and ideas with one another.

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]

Discussion Boards
Brief Description: Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various topics. During this students will discuss their experiences as a teaching assistant in their respective course.
Percentage of Online Course Hours: 20%
Reflection Paper
Brief Description: Students will write a five-page reflection paper about their experience as a teaching assistant. The paper cover their responsibilities and specific experiences as a teaching assistant. Students will explain what they found enjoyable and difficult, what they learned, how they interacted with students in the class, how they interacted with their instructor (mentor), how they adjusted to being a teaching assistant throughout the course, and what they would change or add if this was their class. The instructor will grade the paper and provide interactive feedback to the student.
Percentage of Online Course Hours: 25%
Unit Plan
Brief Description: Students will write a unit plan, which is an outline of the course week by week. The unit plan implements the SLOs and course objectives to create a plan for a course that the students write on their own. The students plan what will be taught, develop the assignments and assessments, and plan the grading scale and evaluation methods. The instructor will grade the unit plan and provide interactive feedback to the student.
Percentage of Online Course Hours: 12.5%
Lesson Plans
Brief Description: Students will write two detailed lesson plans that outline what will be taught for two separate class sessions. The lesson plan will include SLOs, lesson objectives, and a step-by-step plan for how the course will be taught that class session. Students will include how the

students will be assessed and how the students will be engaged in activity. The instructor will grade the lesson plans and provide interactive feedback to the student.

Percentage of Online Course Hours: 12.5%

Class Participation

Brief Description: Students will assist their instructor (mentor) as a teaching assistant in a specific course. Student will have interaction with the instructor (mentor) and the students in the class in the role of a teaching assistant.

Percentage of Online Course Hours: 30%

2. Organization of Content

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

There will be a beginning orientation the first week of class that describes the expectations of the course, how to find an instructor to be a teaching assistant for, how to structure and write a unit plan, and how to structure and write a lesson plan. This will be done via a live "Zoom" meeting with the instructor, and it will be recorded so the students can use it as a reference throughout the duration of the semester. There will be modular units for the students in their learning management system that will guide them throughout the course.

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
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20%	Lab Reports	Weekly Discussions
25%	Midterm exams	Unit Plan/Lesson Plans
25%	Final Exam	Reflection Paper
30%	Other-Practical	Class Participation as a teaching assistant

Students will have weekly communication with the instructor through weekly discussion boards so they feel supported and have consistent student-instructor engagement. All of the assignments are the same as if it were an on-ground course. The criteria used to substantiate student learning and how those interactions are assessed are the same as an on-ground course.

4. Instructor’s Technical Qualifications

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

Instructors should have training and experience on the learning management system in place. Instructors should be aware of the technical support that is 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.)

- Support services:
- About canvas – how to use canvas (discussions, peer replies, communication, submitting assignments, etc.)
- Tech support – for canvas
- DSPS
- Santa Monica College Library and Bookstore
- Financial Aid
- Veterans Center
- Student Health
- Student Equity Center

Campus Police

Counseling Center

6. Accessibility Requirements

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

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

The course will be designed to meet the needs of students with disabilities. The course will follow the accessibility guidelines for distance education via the learning management system. The course will include access to our institutions Disabled Student Programs and Services (DSPS) and the students will have access to accommodations provided by DSPS.

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
- 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.

Course Objective: Provide an opportunity for field experience students to analyze skills used in various activities.

Online lesson/activity: Describe how you analyze skills/techniques in your class that you are serving as a teacher's assistant. - (Threaded discussion via the learning management system)

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application

5. Course: DE for non-DE course: PSYCH 5 - The Psychology of Communication

Delivery Method

- Fully Online

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

The instructor will also initiate contact at the beginning of the course with a warm and welcoming video, email, or announcement to students that introduces the course and the instructor, and directs students on where and how to get started.

The instructor will maintain regular and effective instructor-initiated contact with students throughout the semester using a variety of CMS tools including: Announcements, Assignment (feedback), Discussion (comments), Conference/Zoom (office hours), Grading (Message Students Who ...), Pages, Email/Message, and GPS.

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

and input from students on course.

Students will be encouraged to initiate contact with the instructor throughout the semester with instructor contact information clearly posted and easy to find on the syllabus and homepage along with expected response times (within 24 business hours) and through GPS. The instructor may also provide student-initiated contact opportunities through Chat, Discussion (Q&A), or student-requested office hours via Zoom, Chat, or Conference, where appropriate.

1b. Student - Student Interaction:

The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

The idea behind using a variety of tools, methods, and assignments/activities is to accommodate a variety of communication styles and create an inclusive community of learners in the online environment.

The instructor will also provide clear and concise guidelines with each of these assignments/activities that explain the standard/required levels of student participation (both quantity and quality) and how that participation will be evaluated.

1c. Student - Content Interaction:

The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, activities, and assignments and other assessments to these learning objectives.

In terms of variety of content and frequency of interaction, a typical module will include a combination of reading, video lesson, slide presentation, case studies, activity, deliberate practice, discussion Q&A, and poll/survey to gauge student learning in addition to frequent and varied formative and summative assessments (discussed below).

The instructor will include instructions for learners to work with the content in meaningful ways such as explaining the purpose of a particular reading or resource, instructing students to take notes during a video or slide presentation, reminding students to keep important points in mind while reading, alerting students that they will be discussing or reporting on the content in a follow-up assignment, etc.

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning. Further, the instructor will provide direct links to SMC student support services to aid students in the necessary support and resources for successful course completion.

1d. Distance Ed-Interactions

Chat Rooms

Instructor-Student/Student-Student live chat/virtual office hours

Percentage of Online Course Hours 5.00

Online Lecture

Live and recorded lectures and presentations from instructor and other scholars

Percentage of Online Course Hours 10.00

Videos

Lectures from and interviews with known scholars, supplemental videos applying course content to socially and culturally relevant material (e.g. TedTalks, Khan Academy, etc).

Percentage of Online Course Hours 15.00

Discussion

Weekly instructor- initiated discussion focused on student understanding of course content, application, and skill building.

Percentage of Online Course Hours 15.00

Project Presentation

Collaborative learning and group project video presentation

Percentage of Online Course Hours 10.00

Exams

Review quizzes and two exams

Percentage of Online Course Hours 20.00

Written assignments

Four reflection essays

Percentage of Online Course Hours 10.00

Peer Feedback

Student-to-student interaction and feedback in weekly discussion; student interaction and feedback around group presentations (partially included in Discussion hours above).

Percentage of Online Course Hours 10.00

Other (describe)

Digital storytelling – students use various multimedia to demonstrate understanding of course material and apply to one's understanding of self and others

Percentage of Online Course Hours 5.00

2. Organization of Content

The instructor will organize the content in meaningful and distinct learning units (modules) by week, topic, or major theme to facilitate student learning, and ensure that the course material is accessible and easy for students to navigate. This will reduce the cognitive load for students and facilitate student learning.

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

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

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

questions, and share documents, iClickers to deliver polls & surveys, and FlipGrid, PlayPosit, AdobeSpark, Screencast-o-matic, or Explain Everything to deliver video and active learning video lessons. The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. Assessments

Weekly Discussion Posts

Percent of Grade 15.00

(description cont: Instructor initiated discussions consists of instructor-student interactions; student-to-student interactions.) Discussion post guidelines and rubric will be provided to guide students in providing meaningful posts and responses to classmates.

Reflection Essays

Percent of Grade 15.00

(description cont: Written assignments in which students critically engage with course material and apply to lived experiences and socially relevant events) Students will be provided with guidelines and rubric to guide their depth of reflection, ability to integrate personal thoughts with readings, quality of writing, and grammar.

Quizzes

Percent of Grade 30.00

(description cont: Low-stakes quizzes designed to demonstrate understanding of course material. True/False, multiple choice and short answer format.) Formative assessments of course material administered via Canvas Quizzes.

Digital Storytelling Assignment

Percent of Grade 20.00

(description cont: Digital Storytelling Assignment Students use multimedia platforms to compile a 3-4 minute presentation that demonstrates understanding of self in relation to others and integrates a minimum of 4 different aspects of psychology of communication to complete this project). Summative assignment. Students will be given guidelines, resources, and examples to help guide their work. A rubric will be provided and used to evaluate student mastery of course objectives, integration of multimedia tools, and critical engagement with subject matter.

Group Presentations

Percent of Grade 20.00

Students will be given guidelines for the content and scope of the project. A rubric will be provided to grade students based upon content and quality of presentation. Students provide feedback on self and fellow group members.

4. Instructor's Technical Qualifications

The college's existing technology and CMS is sufficient for delivery of this course.

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

5. Student Support Services

The instructor will provide students with active links to student support and institutional services and policies, so that students do not have to leave the CMS to access these resources or learn about these policies. These resources and policies will be clearly labeled and easy to find, and the instructor will provide instructions about use and expectations, where appropriate.

Resources and policies include:

- Online Counseling
- Disability Resources
- Financial Aid
- Bookstore
- Online tutoring
- Canvas Resources and Technical Support
- Title IX Policy & Resources
- SMC Drop & Withdrawal Policies
- Livesafe
- Veteran's Resource Center
- Resources for DREAMERS, DACAmented students, and undocumented students
- Pronouns
- Black Collegians and Adelante
- Student Equity Center
- Center for Wellness and Wellbeing and other campus health resources
- Honor Code
- Netiquette

6. Accessibility Requirements

All content for the course will be 508 compliant using the tools provided by the college. For example:

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

7. Representative Online Lesson or Activity

Course Objective 3: Students will be able to demonstrate an understanding and awareness of the influence of culture and social diversity in interpersonal communication.

Discussion Post Topic facilitated through the Discussion Tool.

List a few of your identities. Describe how these intersect. How does your cultural background and/or identities influence your communication?

Posted messages should be significant – helping the discussion move forward. There are a variety of ways to do this, including (generally in some combination over the course of the week or within a posting):

- Providing concrete examples, perhaps from your own lived experience.
- Describing possible consequences or implications
- Challenging something that has been posted in the discussion – perhaps by respectfully inviting or encouraging a classmate to consider another perspective.

- Posing a clarifying question.
- Suggesting a different perspective or interpretation.
- Integrating related information from other sources – books, articles, websites, other courses, etc

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

Arabic 1 – Dept. of Modern Languages & Cultures

Distance Education Application – Modified

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

There will be multiple, frequent and on-going communication between the instructor and each student in the beginning Arabic language course. These communications will be initiated regularly and frequently by the instructor, and may be made available in the target language (Arabic) in addition to English, to provide students with greater supplementary and communicative exposure to the language of study.

There are three models for instructor-student interactions with potential for overlap under facilitation by the instructor. Students will interact with the instructor via synchronous weekly meetings and/or during scheduled times to proctor quizzes and exams. Instructor-student interaction may also occur asynchronously, via recorded video lessons, discussion forums created within the Learning Management System (LMS), and individualized communication through messaging in the LMS or email.

The instructor will provide regular, individual feedback on student work, through written activities in the discussion forums, and oral and listening practice assignments. In addition, the instructor will hold weekly virtual office hours in order to be more accessible, and facilitate effective synchronous and asynchronous interaction.

Lastly, the instructor will frequently communicate important class information to students via class Announcements in the LMS and/or email. The instructor may also make a Q&A Discussion Board available to students in the LMS to enhance instructor-student interaction.

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 in this language course. Students will interact with each other via written assignments in asynchronous discussion forum threads where they have to create an original post based on each content unit's main cultural focus, while at the same time applying the grammar structure covered in the unit. Depending on the assignment scope, students will have opportunities to practice use of Arabic language script (using Arabic keyboards via computer or mobile), or transliteration into Latin script (letters of the English language are frequently employed by users of Arabic worldwide within digital and online media).

Students will also be asked to respond to their classmates' original posts both in writing and speaking through various asynchronous assignments. Using asynchronous assignments of this kind, students will be able to communicate with each other throughout the course regarding weekly learning content.

Student-student interaction may also occur during weekly synchronous class meetings, which facilitate participation in group work to practice their speaking and writing skills. Students may also interact with classmates via a virtual café or other asynchronous type of "chat" room created in the format of a discussion forum in the LMS, where they can ask questions and share resources relevant to the class content.

1c. Student - Content Interaction:

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

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

Students of Arabic will have daily opportunities for interaction with course content, including materials and assignments. Students will need to complete a variety of activities from the online workbook that accompanies the Arabic language textbook. A variety of videos dedicated to tutorials on grammar, vocabulary, and culture will be provided to student for their engagement within each weekly content unit of the course, followed by activities to assess their comprehension of each topic and productive abilities in the target language.

In addition to exploring course content provided through the required Arabic language textbook, students will also learn through additional assignments that improve their language skills (reading, listening, cultural understanding, etc.) created by the instructor in the LMS. These assignments may consist of practice quizzes that will provide opportunities for immediate feedback to support different student learning styles. To ensure individualized learning, the instructor will also 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
Videos	<p>Listening Comprehension activity as part of their weekly lab work: Students will watch culturally relevant and original videos that supplement each chapter's vocabulary and cultural focus.</p> <p>The instructor will give individual feedback to the student and grade the assignment based on effort rather than focusing mainly on accuracy.</p> <p>An example assignment: Watch the video “Fire” (a documentary on bread-making in Morocco) and while you watch, complete the activities handout, and submit your work through the Learning Management System (LMS).</p>	35%

Threaded Discussions	<p>Example of a Student-Student interaction through an assignment (writing activity/composition):</p> <p>Introducing Yourself (نفسك تقديم [taqdeem nafsik]): First, review your class notes and the vocabulary and grammatical explanations in our textbook. Through this week's discussion on the Learning Management System, you will introduce yourself to the class and include the following information:</p> <ul style="list-style-type: none"> • Your name (اسمك؟ ما [ma ismik?]) • Your city and state (وولايتك مدينتك [medinatik wa wilayatik]) • Talk about your family (عائلتك ['ailatik]) • Talk about your major (تخصصك [takh'susik]) <p>Then, respond to at least two of your classmates' posts</p>	30%
Other (describe)	<p>Sample speaking activity:</p> <p>How is the weather today? (اليوم؟ الطقس حال كيف) [Keif hal aT-Taqs al-youm?])</p> <p>For this assignment, the student will need to review the vocabulary for weather conditions and practice with grammatical agreement of noun/adjective pairs (as studied and practiced in the tutorials and activities in the online program or cultural videos that accompany the textbook).</p> <p>The student will access the course shell on the LMS and open the VoiceThread application, within which they will be prompted by presentation slides each showing different weather conditions (e.g., sunny, hot, cold, humid). Through the VoiceThread application, students will be guided to record and submit their oral speech sample (describing the weather conditions) with each proceeding slide.</p> <p>The instructor will give individual feedback on their pronunciation and correct use of introductory weather vocabulary and noun/adjective pairing in Arabic.</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 into 15 weekly modules each containing a variety of activities to be completed each week by a specific deadline. Each weekly module may be paired with synchronous sessions, during which specific assignment pages of the module will be discussed. Any students unable to attend the synchronous session will be able to access the assignment page in the weekly module, along with a summary of the synchronous class.

Each module will be broken down into smaller units containing an introductory page or video with an overview of the week content and a task list with links to all activities. There will be several mini lecture videos, practice quizzes, discussions, and assignments culminating in an assessment at the conclusion of the module.

Beginning Arabic (Arabic I) covers content from Chapters 1 through 10 from the Alif Ba textbook by Georgetown University. The Alif Ba eText is designed to be used alongside the online component, which also provides the student with an eText. The content will be divided into chapters, each with its own cultural focus.

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
15%	Quizzes	There will be 13 end of module assessments to assess the students' understanding of the content of each chapter. (format: multiple choice, fill in the blanks, short answer, audio, and video questions) created on the Learning Management System.
25%	Threaded Discussions	Students will participate in weekly threaded discussion forums to assess their writing skills throughout the semester.
25%	Homework	This grade pertains to the mechanical grammar and vocabulary drills activities assigned in the learning management system that accompanies the Alif Ba eText. These activities must be completed weekly.

10%	Lab Assignments	Students will complete weekly speaking/pronunciation and listening activities via VoiceThread and resources located on the remote (online) Language Lab organized by the Department of Modern Languages and Cultures at Santa Monica College.
25%	Final Exam	The final exam will assess three language acquisition competencies: reading and listening comprehension and writing. Each section of the exam will test the student's ability to communicate effectively in a real-world situation within the target language culture.

4. Instructor's Technical Qualifications

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

<p>The instructor must be knowledgeable of the features offered by the Learning Management System in place.</p> <ul style="list-style-type: none"> • Zoom/ConferNow to interact with students, and give individualized lessons or to host office hours • 3C Media to upload and post videos • Zoom/ConferNow 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 in the LMS to organize course content • Create announcements and discussion forums to facilitate course communication and interactivity • LMS Gradebook to manage and post student grades • Create assignments in the LMS requiring online submissions • Add VoiceThread activities (integrated within the LMS) and offer support to students in case of technical difficulties • Accessing online Arabic language resources that accompany the Alif Ba and Al-Kitaab textbook series by Georgetown University, as well as through the remote (online) Language Lab in use by the Department of Modern Languages and Cultures at Santa Monica College; 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.)

<p>(1) Language Lab Orientation is made available to students via the Learning Management System with a password provided by the instructor. This required, self-paced online orientation includes tutorials and instructions on how to access and navigate the remote (online) Language Lab in use by the Department of Modern Languages and Cultures at Santa Monica College.</p>

Following completion of this orientation, students will be able to complete online lab assignments remotely, track their time spent, and receive credit for their completed assignment.

- (2) Online Arabic tutoring offered by MLCD Tutoring when available.
- (3) Tutorials and instructions to navigate the course shell on the Learning Management System.

6. Accessibility Requirements

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

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

If a student needs help with accessing or navigating the Learning Management System, the instructor should refer the student to established tutorials or the LMS help services, and/or contact the Distance Education Assistive Technology Specialist.

The instructor will provide links in their syllabus to student-centered resources, including the Student Help Desk of the LMS, and Center for Students With Disabilities.

All videos and instructional multimedia presented in course materials will be made available through the LMS, remote (online) Language Lab, and/or required textbook supplemental resources, and accessibly and appropriately captioned as soon as possible.

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

7. Representative Online Lesson or Activity

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

Objective: Use Arabic numbers and grammar involved with counting people (the number one (1) is treated as an adjective, 2 is a suffix, 3-10 plural, 10+ singular).

Format: Threaded Discussion on the Learning Management System.

In a unit about family, students will make a post on the Discussion Forum talking about their family members. Students will use the threaded reply function to ask follow-up questions about their families.

They will then read through all their classmates' posts, counting the various family members and create a chart documenting each student and how many brothers, sisters and cousins they have.

For this assignment, students must practice using family member roles (e.g., 'mother', 'father', 'uncle', 'sister') and use accurate grammar for counting items/ people.

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.

ASL 1 Distance Education Application

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.

Instructor will interact with students via the following methods:

- Announcements.
- Canvas Inbox messages.
- Posting in discussions.
- Grading feedback on assignments and tests.
- Weekly class Zoom meetings
- Virtual Office hours

There will be multiple, frequent and on-going communication between the instructor and each student use these methods. There will be multiple weekly assignments. The instructor will provide frequent individual feedback to student work: written activities, video uploaded assignments and discussions in forums. Instructor will provide feedback during weekly Zoom class meetings.

Students will also interact with the instructor via synchronous weekly meetings and/or during scheduled times as well as through feedback to recorded video lessons.

Weekly virtual office hours will make the instructor accessible to promote effective synchronous and asynchronous interaction and learning activities.

Important class information will also be disseminated to the class via Announcements and email via Canvas.

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 throughout each week. Students will interact with each other during class Zoom sessions as a class and also broken down into groups using Zoom Breakout Rooms. Students will also interact with each other during written discussion assignments in Canvas in asynchronous discussion threads where they have to create an original post based on each unit's cultural focus, grammar structure covered in the unit. The students will also be able to communicate with each other through email in Canvas. Students will also interact via student specific discussion boards in Canvas for the discussion of 1) technical questions 2) grammar questions and 3) vocabulary summaries and questions.

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.

Students will have daily interaction with the course content, assigned course materials, and assignments. Students will need to complete a variety of activities that supplement the course textbook. These will be videos created by the instructor; class assignments where students will upload a video of them signing the assignment question answers or for technical assessment by the instructor. Assignments will consist of discussions, fingerspelling, grammar, cultural lessons and signing videos created by instructor. Each of these activities will be individualized to give each student 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
Videos	Student will watch culturally relevant and original videos relating to each module's focus. Students will also upload videos for evaluation of various cultural, grammatical, vocabulary enriching and technical signing assignments. An example would be watching instructor made videos showing signing or fingerspelling technique and then students will be given an assignment to upload that particular signing or fingerspelling technique for evaluation and critique.	35
Discussion Boards and Threaded Discussions	Students will participate in various discussions via the Discussion boards in Canvas to discuss Cultural aspects of the language materials they are learning in each unit. An example discussion would be in how the students define their own culture and how they relate to Deaf culture.	30
Online Lecture and Activities	Students will participate in online Zoom classroom lectures by the instructor and will also participate in Zoom classroom assignments as a class or broken down into groups in Zoom Breakout rooms, where students are given a topic to answer questions using the current modules vocabulary and grammatical structures. Assignments may be direct interpretation of sample sentences to ASL; answers to questions related to Deaf culture or practice understanding signing examples as presented by the instructor. In	35

	<p>addition to new vocabulary and grammar as presented by the instructor; students will practice with the instructor each class session: reading and sending fingerspelling to improve their speed of comprehension and development of their technical form in this area.</p>		
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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.*

ASL 1 encompasses Units 1-6 of the *Signing Naturally Series* textbook. Weekly modules are presented breaking down course grammar, vocabulary, and technical concepts into smaller units. Students complete a variety of activities each week by a specific deadline. Activities include threaded discussions; student upload of videos answering assignments or presented for individual student signing critique by the instructor. There are also weekly cultural discussions and activities are based on the secondary cultural text *For Hearing People Only* on the discussion boards in Canvas and during Zoom classroom sessions.

3. Assessments

Assessments of various forms should be conducted regularly, preferably on a weekly basis. The instructor should update grades in a timely manner. Assessments designed for this course should apply

methodologies appropriate to the online modality. The bulk of the grade for the course should be based on student's ongoing assignments: essays, tests, discussions, group and individual projects. As per current Curriculum guidelines, **no singular assessment should be worth more than 30% of the course grade.**

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

Activity Description	% of Grade	Assessment Method
Test 1	10%	Students will be tested on the current modules content; testing: 1) Vocabulary 2) Fingerspelling reading 3) Translation of Videos presented in ASL to English 4) Student Upload of videos translating English to ASL 5) Cultural competency.
Midterm Exam	15%	The Midterm exam will assess students ASL acquisition of all course material to date based on 1) Vocabulary 2) Fingerspelling reading 3) Translation of Videos presented in ASL to English 4) Student Upload of videos translating English to ASL 5) Cultural competency.
Test 2	10%	Students will be tested on the current modules content; testing: 1) Vocabulary 2) Fingerspelling reading 3) Translation of Videos presented in ASL to English 4) Student Upload of videos translating English to ASL 5) Cultural competency.
Final Exam	15%	The final exam will assess students ASL acquisition of all course material based on 1) Vocabulary 2) Fingerspelling reading 3) Translation of Videos presented in ASL to English 4) Student Upload of videos translating English to ASL 5) Cultural competency.

In Class Assignments and Activities	20%	Students will complete activities assigned synchronously during class Zoom sessions and in groups in Zoom Breakout rooms to master the content of each unit regarding sign vocabulary, grammar and sign technique.
Cultural and Discussion Assignments/Threaded Discussions	15%	Students will participate in discussions on Canvas discussion boards regarding Cultural topics based on the course cultural text. Students will also upload signed video answers of questions presented by instructor.
Language Lab and Lab Assignments	10%	Students will complete weekly signing/sign reading activities via Sansspace and other Instructor generated videos and/or web based videos.
Fingerspelling Evaluations	5%	Students will have weekly assignments to upload a video of themselves fingerspelling for instructor critique

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 :

- ConferNow to give lessons or host office hours via Zoom
- Be able to upload and post videos in Canvas
- Be able to edit videos appropriately
- Be able to create weekly modules and pages to organize course content in Canvas
- Be able to create online quizzes and exams in Canvas
- Be able to create Announcements and Discussions in Canvas
- Be able to use the Canvas gradebook to manage students grades and give grading feedback
- Be able to create online assignments requiring online submissions
- Be able to offer technical support to Students regrading their uploading of videos and online based activities
- Be the contact person for the language lab Sansspace

- Be able to navigate and explain access to Sansspace via Citrix
- Be able to link online web based content into Canvas modules as needed

5. Student Support Services

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

- Online tutoring of ASL is available via the MLCD Language Lab
- Language Lab access instructions posted in Announcement sections in Canvas and via email
- Referral information for Students to the SMC Disabled Students Center as needed
- Referral information for students for the SMC Emotional Health and Well-being resources
- Technical Support information for Canvas and referral to the Canvas Hotline
- Directions for mobile Canvas apps
- Referral information via links for Student Readiness:

[Introduction to Online Learning \(Links to an external site.\)](#)

[Getting Tech Ready \(Links to an external site.\)](#)

[Organizing for Online Success \(Links to an external site.\)](#)

[Online Study Skills and Managing Time \(Links to an external site.\)](#)

[Communication Skills for Online Learning \(Links to an external site.\)](#)

[Online Reading Strategies \(Links to an external site.\)](#)

[Career Planning \(Links to an external site.\)](#)

[Educational Planning \(Links to an external site.\)](#)

[Instructional Support \(Links to an external site.\)](#)

[Personal Support \(Links to an external site.\)](#)

[Financial Planning](#)

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.

information for Students to the SMC Disabled Students Center will be provided via Links in course modules and on the course syllabus along with a copy of the Center for Students with Disabilities Handbook. All audio materials in Canvas modules/Sansspace or other audio content will be captioned. Transcripts of online lecture presentations and assignments will be available via Zoom autogenerated text. Design features of Canvas modules will incorporate features such as alternative text. Additional accommodations will be made on a case by case basis in consultation with the SMC Disabled Student Services office. Distance Education Assistive Technology Specialist will be contacted as needed to help individual issues. Online modules will have design features such as alternative text and descriptive headings. Whenever possible alternative materials will be linked to.

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: Demonstrate expressive and receptive skills utilizing the manual alphabet

- In weekly module online Canvas assignments, students will be presented with a list of words that they students will record themselves fingerspelling. Student will upload a video of themselves fingerspelling the list of words for the assignment. Instructor will score based on a rubric given to students and provide narrative feedback regarding their technique via the Canvas grading system.
- During online Zoom class sessions, instructor will model fingerspelling skills and have students read fingerspelling at increasing rates of speed during feedback.
- Students will be divided into groups using Zoom breakout rooms to practice receptive and sending fingerspelling skills; instructor will join each group to provide more individualized feedback

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Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application

9. Course: DE for Emergencies Only: AUTO 40 - Automotive Maintenance and Operation

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

The instructor will be in direct communication with each student on a weekly basis via live Zoom lectures, announcements, and course content uploaded in the LMS such as Canvas. Inbox messaging and emails are answered daily; Grade book feedback provided; One-on-one Zoom office hours offered.

1b. Student - Student Interaction:

Students interact with others regarding course content during weekly live class discussions and asynchronous discussion posts on automotive topics relevant to the course topics. Students share student lab reports from their applied automotive technology experiences—this may include working on their own automobiles or similar activity.

1c. Student - Content Interaction:

Student content interactions includes live lectures twice a week and reviewing lecture notes and watching videos that supplement lecture content on specific course topics. In addition, students will prepare their lab reports weekly during the entire semester of the course. Announcements in Canvas are made through the week in order to ensure students are connected to the course and preparing for lectures.

1d. Distance Ed-Interactions

Online Lecture

Weekly Lectures (interacting with other students, communicating with instructor)

Percentage of Online Course Hours 50.00

Videos

Weekly Readings/Video Viewing (instructor-provided materials)

Percentage of Online Course Hours 20.00

Written assignments

Content Overview- Lab Reports applying concepts to their own automobile or similar resource.

Percentage of Online Course Hours 15.00

Discussion

Discussions, Posting, sharing of work (interacting with other students).

Percentage of Online Course Hours 15.00

2. Organization of Content

The course is organized according to the major content headings in the syllabus. The first module provides an overview of the course and workflow. The remaining modules are organized by various topics in automotive maintenance.

To provide consistency and ensure that the quality of instruction is provided, the following format is provided for each module: learning objectives, lecture video and/or notes, PowerPoint summary slides, discussion board assignments, links to relevant articles and websites.

3. Assessments

Exams

Percent of Grade 25.00

Allows for measuring understanding of basic course concepts using Canvas Quiz tools.

Lab Reports

Percent of Grade 25.00

Students provide detailed analysis of their activities when completing specific exercises on their automotive vehicle. This may include pictures and video.

Class Participation

Percent of Grade 25.00

Attend live synchronous lectures via Zoom. It is imperative that students attend and participate in class discussions and remote activities.

Final Test

Percent of Grade 25.00

A comprehensive assessment of the entire course using Canvas Quiz tools.

4. Instructor's Technical Qualifications

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

5. Student Support Services

Links to the following services should be provided: online tutoring and tutorials for online classes. Students should be informed of the technical support phone number and other related student support services including but not limited to: the Library, Counseling Department, Black Collegians Program/Umoja Community/ Extended Opportunity Program & Services (EOPS), The Adelante Program, DREAM Program, SMC Tutoring Services, DSPS, Student Veterans, Career Services, Rotaract, Sustainable Works Org, Wellness Center, Food Insecurity Info, and Bookstore info re Chromebook issuance.

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

Course Objective: Describe the major automotive components.

After reviewing the above learning objective, students will participate in a live lecture on the topic and will also review supporting lecture notes and videos. Following this activity, students will participate in a discussion where they provide examples of automotive components in their own automobiles.

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 – Modified

Chinese 1

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

There will be multiple, frequent and on-going communication between the instructor and each student. These communications will be initiated regularly and frequently by the instructor starting from about a week before the beginning of class and throughout the semester.

Students will interact with the instructor via synchronous weekly meetings for course instruction and/or during scheduled times to proctor quizzes and exams as well as asynchronously, via recorded video lessons. The instructor will provide frequent individual feedback to student work, by way of frequently calling upon students to answer questions during class meetings, and through online gradebook features to grade and comment on written assignments in the workbook and additional after-class oral and listening practice activities.

In addition, the instructor will hold weekly virtual office hours (via Zoom) in order to be more accessible to promote effective synchronous and asynchronous interaction.

Lastly, the instructor will communicate frequently important class information to the students via class announcements in the Learning Management System (Canvas) 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 throughout the semester in different ways.

Students will interact with each other during the weekly synchronous class meetings when doing group or pair activities in online breakout rooms to practice their speaking and listening skills. Students will be assigned to different groups and pairs for each activity in order to maximize their interaction with different peers.

Students will also interact with each other when completing pair or small group projects throughout the semester. Students will be required to act out short dialogues or skits based on the model dialogues and skits in the lessons while applying the vocabulary and grammar structures learned in the chapters. They have to collaborate to create their own pair or group dialogues and skits via asynchronous discussion threads, and then they have to carry out the conversations, record and submit them as assignments.

Students will also interact with their classmates via a virtual café type “chat” room created in the format of a discussion forum in the LMS (Canvas), where they can ask questions regarding course material and assignments and share resources relevant to 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, 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, the assigned course materials, and assignments.

Students will be required to complete a variety of activities in the workbook that accompanies the textbook. Students will listen to audio material and watch video specific to each chapter, with the purpose of solidifying grammar, vocabulary, and culture covered in the lessons, followed by activities to assess their comprehension of each topic.

To expand the course content provided in the textbook, the Chinese program, specifically Prof. Xiaozhou Wu, has created websites on Google Sites for Chinese classes. Students will have 24/7 access to additional audio-visual material to help with their listening and speaking abilities and Power Point slides to help with their grammar.

Students will also interact with the content through additional assignments (reading, cultural, listening, etc.) created by the instructor in the LMS (Canvas). These assignments may consist of practice quizzes which 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 Lecture	Lecture on vocabulary, grammar and cultural topics; comprehension activities (listening to instructor, viewing video, listening to audio material); speaking activities in small groups or pairs; pronunciation accuracy activities; character writing demonstrations; and short reading and writing activities.	60%
Study and/or Review Sessions	At the end of each unit and before a unit test, a structured session is dedicated to the review of the three chapters in the unit, where the instructor summarizes	5%

	grammar, essential vocabulary, and cultural topics, and students have a chance to ask questions related to the homework and test. Time permitting, the instructor also uses more creative ways, such as games and competitions, to incorporate course material into session activities.	
Written Assignments	Written homework in the workbook accompanying the textbook will be assigned on a regular basis. These assignments must be completed according to specific instructions, including character writing exercises, pronunciation exercises, listening comprehension exercises, grammar exercises, reading comprehension exercises and short essay writing assignments.	15%
Videos	A series of videos made specifically for the topics covered in the textbook will be viewed in class (time permitting). They are also available for students to view on their own anytime in the virtual Language Lab or on the Google Site dedicated to the class.	5%
Exams	There are three unit exams and a final exam that students will take synchronously.	5%
Chat Rooms	Students will have more opportunities to interact with their classmates via a virtual café type “chat” room created in the format of a discussion forum in the LMS (Canvas), where they can ask questions regarding course material and assignments and share resources relevant to class content.	2%
Collaborative Projects	Students will be assigned pair or small group projects throughout the semester. Students will be required to act out short dialogues or skits based on the model dialogues and skits in the lessons while applying the vocabulary and grammar structures learned in the chapters. They have to collaborate to create their own pair or group dialogues and skits via asynchronous discussion threads, and then they have to carry out the conversations, record and submit them as assignments.	5%
Discussion and Game-playing	Students will be assigned into small groups to discuss certain topics, and then compete with one another in games based on the quality of their discussion. Example: The instructor will lead students in describing celebrities in pictures shown by the instructor, using words of facial features, body parts and clothing to form complete sentences. The groups will then describe a celebrity of their own choice and present their descriptions to the whole class without naming the celebrity. The group whose description elicits a correct guess from other students with the fewest sentences wins and receives a	3%

	small reward (such as one extra point for the next assignment).	
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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 follow a class and exam schedule based on the progress of the textbook, Bridge to China, Vol. 1, which is organized into four modular units, each unit consisting of three chapters and each chapter covering its own vocabulary, grammar and cultural content. A homework schedule will accompany the class schedule, which lists detailed homework requirements for each chapter and each unit, and the corresponding deadlines for submission.

The textbook is also available as an e-book, which is helpful for online instruction.

On the LMS (Canvas), the instructor will create content-based modules and progress-based modules. Examples of content-based modules are an Essential Course Information module (including the course outline, class and exam schedule, homework schedule, student learning outcomes, etc.), and a Language Lab Information module (including lab orientation info, lab requirements, lab access info, lab hours documentation info, etc.). The instructor will also create weekly modules according to the progress of the class, which will include an overview of the week's instructional material and corresponding assignments.

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
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10%	Oral Participation and Proficiency	Students' active participation is extremely important. Much of language learning and practice takes place during instructor-student interaction and student-student interaction. This grade will reflect students' class participation and their ability to understand and communicate in Chinese, as demonstrated in frequent proficiency evaluation exercises in class when students are called on to answer the instructor's questions and when a pair or a small group of students are asked to carry out conversations in Chinese. So it is to the students' benefit to attend class regularly and volunteer to participate frequently.
15%	Homework Assignments	Written homework in the workbook accompanying the textbook will be assigned on a regular basis. These assignments must be completed according to specific instructions, including character writing exercises, pronunciation exercises, listening comprehension exercises, grammar exercises, reading comprehension exercises and short essay writing assignments. Points will be given for proper completion of work following submission deadlines.
10%	Language Lab Work	Students are required to make appropriate use of the audio materials and videos created especially for the course. The resources are available in the virtual language lab or on the Google Site dedicated to this course. Students may need to repeat each section many times before they feel comfortable with the material. A minimum of one hour per week of listening, viewing and oral practice, that is, 15 hours per semester, is required. Students' lab hours will be automatically recorded by the Language Lab. Students will also track their lab hours and submit their log sheet at the end of the semester.
40%	Unit Tests	There will be a test at the end of instruction of each unit which assesses students' mastery of the unit's content, including listening, reading and writing abilities and cultural topics. The tests will be created and uploaded to the LMS in advance and made available only during the synchronous exam sessions. There will be a deadline for the submission of completed tests.
25%	Final Exam	The final will cover all the material from the semester with an emphasis on the last unit. It will assess three language acquisition competencies: listening comprehension, reading comprehension and writing ability, and also the

		students' knowledge of some aspects of Chinese culture covered throughout the semester. Each section of the exam will test students' ability to communicate effectively in a real-world situation with the target language culture.

4. Instructor's Technical Qualifications

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

<p>The instructor must be knowledgeable of the features offered by the Learning Management System in place.</p> <ul style="list-style-type: none"> • 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 LMS to communicate with students • Create weekly modules and pages to organize course content • Create announcements and discussion forums • Learning Management System Gradebook knowledge to manage students' grades • Create assignments requiring online submissions. • Add VoiceThread activities and offer support to students in case of technical difficulties • The remote language lab SansSpace and be the contact person in case students experience technical difficulties
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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.)

<p>Language Lab Orientation is done via the Learning Management System with a password provided by the instructor.</p> <p>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.</p> <p>Online Chinese tutoring offered by MLCD Tutoring when available.</p>

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

6. Accessibility Requirements

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

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

The course will be designed to consider students with disabilities.

The instructor will provide links in the syllabus to:

The Student Help Desk, The Learning Management System Help Section, Students with Disabilities Resource Department, contact information and a copy of the Center for Students with Disabilities Handbook.

All the videos shown in class and hosted on the Learning Management System or SansSpace and all other instructional multimedia will be captioned.

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

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

7. Representative Online Lesson or Activity

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

Objective: Construct grammatically correct sentences using the prepositional construction with *zai*, *gei*, *gen*, *cong*, and *dao*.

Activity:

1. Using Screen Share on Zoom, the instructor will present the grammatical structures with a pre-prepared PowerPoint slide show, complete with many examples using recently acquired vocabulary words.
2. Again using Screen Share on Zoom, the instructor will then produce a pre-prepared short fill-in-the-blanks exercise that requires students to use the just-introduced prepositional words to fill in

the blanks. This exercise will be carried out by the instructor calling on individual students to finish the sentences.

3. Using Breakout Room on Zoom, the instructor will divide the students into several groups, each group tasked with acting out a short skit with clues prepared by the instructor using prepositional constructions.

4. Students in each group will use Threaded Discussion on Canvas to write their script for the skit using the required prepositional constructions.

5. Back on Zoom, each group will act out their short conversation with each student playing a role.

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 – Modified

COUNS 54, Organizing for College Success • 1 unit

The primary emphasis of this class is time management and task analysis. Students are taught how to break academic assignments down into individual steps and how to schedule these and other tasks on daily, weekly, and monthly calendars. Goal setting, prioritizing, procrastination, and evaluation of study time and environment are part of this planning process. Also covered is the match between personality characteristics and career choice. This class is designed for students with learning disabilities and especially attention deficit disorders.

Delivery Method

X Box: Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

Instructor will email all students with class Zoom Meeting information. Also, Syllabus will be posted on Canvas and contain Zoom Meeting number. All assignments and announcements will be posted on Canvas as well as announced during Zoom class. Instructor will email students who are absent from class any assignments or announcements that they may have missed. Submitted assignments will be evaluated and returned to students. Expected frequency of instructor-student interactions will be 85% during class discussions and 15% email.

1b. Student - Student Interaction:

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

Students will interact during Zoom meetings. Canvas Discussions will be available if appropriate for class population. Expect some student-student interactions through discussions at each Zoom meeting.

1c. Student - Content Interaction Student-Content Interaction: Describe the nature and expected frequency of student-content interactions.

Each class Zoom lecture materials will provide information for student assignments. Information on appropriate websites is provided to encourage students to further research topics of interest. Students can contact instructor by email with questions about assignments.

1d. Distance Ed-Interactions

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

Class discussions will follow lectures at all Zoom meetings. Students will be asked to comment on Power Point Presentations, videos, and DVD presentations. Approximately 50/60% of time will be with instructor provided materials, 30/20% with interacting with other students, and 20% with homework for class projects. Amount of time for student interactions depends on the ability of class members to participate in discussions. (example: students with autism often have a difficult time in discussions)

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

2. Organization of Content

There are 9 distinct units: Time Management, Habits, Priorities, Goals, Procrastination, Space Organization, Career/Personality, Memory, and Stress.

3. Assessments

Homework assignments will be graded and returned to the student. Interactions during class will be encouraged. If student is not participating, instructor will email student to set up individual Zoom meeting to evaluate lack of participation.

% of Grade	Activity Description	Assessment Method
25%	Contribution to Class Discussion	Instructor Observation/Zoom Meeting
25%	Individual Time Management Plan	Class Presentation
25%	Goal Project	Emailed to Instructor
25%	Personality/Career Match Project	Emailed to Instructor

4. Instructor's Technical Qualifications

Canvas Class, watched Zoom webinar, use of DSPS Tech support

5. Student Support Services

Link to LD@smc.edu to request tutoring needed for any assignments.

6. Accessibility Requirements

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

All video content will be captioned. The LMS has many built in features that help to ensure accessibility, including 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

For Final Career Assignment: Personality Spectrum Self Test, Truncated Meyers-Briggs self test, Professor designed Power Points, DVD/The Truth About You, *Resources for Career Project* posted on Canvas.

Distance Education Quality

Couns 906 American Sign Language | SMC Distance Education Application – Modified

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:

1 a. Instructor - Student Interaction

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

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

Students will interact with the instructor via 16-weeks meetings and during scheduled times to proctor quizzes and exams, via recorded video lessons. The instructor will provide frequent individual feedback to student work: written activities in the discussion forums, oral and listening practice assignments via GoReact and Glide app. In addition, the instructor will hold weekly virtual office hours in order to be more accessible to promote effective synchronous and asynchronous interaction.

Lastly, their instructor will communicate frequently important class information to their students via class Announcements on CANVAS and email.

- Instructor initiates student contact, explaining how to log into the course, class expectations for learning course content/ participation/ attendance/ and relevant class information either before the semester starts or when an on-campus course transitions to online instruction.
- The course design includes regular instructor-initiated contact with students using Canvas communication tools.
- Students are encouraged to initiate contact with instructor through easily accessed contact information within the syllabus and welcome letter that includes expected response times.
- Opportunities for student-initiated interaction with other students are available and encouraged at least weekly.
- Regular effective contact with substantive interactions among students is designed and facilitated to build a sense of community among learners.
- Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions) are consistently provided through communication (i.e assignment instructions, rubrics, announcements, email reminders, etc.).
- Canvas Course Announcements, Office Hours using Zoom, Canvas Inbox, regular announcements posted by instructor, regular emails and email responses to students, with comments if applicable, discussion Boards/moderating discussion forums.

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 throughout each UNIT assignments. We will have our own "interview" where students will be able to ask each other questions and they will answer in ASL. Students will have opportunity to experience the peer-to-peer feedbacks.

We will have some in-class assignments where students will be working in pair with instructor observing to give them feedback on their signing levels.

- Students are encouraged to initiate contact with their classmates through easily accessed communication methods such as:
 - Emails
 - Text messages
 - ZOOM
 - Canvas Chat
 - Announcements
 - Glide 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.

- The objectives and content of the course will be adequately covered by the online methods of instruction, assignments, evaluation of student outcomes, and instructional (content) materials.
- If any part of this course is taught in a face-to-face delivery mode, the department faculty have determined that the same objectives can be achieved in an online mode of delivery.
- Personal contact between students and instructors, and among students, will occur on a regular basis.
- Assessments are carefully and thoughtfully designed for online mode of delivery which align with student learning outcomes.
- Data from a variety of formative and summative assessments can be used to report student learning outcomes.

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]

- Students will have access to
- Chat Rooms on ZOOM 20%
 - Discussion Boards 10%
 - Tutor online 10%
 - Online Recorded Lecture 40%
 - ASL Videos 15%
 - Glide App 5%

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.

Students will be learning ASL / Deaf culture via online vimeo/YouTube videos. The instructor will post a video on CANVAS weekly. Students will watch the entire video(s). Students will be assigned to a groups and will meet with the instructor once a week to do in-class assignments lead by the instructor.

Students will be using Signing Naturally Level 1 | Unit 7-12

Week 1 | UNIT 1

Number / Basic ASL conversations

Week 2 | UNIT 2

People / Introduction / Color

Week 3 | UNIT 3

Wh-Questions / Yes-No Questions

Week 4 | UNIT 4

Family

Week 5 | UNIT 5

Hobby

Week 6 | UNIT 6

Places

Week 7 | UNIT 7

Transportation / Food

Week 8 | UNIT 8

Animals / Family Pets / Insects

Week 9 | UNIT 9

Number / Fingerspelling Level 2

Week 10 | UNIT 10

Weather

Week 11 | UNIT 11

Objects

Week 12 | UNIT 12

Money

Week 13 | UNIT 13

Feelings

Week 14 | UNIT 14

Time / Calendar

Week 15 | UNIT 15

Classifiers / Wrap up

3. Assessments

Instructor is committed to providing relevant and effective support for students, including supporting the assessment of students' American Sign Language skills. There are a total of 15 different weekly lessons. Students' learning processes will help them to prepare to use sign language in real life. This course will prepare them in learning basic sign language with grammar structures, sign vocabularies, conversation styles, and few important aspects that will help them continue their sign language learning in credit courses.

Learning outcomes for this course:

1. ASL Receptive Skills
2. ASL Expressive Skills
3. Basic ASL grammar structures
4. Back-channeling 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 of the features offered by the Learning Management System in place.

1. Video editing (Final Cut Pro program)
2. CANVAS content development
3. Convert all teaching into electronic documents
4. Able to use multimedias to help students' learning into accessibility
5. ZOOM for Class hours / office hours
6. Create weekly modules and pages to organize course content
7. Create announcements and discussion forums

5. Student Support Services

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

1. Language Lab tutor (ASL tutor)
2. Online ASL videos (YouTube / Vimeo) for students to have some additional practice outside of the classroom
3. Office Hour to discuss with instructor

6. Accessibility Requirements

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

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

If a student needs help with the Learning Management System the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist should be contacted to help address the issue. The instructor will provide links in their syllabus to the: Student Help Desk The Learning Management System Help section for Students Disabilities Resource Department Contact information and a copy of the Center for Students with Disabilities Handbook. All the videos shown in class and hosted on the Learning Management System or SansSpace and all other instructional multimedia will be captioned.

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

1. Transcript for visually impaired
2. Captions on videos for students
3. Accommodate students' request to have the full accessibility to their learning environment.

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.

1. Vimeo (upload all ASL teaching and ASL activities videos via Vimeo)
2. GoReact (GoReact allows educators to capture video of students for feedback, grading, and critique of their skills.)
3. ZOOM (For class sessions with teaching lesson plans)
4. Canvas (For students and instructor to keep on track on their learning process)
5. Signing Naturally Lessons UNIT 1-12 online (We will be using this for class teaching materials)
6. WeTransfer (For students to send their videos in large size up to 2GB)
7. Glide App (For students to ask instructor any questions related to ASL through video message)

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.

COUNS 910

Distance Education Application – Modified

Delivery Method

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

Box: Fully Online

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

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

Other: [Please explain.]

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

Class is held synchronously on Zoom. Additional communication ongoing and as-needed (at least 2x per week) via group and individual emails, texts. Students are actively involved in class activity planning. Additional Zoom meetings scheduled with students as student needs arise, with Instructor availability generous.

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 interact during class Zoom meetings, often initiate chats during class times for 'break out' rooms depending on activity. Students also individually contact each other when desired for outside of class activity preparation and support.

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.

Class agendas and activities are planned with student input following learning objectives, and methods of delivery include lectures (by instructor as well as students), video-content sharing, Zoom white board collective activities, shared screen platforms such as power point, written handouts including cognitive worksheets.

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]

Activities; Discussions, instructor lecture, group collaborative and individual performance and sharing of content: 95%
Student preparation of class activities outside of class: 5%

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 flow includes collaborative decisions between students and instructor on subject 'of the week' that is posted in class group emails and texts. Zoom platform utilized with

discussions, shared screens (worksheets, video, and white board), Student individual and partner presentations, creative group activities via Zoom.

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
NON-Credit course. No Grades		

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 is an occupational therapist with ABI specialty, and able to fully utilize electronic method of delivery for all class needs. Zoom platform and other relevant technology such as power point and ability to share material by other online platforms is utilized by instructor.

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 information is available to students, families, care-givers, and includes contacts for DSPS, Wellness Center, Counseling.

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.

Enlarged font and content for all class shared screen activity; closed captioning always utilized for videos; slowed or modified pace; teaching methods including repetition and increased response times, tasks broken into clear, delineated steps; recording of Zoom sessions for student play-back, and other modifications as they arise.

7. Representative Online Lesson or Activity

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

Student Learning Objective: Students will plan and participate in at least three new community activities each term. *sample: Students identify and prepare a novel activity to 'present' to the class via Zoom, and be able to utilized screen share to include a handout or white-board activity. Presentation, group participation, and discussion used to facilitate this objective.

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 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

X	Special needs (i.e., texts, materials, etc.) are reasonable
X	Complies with current access guidelines for students with disabilities
X	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

Distance Education Application – DANCE 14

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

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

1b. Student - Student Interaction:

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

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

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

1c. Student - Content Interaction:

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

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

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

1d. Distance Ed-Interactions

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

tion procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

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

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

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

2. Organization of Content

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

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

3. Assessments

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

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

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

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

4. Instructor's Technical Qualifications

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

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

5. Student Support Services

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

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

6. Accessibility Requirements

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

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

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

7. Representative Online Lesson or Activity

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

Course objective: “Understand basic Laban Movement Analysis terms and integrate LMA principles into both written and embodied coursework”

Sample online activity: Instructor explains Laban Movement Analysis principles in class (live & recorded on Zoom) and provides supplemental reading, visual diagrams, and video explanations on Canvas. After learning a short piece of choreography, the student then dissects the movement phrase through the lens of LMA principles, explaining when and how the concepts are being employed throughout the choreography. The student submits this as a written response on Canvas and discusses their discoveries with peers via threaded discussion and/or live in class.

Distance Education Quality

Quality Assurance

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

ENGR 16 Distance Education Application

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

By the start of the course, the instructor will send an introductory email outlining the instructor's expectations for both instructor-student interactions and student-student interactions. The instructor may provide additional guidance and support for course navigation as well as assessment protocols throughout the term in the form of email or other electronic announcements. The instructor will provide consistent feedback, comments, and suggestions on exams and assignments to support and improve student performance. Subsequent instructor-student interactions that will be ongoing and frequent include the use of traditional email, the LMS messaging system, threaded discussions and virtual office hours.

1b. Student - Student Interaction:

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

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

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

1c. Student - Content Interaction:

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

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

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

1d. Distance Ed-Interactions

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

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

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Video lectures will be provided for each module which will be broken down into shorter units. Alternative versions of the material will be provided where appropriate e.g. full lecture notes with instructor notations and an outline of lecture notes without notations.	60.00%

Discussion Boards	Topic-specific discussion boards will be used to promote student-student and student-instructor interaction concerning lecture, video, homework, and lab assignments. Students will be required to respond regularly to peer and instructor posts.	15.00%
Quizzes and Exams	There will be practice quizzes inside each module, where appropriate and regular testing at the end of each module.	25.00%

2. Organization of Content

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

The course will be divided into modules consistent with the concepts and objectives described in the course outline. Each module will be broken down into smaller learning units. Each module will have material in some or all of the following forms: online lectures and videos, reading assignments and problem-solving homework from the assigned text, collaborative work, lecture presentations/animations, discussion boards and quizzes. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. Instructor assessments through lab reports, quizzes, and exams also provide timely feedback regarding mastery of course content.

3. Assessments

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

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

% of Grade		Activity Description	Assessment Method
% of Grade	Activity	Assessment Method	

30.00%	Quizzes	Quizzes will be administered throughout each learning unit in a module to ensure that students have mastered the concepts in that module.
30.00%	Exams	Students will be assigned summative examinations covering material from either one or multiple modules, where appropriate.
20.00%	Threaded Discussions	Students will be expected to contribute to and respond to posts in threaded discussions placed in each module.
20.00%	Online Homework	Students will be expected to complete online homework assigned in each module.

4. Instructor's Technical Qualifications

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

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

5. Student Support Services

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

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

6. Accessibility Requirements

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

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

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

7. Representative Online Lesson or Activity

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

<p>Online exercise based on Objective 8 – Develop and demonstrate a dual thought process for both physical the and mathematical understanding of problems involving motion of the bodies under influences of forces.</p> <p>Instructions:</p> <p>Step 1: On your own, watch the video showing the motion of pistons in operation. In the threaded online discussion forum, answer the following questions: What points are moving linearly? What points are moving in rotation? What points remain stationary? What is the relationship of the motion between the two pistons shown in the video?</p> <p>Step 2: Develop mathematical expressions to describe the relationships between all parts. Use this to find the speed of the piston when the motor is rotating at 100 rad/s.</p>
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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

X	Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
X	Adequate technology resources exist to support this course/section
X	Library resources are accessible to students
X	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
X	Adequately fulfills “effective contact between faculty member and student” required by Title 5.
X	Will not affect existing or potential articulation with other colleges
X	Special needs (i.e., texts, materials, etc.) are reasonable
X	Complies with current access guidelines for students with disabilities
<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.

ENGR 22 Distance Education Application

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

By the start of the course, the instructor will send an introductory email outlining the instructor's expectations for both instructor-student interactions and student-student interactions. The instructor may provide additional guidance and support for course navigation as well as assessment protocols throughout the term in the form of email or other electronic announcements. The instructor will provide consistent feedback, comments, and suggestions on exams and assignments to support and improve student performance. Subsequent instructor-student interactions that will be ongoing and frequent include the use of traditional email, the LMS messaging system, threaded discussions and virtual office hours.

1b. Student - Student Interaction:

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

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

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

1c. Student - Content Interaction:

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

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

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

1d. Distance Ed-Interactions

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

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

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Video lectures will be provided for each module which will be broken down into shorter units. Alternative versions of the material will be provided where appropriate e.g. full lecture notes with instructor notations and an outline of lecture notes without notations.	10.00%

Discussion Boards	Topic-specific discussion boards will be used to promote student-student and student-instructor interaction concerning lecture, video, homework, and lab assignments. Students will be required to respond regularly to peer and instructor posts.	10.00%
Quizzes and Exams	There will be practice quizzes inside each module, where appropriate and regular testing at the end of each module.	20.00%
Lab Reports	Students will complete approximately 10 laboratory assignments over the course of the semester.	30.00%
Shared Project	Students will work in groups to complete an engineering design project.	30.00%

2. Organization of Content

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

The course will be divided into modules consistent with the concepts and objectives described in the course outline. Each module will be broken down into smaller learning units. Each module will have material in some or all of the following forms: online lectures and videos, reading assignments and problem-solving homework from the assigned text, collaborative work, online laboratory experiments, lecture presentations/animations, discussion boards and quizzes. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. Instructor assessments through lab reports, quizzes, and exams also provide timely feedback regarding mastery of course content.

3. Assessments

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

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

% of Grade		Activity Description	Assessment Method
% of Grade	Activity	Assessment Method	
50.00%	Lab Reports	Students will complete approximately 10 laboratory reports throughout the course of the semester.	
20.00%	Exams	Students will be assigned summative examinations covering material from either one or multiple modules, where appropriate.	
10.00%	Threaded Discussions	Students will be expected to contribute to and respond to posts in threaded discussions placed in each module.	
20.00%	Final group project	Students will work in groups to complete an engineering design 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.)

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

5. Student Support Services

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

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

6. Accessibility Requirements

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

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

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

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

7. Representative Online Lesson or Activity

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

Online exercise based on Objective 2 and 4 – Read circuit schematics and construct linear circuits using resistors, capacitors, inductors, and/or op amps; Test circuits, analyze data and compare measured performance to theory and simulation.

Instructions:

Step 1: ON YOUR OWN, using the following circuit diagram, construct the accompanying actual circuit on either your physical breadboard or an online virtual one. Measure the current through the resistor shown.

Step 2: Submit either a photo of your physical breadboard or a screenshot of your virtual one to the online threaded discussion, along with the current value you obtained.

Step 3: Compare your circuit to those that your classmates built. They should all be equivalent. In the discussion, comment on the following questions: Did your current value differ from that of your classmates? Why? Which circuits seem more or less confusing to understand and diagnose? How would you reconstruct your circuit next time?

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

X	Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
X	Adequate technology resources exist to support this course/section
X	Library resources are accessible to students
X	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
X	Adequately fulfills “effective contact between faculty member and student” required by Title 5.
X	Will not affect existing or potential articulation with other colleges
X	Special needs (i.e., texts, materials, etc.) are reasonable
X	Complies with current access guidelines for students with disabilities
<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.
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DE Application

5. Course: DE for non-DE course: FILM 31 - Introduction To Digital Filmmaking

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

In order to guarantee a regular and effective STUDENT – TEACHER interaction the following methods are implemented:

- 1) (A)Synchronous class: The lessons are taught as (a)synchronous classes. This means that we create an environment via a video conference call software that simulates a normal on-campus lesson. Students can interact directly with the teacher both during class hours and office hours. Also an active chat line (public and private) guarantees the opportunity to interact with teacher sharing information with the rest of the class or just on a one-to-one basis.
- 2) A course management system will be used that supports online learning and teaching. It allows professors to post grades, information, and assignments online. Weekly announcements about assignments, events and deadlines are sent to the students. Within this tool the teacher interacts with students about grades and gives feedback on assignments.
- 3) An online communication and retention tool will be used to support student success by building a community and facilitating connections between students, faculty, and campus services. Three times per semester, the teacher sends comprehensive feedback to the students about their performances and the possible adjustments to succeed in the class.
- 4) In case of asynchronous classes, the students will find weekly updates with the appropriate content available to them via the current course management system. Also they will be able to interact directly with the teacher during office hours or by email or through discussion boards.

1b. Student - Student Interaction:

In order to guarantee a regular and effective STUDENT – STUDENT interaction the following methods are implemented:

- 1) In the (a)synchronous class, we create an environment via a video conference call software that simulates a normal on-campus lesson. Students can interact directly with other students during class hours under the moderation and supervision of the instructor. An active chatline allows also the student to communicate with each other during the class.
- 2) A course management system will be used that supports online learning and teaching. Every week a different assignment in the form of Discussion is created (example: watch a movie and express opinions about aspects of the theme, etc). Student must express their opinions and peer-review others' in order to get

pass grade on the assignment. Also, students can create their own Discussion forums independently from assignments or from teacher's requests.

1c. Student - Content Interaction:

In order to guarantee a regular and effective STUDENT – CONTENT interaction the following methods are implemented:

- 1) The lessons are taught as (a)synchronous classes. This means that we create an environment via a video conference call software that simulates a normal on-campus lesson. The instructor presents contents to the students during live sessions. Content is always of multimedia nature (video, sound, music, hyperlinks, presentations, handouts, forms, etc.
- 2) A course management system will be used that supports online learning and teaching. All the educational contents that is used during the classes (and often even more than that) is loaded (example: pdf file from a keynote presentation) or integrated into the Canvas (YouTube Videos embedded in Canvas pages) or linked (links to Accuskills Videos).

1d. Distance Ed-Interactions

Chat Rooms

Weekly discussions on course topics. Discussion will ascertain understanding of topic, present a forum for dialog, and give the instructor a sense of where the student understanding is. A discussion board will also be created for general questions, this includes class communication and instructor feedback.

Percentage of Online Course Hours 5.00

Discussion Boards

Every class starts with a review session of the material covered the previous week.

Percentage of Online Course Hours 5.00

Study and/or Review Sessions

Every class starts with a review session of the material covered the previous week.

Percentage of Online Course Hours 5.00

Online Lecture

Weekly lectures presented (a)synchronously

Percentage of Online Course Hours 40.00

Videos

Clips of videos are always shown in class to illustrate concepts. All videos will be compliant for accessibility and captioned.

Percentage of Online Course Hours 20.00

Discussion

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

Percentage of Online Course Hours 5.00

Exams

We have a midterm and a final exams on learning platform or other software.

Percentage of Online Course Hours 5.00

Written assignments

Students work on scenes and film analysis.

Percentage of Online Course Hours 5.00

Peer Feedback

Students critique each other's work and often collaborate in joint projects; e.g., group floor plans

Percentage of Online Course Hours 5.00

Other (describe)

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

Percentage of Online Course Hours 5.00

2. Organization of Content

Instructors organize the content into modular units or weekly modules in the learning management system such as Canvas.

% of Topic
Course

6.25% Develop a vocabulary of terms that enables the students to think critically about film styles, cinematic art movements, and historically significant film techniques that are relevant to domestic and international film.

6.25% Introductory overview of the fundamental elements of critical appreciation, creative expression, and form and style in cinema.

6.25% Introductory overview of the main issues of film theory and criticism.

6.25% Introductory overview of various film movements and the differences between realism and formalism.

6.25% Acquiring a video image: exposure, the lens, composition, framing, color balance and focus

6.25% Working with artificial and natural lighting; styles of lighting, lighting positions and their functions, types of lights, the C stand, flags, simple electrical load

6.25% Sound recording: theory of sound, use of different types of microphones, recording levels

6.25% Working with crew: crew functions, assigning crew positions, value of collaboration

6.25% Working with cast: the basics of directing actors

18.75% Class exercise utilizing the full range of digital production tools

18.75% Production of short digital projects; interactive review

6.25% Screenings and critiques of digital film projects

100.00% Total

3. Assessments

Participation

Percent of Grade 20.00

Class participation in discussions and feedback on student work.

Weekly Assignments

Percent of Grade 30.00

Every assignment has a series of requirements and rubrics through which the assignment is graded

Midterm Test

Percent of Grade 20.00

Total points accumulated

Final Test

Percent of Grade 30.00

Total points accumulated

4. Instructor's Technical Qualifications

The instructor will be proficient in the use of computer software/online platforms to communicate with students.

The instructor should also have the ability to disseminate information digitally, such as lecture videos, powerpoints, audio files, etc., and navigate efficiently through Canvas and other platforms incl. but, not limited to: YAMDU, Shot Designer, Final Draft, Vimeo, YouTube, Film Skills, etc.

5. Student Support Services

Textbooks will be available in hard copy from the SMC bookstore, and if possible also digitally, in which case links to both will be provided.

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

6. Accessibility Requirements

The tools used in this course ensure access for students with disabilities by:

- Accessing the SMC resources (On Line Live Captioning, Sign-Language translators, Video Captioning)
- Screening videos with proper captioning
- Giving access to on line contents with proper captioning and descriptive alterantive text (Accuskills)
- Using software for presentantions (Power Point) with on line Live captioning.

7. Representative Online Lesson or Activity

SLO: Apply basic skills in the use of film theory and grammar, cinematic storytelling, digital production equipment, and technologies through a series of supervised in-class exercises.

In the online lesson called "Love Actually" scene the students watch a 5 minutes scene from the feature film "Love Actually" and they must identify: setups, shots, framing. In order to do that they have to discuss the definitions of setups and shots. Identify how many and which setups are in the scene and draw a floorplan that will represent camera setups, camera movements and character movement. The content created by the teacher encompasses: Shot Designer file, Pdf File, Video references and diagram, all of which are available on Canvas in the proper module for the second class of the semester.

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: FILM 34 - Advanced Digital Filmmaking

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

- 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
- Sending welcome communication 1-2 weeks before class begins, then house the email in LMS in the Getting Started Module
- Utilizing electronic/online software or other appropriate mediums for communication and group work
- Tracking student success via frequent communication in LMS
- Utilizing electronic/online software or other mediums that facilitate virtual (a)synchronous group meetings with instructor

1b. Student - Student Interaction:

Student-Student interaction takes place during the weekly (a)synchronous sessions. In addition, there are homework assignments for which students will meet virtually in small groups via Zoom or equivalent during the week, outside of class hours. Students coordinate these sessions at their convenience and report back to the instructor during class time. Some additional examples of student-student interaction may include:

- o synchronous or asynchronous discussions
- o Weekly check-ins with one another via collaboration applications
- o Student Lounge/Café (student-initiated discussion forum)
- o Social media or other accessible tools for interaction.
- o Group projects
- o Collaborations (tools that allows students to share and/or collaborate on documents)

1c. Student - Content Interaction:

- Content is organized into visibly distinct learning units or modules based on weeks/major themes, etc.
- Course makes use of LMS or other appropriate channels for weekly content delivery
- 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, if applicable
- Simulations in the form of both online demonstrations from instructor and student practicing skills
- Lecture materials (notes/videos), quizzes, Vimeo screenings via private online links, and students learn to use different software; e.g., YAMDU, Shot Designer, Final Draft, Film Skills... or equivalent.

1d. Distance Ed-Interactions

Discussion Boards

Weekly discussions on course topics. Discussion will ascertain understanding of topic, present a forum for dialog, and give the instructor a sense of where the student understanding is. A discussion board will also be created for general questions, this includes class communication and instructor feedback.

Percentage of Online Course Hours 5.00

Study and/or Review Sessions

Every class starts with a review session of the material covered the previous week.

Percentage of Online Course Hours 10.00

Online Lecture

Weekly lectures presented (a)synchronously

Percentage of Online Course Hours 10.00

Videos

Clips of videos are always shown in class to illustrate concepts. All videos will be compliant for accessibility and captioned.

Percentage of Online Course Hours 5.00

Discussion

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

Percentage of Online Course Hours 5.00

Class Debate

The debate happens in virtual (a)synchronous class and group meetings

Percentage of Online Course Hours 5.00

Exams

We have a midterm and a final exams on learning platform or other software.

Percentage of Online Course Hours 5.00

Written assignments

Students work on scenes and film analysis.

Percentage of Online Course Hours 10.00

Peer Feedback

Students critique each other's work and often collaborate in joint projects; e.g., group floor plans

Percentage of Online Course Hours 5.00

Project Presentation

Presentations of lined scripts, correlated shot lists, and mise-en-scene floor plans of students' original creative work happen as an integral part of the class. Presentations of projects happen in virtual (a)synchronous class.

Percentage of Online Course Hours 40.00

2. Organization of Content

Instructors organize the content into modular units or weekly modules in the learning management system such as Canvas. The major topics are organized and taught as follows:

20% Theory and critical analysis of original content that has not yet been produced, including scenes written by the students themselves: mise-en-scene setups, design of shots that stem from the setups, storyboarding a sequence, camera angles.

20% Theory and critical analysis of advanced concepts of film production in relation to working on a professional soundstage: lighting setups, sound design, rehearsing the actors, direction, continuity; composition, framing, perspective; production concerns in terms of logistics, film permits, legal issues, copyright and intellectual property, and safety protocols.

20% Analysis of original content to determine the best filming approach regarding montage (linking characters and environment through editing) vs. long take (linking through mise-en-scene). Explore the appropriate filmmaking techniques on a case by case basis to convey ideas and emotions through film language. Illustrate with examples from material produced by previous SMC students in the pre-requisite class: "Film 32: Intermediate Filmmaking."

20% Visualizing and representing the action on a floor plan that will also be animated. Preparing shot lists for maximum efficiency. Generating and using storyboards. Meaning and timing of camera movements. Maintaining screen direction and correct eye lines at all times.

20% Balancing process vs. results. Learning to work within the boundaries of time and scheduling. In the case of these original projects, it is imperative that virtual shoots done via Zoom be completed within the allocated time for production, so students have original content to show at the end of the semester. No time for pickups or reshoots.

100.00% Total

3. Assessments

Class Participation during the synchronous Zoom mode (or equivalent)

Percent of Grade 20.00

The instructor keeps a journal tracking and assessing students' class participation.

Class Work

Percent of Grade 30.00

critical journals, storyboards, floor plans with camera setups and blocking of actors

Final exam

Percent of Grade 20.00

In-class presentation of final project (original scene or equivalent), including Q&A session with instructor and peers.

Group projects

Percent of Grade 10.00

Submitted and assessed via LMS, with a class discussion following either on discussion board or synchronously in class.

Homework

Percent of Grade 10.00

Submitted and assessed via LMS, following if need be one-on-one meetings during office hours, in order to clarify concepts.

Quizzes

Percent of Grade 10.00

Submitted and assessed via LMS, following in-class synchronous review so as to go over correct and wrong answers.

4. Instructor's Technical Qualifications

Instructor will be proficient in the use of computer software/online platforms to communicate with students. The instructor should also have the ability to disseminate information digitally, such as lecture videos, powerpoints et al, audio files, etc., and navigate efficiently through LMS and other platforms incl. but, not limited to: YAMDU, Shot Designer, Final Draft, Vimeo, YouTube, Film Skills, etc. --or equivalent software.

5. Student Support Services

Textbooks will be available in hard copy from the SMC bookstore, and if possible also digitally, in which case links to both will be provided.

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

6. Accessibility Requirements

The course will ensure access for students with disabilities. All video will be captioned, all PowerPoints and Word documents or equivalent will be accessible, all photos will include a description that can be read by screen readers.

7. Representative Online Lesson or Activity

Course objective: Break down the original screenplays in preparation for the various departments' and crew members' eventual work on the film set.

Online activity: Create a breakdown of the original scenes written by the students themselves, highlighting with different colors the screen directions that apply to different departments, such as cinematography, production design, sound, grip/electric, etc. Hold a virtual production meeting via Zoom or equivalent supervised by the instructor to discuss the potential creative and logistical challenges of each scene. Come up with collective solutions as to how to effectively pre-produce the scenes for their virtual "production" via Zoom or other collaboration applications.

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: FILM 50 - Production Sound

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

Content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting.

Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom.

Throughout the course of the semester, students can help each other by posting replies and engage in a discussion in the "General Questions" discussion board. Instructors will respond in a timely manner which should be made clear in the course.

1c. Student - Content Interaction:

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

1d. Distance Ed-Interactions

Discussion Boards

Weekly discussions on course topics. Discussion will ascertain understanding of topics, present a forum for dialog, and give the instructor a sense of where the student's understanding is. A discussion board will also be created for general questions, this includes class communication and instructor feedback.

Percentage of Online Course Hours 10.00

Online Lecture

Weekly (a)synchronous lectures will continue to deliver content as in on-ground instruction.

Percentage of Online Course Hours 50.00

Other (describe)

Class Project A class project will be submitted summarizing comprehension and application of course topics

Percentage of Online Course Hours 30.00

Exams

Bi-Weekly quizzes in addition to Midterm and Final exams will be administered to verify understanding of topics and retention of knowledge.

Percentage of Online Course Hours 10.00

2. Organization of Content

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

Due dates are given at the beginning of class to allow time for scheduling to complete the project.

Assignments are given spaced through the semester.

Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments

Quizzes

Percent of Grade 10.00

Quizzes will be administered to verify understanding of topics

(A)Synchronous Discussion

Percent of Grade 10.00

Discussion of course and lecture topics in (a)synchronous lecture.

Weekly Discussion

Percent of Grade 10.00

Weekly discussion topics are posted allowing students to discuss class topics and projects with each other and the instructor.

Project

Percent of Grade 20.00

One class project will be submitted in the course LMS for comment and grading by the instructor.

Exams**Percent of Grade 50.00**

A Midterm and Final Exam will be administered to assess retention of knowledge.

4. Instructor's Technical Qualifications

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

5. Student Support Services

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Objective:

Understand the fundamentals of sound physics.

Assignment:

Utilizing common equipment (phone), record the same audio source in a variety of locations to better understand course concepts through real world application.

Online:

Students will discuss their experience and findings in the course discussion forum and respond to at least one other classmates discussion post.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

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

GERMAN 2 Distance Education Application

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 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, 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 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>	30%

	Example: After viewing brief videos in German, students will practice listening to, and responding to, these topics in basic conversational contexts.	
Threaded Discussions	<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.</p> <p>Students will introduce themselves and discuss recent activities using the perfect tense, formal and informal address, and more complex, inflected adjective endings. Discussion questions may include the following:</p> <p>Was hast du am Wochenende gemacht? (What did you do last weekend?) Hast du einen neuen Film gesehen oder ein gutes Buch gelesen? (Did you see a new movie or read a good book?) Wovon handelt der Film oder das Buch? (What is the book/movie about?)</p> <p>Students will practice the usage of complex utterances and plot summary of basic narratives. They will respond to discussions initiated by classmates in detail and be able to pose these questions as well.</p>	30%
Quizzes & Tests	There will be short weekly quizzes focusing on grammatical structures and vocabulary, as well as a larger Unit test at the completion of	10%

each unit containing reading comprehension and writing segments.

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 2 covers content from Chapter 5 (dative case and intermediate vocabulary) to Chapter 8 (adjective endings and case structure) 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
% 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.)

<p>The instructor must be knowledgeable for the features offered by the Learning Management System in place.</p> <ul style="list-style-type: none"> • 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.

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 is because the course needs to be compliant rather than the burden being on the student to address the issue with DSPS.

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.

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

7. Representative Online Lesson or Activity

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

Objective: Use the past tense (present perfect tense) to formulate sentences about recent activities and to have conversations about basic daily topics.
Format: Threaded Discussion on the Learning Management Systems. The discussion prompt will
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 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
x	
<input checked="" type="checkbox"/>	Outside assignments meet the same standard of course quality
x	
<input checked="" type="checkbox"/>	Serves comparable number of students per section as a traditional course in the same department
x	
<input checked="" type="checkbox"/>	Required texts meet the same standard of course quality
x	

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.
x	
<input checked="" type="checkbox"/>	Adequate technology resources exist to support this course/section
x	
<input checked="" type="checkbox"/>	Library resources are accessible to students
x	
<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
x	
<input checked="" type="checkbox"/>	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
x	
<input checked="" type="checkbox"/>	Will not affect existing or potential articulation with other colleges
x	

<input checked="" type="checkbox"/> x	Special needs (i.e., texts, materials, etc.) are reasonable
<input checked="" type="checkbox"/> x	Complies with current access guidelines for students with disabilities
<input checked="" 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: HEBREW 1-Elementary Hebrew 1

Instructor preparing this document: Margolis, Fern & 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, handwritten assignments, and cultural discussion activities to assist and improve the 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 a 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 writing or orally, comments to two classmates at the minimum.

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 Hebrew and to discuss cultural topics, and they will 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 topics.

1c. Student - Content Interaction:

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

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

Students will engage with course materials regularly through synchronous meetings, video lectures, lecture notes, auto or manually graded online assignments, and handwriting assignments. The instructor will provide 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, the instructor will present both visual and auditory course materials, whenever possible. The Instructor will assign typing, handwriting, and speaking assignments that require application of knowledge and skills in a real-world context. The Instructor will provide individual feedback and comments to ensure individual learning. Handwriting assignments will be manually graded by the 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 will practice listening to 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 on both the written and printed Hebrew alphabets. They will be required to read and write Hebrew both with and without vowels. There will be quizzes on grammar, vocabulary, reading comprehension, and writing. There will be two midterms and a final exam. For the most part, the 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 oral interview tests with the instructor to assess students' speaking proficiency, as well.	15
Written Assignments	Students will complete written assignments – using both typing and handwriting - on various topics assigned by the instructor. The assignments will be assessed based on content, grammatical accuracy, syntax, use of vocabulary, and spelling. Legibility of Hebrew script (written characters) will also be checked for handwritten assignments.	10
Threaded Discussion and peer feedback	Students will watch videos and read articles on Hebrew and Israeli culture and will share their findings, comparing and contrasting what they see and read with their own culture. They will share their findings on the LMS discussion forums.	10

	Students will type short passages in Hebrew applying learned knowledge in real life situations in discussion forums. They will also be asked to respond in Hebrew to their classmates' posts.	
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
% 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 functions
10	Speaking Tests	Written or audio feedback with rubric
15	Quizzes on vocabulary, grammar, reading comprehension	LMS automatic feedback and written or audio feedback in comment section
10	Exams	Feedback in comment section and handwritten feedback using annotation functions
15	Final exam	Feedback in comment section and handwritten feedback using annotation functions

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 technological tools to produce synchronous and recorded lessons and content. Instructors will need to know how to use web-based technologies to host office hours, create and upload captioned videos, communicate with students, create announcements and discussion forums, create assignments requiring online submissions, manage grades, and administer exams. The instructor should also be knowledgeable about accessibility resources, both on and off-campus, and be willing to stay current as technology continues to change.

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, Scholarships Program, Campus Police, Dream Program, 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 his/her 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 Objective - Oral Communication: Greetings and Leave Taking Dialogue

Upon completion of this course, successful students will be able to engage in a short, impromptu, oral dialogue in which they meet and greet one another, ask what's going on, and then take leave from one another using the vocabulary, grammar, and syntax they studied and practiced in Unit One of their textbook.

Using a video conference program, each student will meet with the instructor for approximately five minutes for an oral interview test. Several conversation prompts will be provided beforehand, such as: You unexpectedly meet your professor at the grocery store. You're meeting your best friend at a restaurant. You've just been introduced to a new student from Tel Aviv. You're at a party and meet someone you went to high school with.

The student will be given a rubric with clear expectations and descriptions of how points for the oral conversation will be awarded. The professor will provide a conversation starter situation, and then join the student in the dialogue as one of the dialogue partners. Based on the student's responses, the instructor will continue the dialogue using previously learned vocabulary and grammar. To pass the oral interview test, the student will need to respond to two different conversation situations (two separate dialogues). The professor and students will speak only Hebrew.

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: JAPAN1-Elementary Japanese I

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>hiragana, katakana</i> and <i>kanji</i> -three Japanese alphabets. 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	10

	their classmates' posts.	
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 functions
10	Speaking Tests	written or audio feedback with rubric
15	Quizzes on vocabulary, grammar, <i>hiragana</i> , <i>katakana</i> 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 functions
15	Final exam	Feedback in comment section and handwritten feedback using annotation functions

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 communicate short messages on familiar topics with well-practiced and memorized expressions.

Using a video conference program, each student will meet with the instructor approximately for five to ten minutes for oral interview test. Several conversation starter questions are provided beforehand along with a rubric with clear expectations and points awarded. Based on student's response to conversational starter questions, the instructor will ask follow-up questions using learned vocabularies and grammar. Students are expected to hold an impromptu conversation on familiar 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.

DE Application

5. Course: DE for non-DE course: KIN PE 9B - Intermediate Basketball

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

The instructor will send out a “Welcome letter” via M Professor, 1 – 2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide ongoing feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders/announcements of upcoming due dates for assignments. The instructor will post an announcement for each weeks activities. The instructor will provide virtual office hours on Zoom along with a telephone option and videoconference option. Instructions will be provided for the live video exchange for the duration of the class.

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

A variety of assignments and skill based activities are provided to encourage students to interact with course content, as well as the instructor and other students multiple times each week. These assignments will correspond to weekly topics and will include presented video and PDF documents. Students will turn in biweekly video assignments on both new material as well on revisions based on instructor feedback from previous assignments. Students are also encouraged to give each other assignment feedback on discussion boards.

1d. Distance Ed-Interactions

Discussion Boards

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

Percentage of Online Course Hours 10.00

Videos

Video and PDF lecture presentations are provided to students, and are accompanied by a series of workout assignments for students to participate/practice. Additionally, students are encouraged to post any questions, discussion topics, and/or videos on a discussion board on the appropriate topic.

Percentage of Online Course Hours 85.00

Project Presentation

Students will investigate a basketball skill based area or topic appropriate to their 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 5.00

2. Organization of Content

Instructor will organize content in weekly modules using the learning management system in place. (Canvas) There will be additional course handouts and videos linked in the files tab, which will be organized according to the modular units.

3. Assessments

Exams

Percent of Grade 25.00

:Multiple exams (written or practical) will be used to assess student performance and progress.

Active participation

Percent of Grade 75.00

Students will be assessed biweekly on their active participation and progress/improvement on various topics

4. Instructor's Technical Qualifications

The technical qualifications of an instructor should include knowledge of the learning management system in place, (Canvas) Zoom, and the various technical support resources available through the college's website.

The instructor's role for

supporting course technology is explained to students, and links to technology support are provided.

5. Student Support Services

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

6. Accessibility Requirements

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

Students will be asked to watch a quarter or half of an online college basketball game. In a threaded discussion they would discuss what types of offensive styles were used early in each possession, and 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.

Distance Education Application – KIN PE 14

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.

Communication between the instructor and the students will occur through many different means, including frequent announcements, virtual office hour discussions, gradebook feedback and comments on students' work, participation in threaded discussions, e-mail, and videoconferences. Phone calls may also be used to communicate in certain circumstances. Before the first day of class, the instructor will e-mail students so that they will be aware of the class structure (a video will also be available for them to watch and hear). The instructor will repeat this information at the start of the first day of class. For synchronous instruction, the instructor will meet with students during regularly scheduled times. For asynchronous instruction, the instructor will verify that students' participation is regular and effective. The instructor should reply to students' e-mails within 48 hours during the work week.

1b. Student - Student Interaction:

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

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

The instructor will use a variety of means for student interaction to accommodate a variety of communication styles. Examples include using weekly threaded discussions with required peer comments, as well as breakout rooms during videoconferences to discuss and analyze material presented. The quantity and quality of students' participation will be part of the students' grades. Further, the instructor, while participating in threaded discussions and videoconferences, will encourage students to respond to other students' comments.

1c. Student - Content Interaction:

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

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

Students will have a weekly check-in discussion. Other assignments will include watching videos of runners and offering their analyses (e.g., commenting on athletes' forms, race strategies, and pace). In threaded discussion assignments, they will respond to the weekly lecture. Students will be asked to respond to others' comments. Students will also participate in live videoconferences and be prompted to answer questions and comment therein. Students will do weekly workouts on their own at home and discuss in 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]

Face-to-face Zoom sessions	Discussion boards	Demonstration videos
60%	20%	20%

2. Organization of Content

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

Content will be organized in modules with clear instructions. Each module will have a personal assessment and detailed workouts. Students will be asked to evaluate themselves regularly, do technique training on their own, and analyze the material presented. Each module may also contain the assignments that must be completed for the week. Every few weeks, the students take an exam that covers material from multiple modules.

3. Assessments

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

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

% of Grade		Activity Description	Assessment Method
30	Periodic tests		Online tests on material discussed in recent modules
45	Weekly workouts and threaded discussions		Students' responses (written and possibly video) to questions about training and weekly lecture material.
15	Weekly check-ins		Students' statements concerning their current fitness, progress, and outlook for the upcoming week.
10	Final exam		Online exam covering material discussed in all modules

4. Instructor's Technical Qualifications

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

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

The instructor should be adept at using tools for virtual communication (e.g., videoconferencing and e-mail), and familiar with a course Learning Management System (e.g., Canvas). Ideally, the instructor will also have familiarity with designing online 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.)

Although it is not necessary for completion of the actual coursework, the links to the below student support services should be provided:

- Center for Students with Disabilities
- Center for Wellness & Wellbeing
- Financial Aid & Scholarships
- Food Resources
- General Counseling
- Student Health
- Kinesiology Department
- Title IX Compliance
- Tutoring
- Welcome Center

6. Accessibility Requirements

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

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

Required videos will be captioned and additional Universal Design components (e.g., alt-text for images) will be included when possible. Additional accommodation for students with disabilities will be incorporated in consultation with the Center for Students with Disabilities.

7. Representative Online Lesson or Activity

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

Course objective #2: Recognize proper running mechanics.

Students will be asked to watch a video demonstrating proper distance running form. They will then be presented with images of different runners in mid-stride. In a threaded discussion, they will assess the runners' form, going into detail to differentiate the good and bad mechanics. The students will post their analyses and respond to others' posts.

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 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.

KIN PE 41W Distance Education Application

1a. Instructor - Student Interaction

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

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

Students will check in at the beginning of each week and respond to a threaded discussion assignment based on a weekly lecture. Students and the instructor will discuss their progress and development. The instructor will provide feedback on the students progress on techniques and assignments.

An example of a typical week might include:

Monday: Class Threaded Discussion

Tuesday: Instructor graded feedback

-Tuesday question board answers

Wednesday: Zoom Class

Friday: Zoom office hours

Anytime during the week, students will go through lessons in Canvas Modules at their pace.

How students can contact me:

- Send me a message anytime, using the Canvas Inbox (this is my preferred contact!)
- Post a question to our [Q&A Discussion](#)
- Leave me a voicemail.
- **Response time:** I will respond within 24 hours, Monday-Friday.

How I will contact students:

I will be an active participant in this course. I will contact students a few times each week, via the following methods:

- **Announcements:** I typically post an announcement at the beginning of the week. Keep an eye out for this important information!

- **Canvas Inbox messages:** I will occasionally reach out via the Inbox to check in with you, and nudge you if you have missed an assignment.
- **Discussions:** I will post within each discussion.
- **Grading Feedback:** I will provide grades and comments, via your Canvas gradebook, within 1 week of the due date.

1b. Student to Student interaction

Students are expected to interact with each other throughout the course and communicate regarding the course material and homework assignments. Typically, students use asynchronous discussions and email for communication and collaboration activities. Examples include weekly discussion boards, weekly zoom class, weekly small group collaborative assignments- Students can also set up their own zoom practice time. This will be done on a weekly basis.

1c. Student - Content Interaction:

Students will interact with the material provided by the instructor on Canvas and in Zoom classes. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities will be provided to address a number of learning styles. Instructional goals require that students interact with the course materials several times each week. Examples of assignments include weekly discussion boards, lecture materials, provided videos and written lessons, homework assignments to practice physical techniques, knowledge checks and quizzes, and writing assignments linked to course worked and student learning outcomes.

Students will complete assignments on the laws of self defense. Students will participate in discussions on the strategies and techniques of self defense and how to avoid these situations as well as discuss current events relating to course material. Students will do weekly workouts on their own at home and discuss their progress through discussion boards.

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 on discussion boards, posting and sharing of work, communal problem solving as well as lectures and demonstrations, and online videos. Students will do a majority of this on Canvas and Zoom.

Time spent online with instructor provided materials: 50%

Interacting with other students: 25%

Communicating with the instructor: 25%

2. Organization of Content

Content will be organized in Modules in Canvas. Each Module will have a discussion board that includes a personal assessment or a topic given by the instructor, a self check quiz, a video or notes lecture to develop a skill or technique, a group assignment or individual homework assignment. Students will be asked to evaluate themselves regularly, do technique training on their own, and analyze some aspect of self defense and their personal safety. Since the content will be organized in Weekly Modules in Canvas. The students will need to complete the modules in order.

3. Assessments

Percentage	Activity Description	Assessment Method - All Direct Assessment Methods
25%	16 Weekly Discussions and Instructor Check-ins	The instructor will assign threaded discussions about techniques and ask for self assessment, Students will respond to each other's comments, and the instructor will provide feedback.
25%	16 homework assignments	Students will complete weekly workouts and technique training. The instructor will ask for a short video of the students performing the skills.
20%	8 quizzes	Students will complete self check knowledge quizzes about the techniques and laws of self defense.
10%	8 group assignments	Students will be assigned to small groups every two weeks to discuss specific topics assigned by the instructor.
10%	1 midterm	Students will complete an online exam on the laws of self defense and their techniques.
10%	1 final exam	Students will complete an online exam on the laws of self defense and their techniques.

4. Instructor's Technical Qualifications

Instructor has completed the Introduction to Teaching with Canvas course, and the Online Teaching & Design 1B June 22-July31, 2020

5. Student Support Services

Links to various services are provided through Canvas. Links include counselling, email address to instructor, financial aid, library, the SMC go app, among others.

6. Accessibility Requirements

Any films used will have CC text/be captured. All photos will have descriptions. All Canvas pages will have proper headers, etc.

7. Representative Online Lesson or Activity

Course Objective #1: Defend themselves against a variety of physical attacks. Students will be asked to watch a demonstration of an attack and then shown how to get out of the attack by following the formula for self defense. Students will then be shown by the instructor in a Zoom class and will discuss the variations of the attack and the best way to defend it, as well as the finer points of the defense. Students will practice the technique in home workouts. In a threaded discussion, students will discuss their experience and respond to the experiences of others. In self check quizzes students will test their knowledge of the defense. Students will send the instructor a video of themselves performing the defense technique and will be provided feedback.

KIN PE 43B Distance Education Application

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 via M Professor a detailed welcome packet one to two weeks prior to the beginning of the semester. This packet will include, but not be limited to how to navigate the learning management system in place (Canvas), a detailed timeline for each module, 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 the learning management system (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 the learning management system. (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. The learning management system (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 workouts 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.

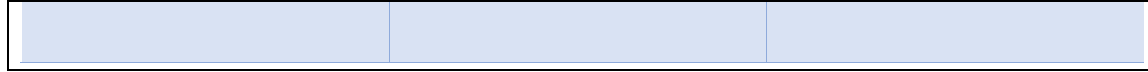
3. Assessments

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
% of Grade	Activity Description	Assessment Method
65%	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 the learning management system in place. (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 closed captioned. All photos will have descriptions and Alt Text. Each Canvas page will have the accessibility checker run on it.

7. Representative Online Lesson or Activity

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 review the techniques in the game of soccer. They will be able to perform the technique of passing, dribbling, heading, shooting, juggling, and receiving with different body parts at an intermediate level. Students will apply the strategic and tactical aspects of the game, after being introduced to varying "systems of play" and tactical aspects of the game, on an intermediate level. 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	Course content has not changed
x	Method of instruction meets the same standard of course quality
x	Outside assignments meet the same standard of course quality
x	Serves comparable number of students per section as a traditional course in the same department
x	Required texts meet the same standard of course quality

Additional Considerations

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

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

KIN PE 50A Distance Education Application

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 interact with the students by:

- Posting frequent announcements
- Posting Weekly Instructions in each Module
- Being available through email, Canvas Inbox, and zoom office hours
- replying in discussion boards when appropriate

1b. Student - Student Interaction:

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

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

Students will interact with each other through discussion posts and replying to classmates. There will be weekly workouts that they students must post in the discussion for that workouts and respond to classmates. Also there will be at least two weekly videos for the students to comment on in the discussion and respond to their classmates

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.

Students will interact with the course content through:

- Watching Videos on course information
- Discussion posts on weekly material
- Weekly Quizzes on weekly material

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]

- | |
|--|
| Video Lectures-Weekly Video lectures on water polo rules, strategies, and skills-40% |
| Discussions on workouts or skills that the students perform at home and then discuss-40% |
| Quizzes on rules, strategies and skills of water polo-20% |

2. Organization of Content

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

The content will be organized into weekly modules that include all of the needed material, assignments and quizzes for the week. This will include:

- videos for the students to watch on rules, strategies, and skills
- assignments to assess those skills, strategies, and fitness
- quizzes on rules, strategies and skills

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
85	Class Participation	Discussion Posts/Assignments (No one assignment is more than 30%)
15	Rules/Skills Tests	Weekly Quizzes

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 needs to be proficient in using Canvas and able to post videos and announcements and create discussion boards and quizzes. Ideally, they will have at least taken the @One, self-paced class.

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 students will need links to Canvas support in case they have any questions on how to use Canvas. Links to counseling and financial aid would be helpful as well to make sure the students can get help if 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 uses videos so they must be captioned accurately. Also, the teacher will need to use the accessibility checker in Canvas to make sure anything that is typed in the weekly instructions, discussions, and quizzes is accessible.

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: Master the water polo rules and know the referee signals.

Lesson: Videos posted online that explain basic rules as well as game videos showing referee signals in use. There will be a discussion board where students can ask questions and the instructor and other students can discuss any questions. After watching the videos students take a quiz to assess their knowledge

Distance Education Quality

Quality Assurance

<input checked="" type="checkbox"/>	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.
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<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 – Modified

For KIN PE 57B: Intermediate Volleyball

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

This intermediate level volleyball course (KIN PE 57B) will begin with a detailed introductory email sent 1-2 weeks before the first session, that contains a packet from the instructor. This will include a welcome letter detailing how to access the distance learning platform course shell used by the college (e.g. Canvas) to log into the class, locate the ConferNow/Zoom links, what equipment and supplies will be necessary for the class, as well as additional material that may include but will not be limited to PDF files, videos, and audio recordings. Students will be told how to borrow volleyballs from SMC and when to pick them up. Students will also receive their detailed syllabus, SLOs, expectations and resources for success in the online format.

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 will encourage students to interact with each other and the instructor. The instructor provides on-going feedback, comments, and suggestions to assist and improve student performance in the

Canvas Speed Grader and comments shared publicly and privately in Canvas discussions, quizzes, and assignments. 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; Facetime). Students are encouraged throughout the semester to interact with the instructor often, using whatever format they prefer. The instructor will send weekly reminders of upcoming due dates in Canvas Announcements and via email. The instructor will be available to respond to students via email, Canvas Inbox, and/or Zoom/Facetime. Also, the instructor will post office hours for students to visit via Zoom.

The instructor will provide lecture and instructional activities to cover course content on a weekly basis for the duration of the session/semester. Each week, the instructor will post and email regular announcements and reminders regarding assignments, quizzes and exams, including all upcoming 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 engage in weekly discussion boards where they address course material. Additionally, students may be assigned partner and small group activities, brainstorming activities, and or small discussion groups, and are then expected to report to the larger group. The instructor monitors these discussions and gives guidance and feedback as needed. Additional general student discussion boards encourage students to interact with one another outside the framework of the course material. In the student discussion area, participants can share course material, create study groups, organize extra credit activities, help each other, and exchange contact information. Since written discussions of volleyball techniques can be difficult, students are encouraged to post links to short video clips to supplement the discussions. Students will also discuss defensive and offensive strategies.

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.

A variety of assignments and activities will be used to encourage students to interact with course content, 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 may turn in biweekly video assignments on both new material as well as 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

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]

<u>Course Components</u>	<u>Time Spent:</u>
Lessons, Presentations (Lectures, Videos, Demonstrations, Articles, etc.)	60%
Group Projects	5%
Assessments (Skills tests, quizzes, exams, final exam/project)	10%
Discussions (To facilitate student-instructor, student-student interaction)	10%
Journal Entries/Home Workouts	15%

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 Canvas.

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 volleyball drills and workouts,
- Volleyball Terminology,
- Personal assessment of their improvement
- Discussion thread on course material covered that week
- Short quiz
- Instructions for submitting week's assessment(s)

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
% of Grade: 75	Activity Description: Active Participation	Assessment Method: Both summative and formative assessments will be conducted throughout the course, or on a weekly basis. If taught synchronously, students will be assessed by participation in the classes. If asynchronously, students will be assessed based on

their personal assessments, video submissions, responses to questions regarding the workouts, journal entries, etc.

% of Grade: 15

Activity Description: Exams, quizzes, assignments

Assessment Method: Multiple exams and quizzes will be used to assess the students' knowledge of the game, refereeing, strategies, offenses and defenses.

% of Grade: 10%

Activity Description: Individual Skills Training

Assessment Method: Through journal entries, responses to prompts and discussions, students will be assessed on their 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.)

Instructors should have received training on the learning management system in place (Canvas). 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.)

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 an online activity that will include but will not be limited to viewing a recorded volleyball match. The students will be asked to fill out the score sheets for the entire match and for one set, fill out the Libero tracking sheet. (The second course objective covers being able to referee and score a match.) Besides scoring the match, students will be asked to critique the referee and umpire for the match, and post their critique in a threaded discussion and respond to other students' opinions.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

Distance Education Application – Modified

For KIN PE 58A: Beginning Yoga

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.

This beginning level yoga course (KIN PE 58A) will begin with a detailed introductory email sent 1-2 weeks before the first class session that contains a packet from the instructor. This will include a welcome letter detailing how to access the distance learning platform course shell used by the college (e.g. Canvas) to log into the class, locate the ConferNow/Zoom links, what equipment and supplies will be necessary for the class, as well as additional material that may include but will not be limited to PDF files, videos, and audio recordings. Students will also receive their detailed syllabus, SLOs, expectations and resources for success in the online format.

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 will encourage students to interact with each other and the instructor. The instructor provides on-going feedback, comments, and suggestions to assist and improve student performance in the Canvas Speed Grader and comments shared publicly and privately in Canvas discussions, quizzes, and assignments. 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; Facetime). Students are encouraged throughout the semester to interact with the instructor often, using whatever format they prefer. The instructor will send weekly reminders of upcoming due dates in Canvas Announcements and via email. The instructor will be available to respond to students via email, Canvas Inbox, and/or Zoom/Facetime. Also, the instructor will post office hours for students to visit via Zoom.

The instructor will provide lecture and instructional activities to cover course content on a weekly basis for the duration of the session/semester. Each week, the instructor will post and email regular announcements and reminders regarding assignments, quizzes and exams, including all upcoming 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 engage in weekly discussion boards where they address course material. Additionally, students may be assigned partner activities, brainstorming activities, and or small discussion groups, and are then expected to report to the larger group. The instructor monitors these discussions and gives guidance and feedback as needed. Additional general student discussion boards encourage students to interact with one another outside the framework of the course material. In the student discussion area, participants can share course material, create study groups, organize extra credit activities, help each other, and exchange contact information. Since written discussions of Yoga techniques can be difficult, students are encouraged to post links to short video clips to supplement the discussions.

1c. Student - Content Interaction:

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

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

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

A variety of assignments and activities will be used to encourage students to interact with course content, 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 may turn in biweekly video assignments on both new material, as well as 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

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]

<u>Course Components</u>	<u>Time Spent:</u>
Lessons, Presentations (Lectures, Videos, Demonstrations, Articles, etc.)	50%
Group Projects	5%
Assessments (Assignments, quizzes, exams, final exam/project)	10%
Discussions (To facilitate student-instructor, student-student interaction)	10%
Journal Entries/Home Practices	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.*

Content will be organized in weekly modules within Canvas.

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 yoga practices,
- Terminology for the yoga poses,
- Personal assessment of their practice
- Discussion thread on course material covered that week
- Short quiz
- Instructions for submitting week's assessment(s)

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
% of Grade: 65		
	Activity Description: Active Participation	

Assessment Method: If taught synchronously, students will be assessed by participation in the classes. If asynchronously, students will be assessed based on their personal assessments, video submissions, responses to questions regarding the practices, journal entries, etc.

% of Grade: 15

Activity Description: Exams, quizzes, assignments

Assessment Method: Multiple exams and quizzes will be used to assess the students' knowledge of the material.

% of Grade: 20%

Activity Description: Individual Practice

Assessment Method: Through journal entries and discussions, students will be assessed on their own personal practice.

4. Instructor's Technical Qualifications

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

Instructors should have received training on the learning management system in place (Canvas). 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.)

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 an online activity that will include but will not be limited to viewing a video of a yoga practice. They might be asked to follow along or replicate it later. (The first course objective has to do with students acquiring kinesthetic awareness while doing yoga.) After doing the practice, students would respond to prompts from the instructor about how the poses felt, if they had difficulty balancing, and what adjustments students needed to make. Also, students would be asked to participate in a threaded discussion about the practice and what challenges they encountered, what aspects they enjoyed, how they did the practice, etc.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

Distance Education Application – Korean 1

Instructor preparing this document: Jihyeon Cha

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.

Pre-Course

Welcome Letter:

The instructor will send out a welcome letter to the students 1-2 weeks before the course begins with some basic information about the course (e.g., when the first class meets, how to access the virtual class, textbook information, etc.). A welcome letter will help set the first expectations of students and serve as the first step to orient students to the online environment.

During Course

1. Instructor-Initiated Contact

There will be multiple and on-going communication between the instructor and the class as a whole via synchronous weekly meetings as well as between the instructor and each student during weekly virtual office hours. The instructor will use Grading Comments to provide individual feedback on students' work: written activities, oral and listening assignments, and overall performance by

providing formative assessments in a written, audio, or video format. The Learning Management System (LMS) message tool will be used to privately address students' personal and individual issues. In addition, the instructor will communicate frequently important class information to their students via Announcements in the LMS and email. These communications will be initiated regularly and frequently by the instructor.

2. Student-Initiated Contact

Students will interact with the instructor during scheduled virtual office hours synchronously as well as email and/or the LMS private message asynchronously.

1b. Student - Student Interaction:

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

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

Student-student interaction will frequently happen throughout each week. Students will interact with each other via writing/speaking assignments using the media submission tool in the asynchronous discussion forum threads to create an original post based on each unit's main theme and apply the grammar structure covered in the unit. Students will also be asked to respond to their classmates' original posts both in writing and speaking. Using this asynchronous discussion forum, students will communicate with each other throughout the course regarding course materials and assignments. Students will also work in a group for group assignments (e.g., group projects, final group oral skit, or collaborative team papers) using the Student Groups tool in the LMS.

Student-student interaction will also happen 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 "Student Lounge" created in a discussion forum in the LMS where they can ask general 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.

Students will regularly engage with the course content and assigned course materials through various activities. Each unit will be presented with lecture notes, new vocabulary lists, and practice quizzes that will allow students to assess their comprehension of the course content. To expand the course content provided in the textbook, students will also interact with the content through additional assignments (reading, recording, speaking, writing, quizzes, etc.) created by the instructor in the LMS and perform exercises on the external websites. 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 Lecture	Powerpoint lectures will be provided for each module, which will be broken into smaller units by grammar points. Alternative versions of the materials will also be provided (e.g., slides with notes, notes only, etc.).	40%
Videos	Students will watch culturally relevant videos about each chapter's cultural theme. Students will reflect their thoughts on the video in comparison with their own culture. An example assignment: You will watch two short videos about Korean culture. Watch them thoroughly and discuss the following in your post: <ol style="list-style-type: none"> 1. What aspect of Korean culture did you find most interesting from the videos? 2. Describe similarities and/or differences between Korean culture and that of your own country. 3. Share the cultural difference(s) you have experienced while traveling abroad/talking to a foreigner/watching multimedia programs of other cultures, etc. 	10%
Written Assignments	Students will be engaged in writing activities to practice correct spellings (in a word level) and learn appropriate word orders and various conjugations by applying grammar rules (in a sentence level).	10%

Other (describe)	Speaking Assignments: Students will be given a variety of speaking assignments to orally practice and master the course content in the forms of 'Read and Record,' presentation on the particular topic(s), describing activities presented in the visual aids, etc.	10%
Exams	Different types of assessments will be assigned throughout the semester to check students' understanding of the course content. Examples include vocabulary quizzes, lesson tests, oral exams, and a final written exam.	30%

2. Organization of Content

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

The course will be organized by modules based on the chapters of the textbook. Each module will be broken down into three subcategories: 1) Part 1: Main and Supplementary Lecture Slides, 2) Part 2: Activities and Assignments, and 3) Part 3: Assessments. Powerpoint presentations and vocabulary lists/expressions will be provided under Part 1. A variety of activities and assignments (focusing on writing, speaking, listening, reading, composition, etc.) will be given under Part 2. Practice quizzes and graded quizzes will be given at the end of each module under Part 3. Comprehensive exams such as midterms, a midterm oral exam, and final written/oral exams will be presented in a separate module.

Korean 1 covers the content from Chapters 1 through 7 from the Integrated Korean Beginning 1 of the Klear textbook series. The content will be divided into chapters, each with its own themes 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
10	Vocabulary Quizzes	LMS automatic feedback
15	Speaking Assignments	Feedback with rubric and in comment section
15	Writing Assignments	Feedback with rubric and in comment section
15	Listening and Reading Assignments	Feedback with rubric and in comment section
20	Midterm Exams (oral and written)	Feedback in comment section
25	Final Exams (oral and written)	Feedback in comment section

4. Instructor's Technical Qualifications

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

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

- ConferNow to give lessons or to hold office hours
- 3C Media to upload and post videos
- Zoom or other video conferencing programs 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 VoiceThread activities and offer support to students in case of technical difficulties
- Monitor students' activities in the virtual language lab and be the contact person in case students experience technical support

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: Virtual online language lab can be accessed via the Internet. (<https://www.smc.edu/academics/academic-departments/modern-languages/language-lab.php>)
- Modern Languages Tutoring Center: Language tutors of each discipline provide free assistance for Santa Monica College students enrolled in language courses. (<https://www.smc.edu/student-support/academic-support/tutoring-centers/modern-language-tutoring.php>)
- Technology Resources for Students: SMC helps students who have no other access to the technology they might need to complete the course. (<https://www.smc.edu/news/coronavirus/resources/student-remote-instruction-checklist.php>)

- Learning Management System (LMS) Help Desk 24/7 Support: Student guide table of contents is available. (<https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>)
- SMC Bookstore: Students can either pick up or have their course materials delivered. (<https://www.smc.edu/administration/business-services/education-enterprise/bookstore.php>)
- SMC Library: Library keeps a copy of the class textbook in Course Reserves to ensure that students have access to the material.
- Center for Students with Disabilities: CSD ensures that students with disabilities have equal access to all programs and activities on campus. (<https://www.smc.edu/student-support/center-for-students-with-disabilities/index.php>)
- International Education Counseling Center: IEC counselors provide academic and personal counseling for F-1 Visa and overseas international students. (<https://www.smc.edu/student-support/international-education/counseling/index.php>)

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 and font size, among others.

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

1. The following formatting features will be thoroughly applied when adding instructional content to the course: consistently use headings, create bullet and number lists, create descriptive hyperlinks, create tables with proper heading, apply colors and font size appropriately for contrast and meaning, include descriptive alternative text with every image, using the Rich Content Editor.
2. All the video-aided materials (including lecture recordings and supplementary external videos) presented in the class and posted in the Learning Management System will be captioned.
3. Whenever possible, links to additional materials that are accessible will be chosen. If not possible, appropriate alternative accommodations will be made by the instructor.
4. Students who need academic adjustments, such as assistance with the class or special test accommodations, will be directed to the Center for Students with Disabilities.

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: Upon completion of the course, students will be able to produce sentences in both oral and written forms needed for conversations demonstrating the elementary Korean 1 grammatical structure.

Students will be asked to answer the questions presented with image pictures in the VoiceThread. The format of the questions may vary from describing an action using appropriate tense markers (present vs. past) to answering the questions with appropriate Korean numbers (Sino-Korean numbers vs. native Korean numbers) to responding to open-ended questions based on students' real-life information. Students will need to directly record their responses to the VoiceThread for the instructor's individual grading and feedback.

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 – Korean 4

Instructor preparing this document: Jihyeon Cha

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.

Pre-Course

Welcome Letter:

The instructor will send out a welcome letter to the students 1-2 weeks before the course begins with some basic information about the course (e.g., when the first class meets, how to access the virtual class, textbook information, etc.). A welcome letter will help set the first expectations of students and serve as the first step to orient students to the online environment.

During Course

1. Instructor-Initiated Contact

There will be multiple and on-going communication between the instructor and the class as a whole via synchronous weekly meetings as well as between the instructor and each student during weekly virtual office hours. The instructor will use Grading Comments to provide individual feedback on students' work: written activities, oral and listening assignments, and overall performance by

providing formative assessments in a written, audio, or video format. The Learning Management System (LMS) message tool will be used to privately address students' personal and individual issues. In addition, the instructor will communicate frequently important class information to their students via Announcements in the LMS and email. These communications will be initiated regularly and frequently by the instructor.

2. Student-Initiated Contact

Students will interact with the instructor during scheduled virtual office hours synchronously as well as email and/or the LMS private message asynchronously.

1b. Student - Student Interaction:

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

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

Student-student interaction will frequently happen throughout each week. Students will interact with each other via writing/speaking assignments using the media submission tool in the asynchronous discussion forum threads to create an original post based on each unit's main theme and apply the grammar structure covered in the unit. Students will also be asked to respond to their classmates' original posts both in writing and speaking. Using this asynchronous discussion forum, students will communicate with each other throughout the course regarding course materials and assignments. Students will also work in a group for group assignments (e.g., group projects, final group oral skit, or collaborative team papers) using the Student Groups tool in the LMS.

Student-student interaction will also happen 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 "Student Lounge" created in a discussion forum in the LMS where they can ask general 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.

Students will regularly engage with the course content and assigned course materials through various activities. Each unit will be presented with lecture notes, new vocabulary lists, and practice quizzes that will allow students to assess their comprehension of the course content. To expand the course content provided in the textbook, students will also interact with the content through additional assignments (reading, recording, speaking, writing, quizzes, etc.) created by the instructor in the LMS and perform exercises on the external websites. 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 Lecture	Powerpoint lectures will be provided for each module, which will be broken into smaller units by grammar points. Alternative versions of the materials will also be provided (e.g., slides with notes, notes only, etc.).	40%
Videos	Students will watch a series of videos about the Korean Language and Culture provided by the Korean Cultural Center Los Angeles. The themes of the videos cover Korean national holidays to proverbs to contemporary social aspects such as transportation, attire, and daily etiquette. Videos are available at the following link: https://www.kccla.org/vkorea/?cs=4	10%
Written Assignments	Students will be engaged in writing activities to practice correct spellings (in a word level) and learn appropriate word orders and various conjugations by applying grammar rules (in a sentence level).	10%
Other (describe)	Speaking Assignments: Students will be given a variety of speaking assignments to orally practice and master the course content in the forms of 'Read and Record,' presentation on the particular topic(s), describing activities presented in the visual aids, etc.	10%
Exams	Different types of assessments will be assigned throughout the semester to check students' understanding of the course content.	30%

	Examples include vocabulary quizzes, lesson tests, oral exams, and a final written exam.	
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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 modules based on the chapters of the textbook. Each module will be broken down into three subcategories: 1) Part 1: Main and Supplementary Lecture Slides, 2) Part 2: Activities and Assignments, and 3) Part 3: Assessments. Powerpoint presentations and vocabulary lists/expressions will be provided under Part 1. A variety of activities and assignments (focusing on writing, speaking, listening, reading, composition, etc.) will be given under Part 2. Practice quizzes and graded quizzes will be given at the end of each module under Part 3. Comprehensive exams such as midterms, a midterm oral exam, and final written/oral exams will be presented in a separate module.

Korean 4 covers the content from Chapters 8 through 15 from the Integrated Korean Intermediate 2 of the Klear textbook series. The content will be divided into chapters, each with its own themes 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
10	Vocabulary Quizzes	LMS automatic feedback
15	Speaking Assignments	Feedback with rubric and in comment section
15	Writing Assignments	Feedback with rubric and in comment section
15	Listening and Reading Assignments	Feedback with rubric and in comment section

20	Midterm Exams (oral and written)	Feedback in comment section
25	Final Exams (oral and written)	Feedback in comment section

4. Instructor's Technical Qualifications

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

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

- ConferNow to give lessons or to hold office hours
- 3C Media to upload and post videos
- Zoom or other video conferencing programs 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 VoiceThread activities and offer support to students in case of technical difficulties
- Monitor students' activities in the virtual language lab and be the contact person in case students experience need technical support

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: Virtual online language lab can be accessed via the Internet. (<https://www.smc.edu/academics/academic-departments/modern-languages/language-lab.php>)
- Modern Languages Tutoring Center: Language tutors of each discipline provide free assistance for Santa Monica College students enrolled in language courses. (<https://www.smc.edu/student-support/academic-support/tutoring-centers/modern-language-tutoring.php>)
- Technology Resources for Students: SMC helps students who have no other access to the technology they might need to complete the course. (<https://www.smc.edu/news/coronavirus/resources/student-remote-instruction-checklist.php>)
- Learning Management System (LMS) Help Desk 24/7 Support: Student guide table of contents is available. (<https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>)
- SMC Bookstore: Students can either pick up or have their course materials delivered. (<https://www.smc.edu/administration/business-services/education-enterprise/bookstore.php>)
- SMC Library: Library keeps a copy of the class textbook in Course Reserves to ensure that students have access to the material.

- Center for Students with Disabilities: CSD ensures that students with disabilities have equal access to all programs and activities on campus. (<https://www.smc.edu/student-support/center-for-students-with-disabilities/index.php>)
- International Education Counseling Center: IEC counselors provide academic and personal counseling for F-1 Visa and overseas international students. (<https://www.smc.edu/student-support/international-education/counseling/index.php>)

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 and font size, among others.

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

1. The following formatting features will be thoroughly applied when adding instructional content to the course: consistently use headings, create bullet and number lists, create descriptive hyperlinks, create tables with proper heading, apply colors and font size appropriately for contrast and meaning, include descriptive alternative text with every image, using the Rich Content Editor.
2. All the video-aided materials (including lecture recordings and supplementary external videos) presented in the class and posted in the Learning Management System will be captioned.
3. Whenever possible, links to additional materials that are accessible will be chosen. If not possible, appropriate alternative accommodations will be made by the instructor.
4. Students who need academic adjustments, such as assistance with the class or special test accommodations, will be directed to the Center for Students with Disabilities.

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).

Two objectives will be combined for the following suggested activity:

Objective 2: Upon completion of the course, students will be able to speak in an official setting using the deferential speech style.

Objective 4: Upon completion of the course, students will be able to compose a job application letter along with a resume using a variety of modal expressions such as causative, passive, and conditionals.

Students will need an adequate competency in both writing and speaking to carry out an integrated task as delineated below.

First, students will be provided with a set of phrasal expressions and vocabulary often used in a job application/resume. Students need to complete a mock job application form and write a resume using as many expressions as possible. Once the written materials are prepared, students will perform a mock job interview. Students will make an appointment with the instructor using ConferNow, which is embedded in the Learning Management System, and practice one-on-one. The instructor will take the role of the interviewer, and the student will be an interviewee. Individual feedback will be provided to the students after the mock job interview.

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.

MATH 21 Distance Education Application

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 tools, 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, learning 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.	30%
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.	20%
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.	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.*

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, ungraded self-check quizzes, and exams.

The instructor will provide a syllabus, a list of all required supplies, and when available a tentative weekly schedule, including 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 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 during the term.
20 %	Other – Discussion Boards, Homework, Quizzes, Projects	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 LMS 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 #3: Apply elementary mathematics of finance formulas including compound interest, annuities, and amortization.

The goal of this assignment is to develop mathematical reasoning, mathematical writing and mathematical proof skills. Students will work in groups using Zoom breakout sessions or a Collaboration tool provided within Canvas, or similar LMS, to develop and prove a mathematical conjecture. In this exercise students will be asked to:

- 1) Articulate their mathematical thinking process
- 2) Learn mathematics through talking with other students
- 3) Discuss different methods and pathways to obtain results

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.

Math 21 – 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.

1. Felisa wants to make monthly deposits into an annuity for her grandchild so that \$15,000 will be available in 5 years. If the interest rate is 9% compounded monthly, find the monthly deposit.

Is this simple interest, compound interest, annuity, or amortization?

Write down the formula and define all of the variables.

Which variable are you trying to find?

What is your answer rounded to the nearest cent?

2. Luke obtained a 24-month loan on a car. The monthly payments are \$400.03 based on a 10.8% interest rate. How much did Luke borrow?

Is this simple interest, compound interest, annuity, or amortization?

Write down the formula and define all of the variables.

Which variable are you trying to find?

What is your answer rounded to the nearest cent?

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.

MUSIC 1 Distance Education Application

MUSIC 1

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

1b. Student - Student Interaction:

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

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

Instructors will use various tools and methods available in the LMS and during video sessions for student-initiated interaction with other students to accommodate diverse communication styles. Examples of these methods include weekly threaded discussions with required peer comments, online breakout room discussion, skill practice sessions, group work, and virtual collaborative projects. Whenever possible and appropriate, synchronous video class meetings and breakout groups will be recorded and shared with students for repeat viewing, additional review, and later asynchronous engagement. Additionally, students will work collaboratively on problem sets, sharing online documents, and providing frequent and ongoing feedback to each other on their assignments. The instructor's assessment of students' breadth and depth of participation in these activities will be part of their grades. Instructors may also prompt students to reply to open-ended questions and other students' comments and questions to promote student-student discussions.

1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, 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 be expected to interact with the course content through various projects, assignments, and assessments. These interactions will vary based on the specific topic or skill being examined and will be designed to accommodate a diversity of learning and communicational styles. These include viewing video and non-video lecture materials, musical listening assignments, taking content-based quizzes and exams, working through and submitting solutions to homework and problem-solving assignments, and web-based exercises that provide skill practice and feedback, web-based tutorials, and web-based graded assessments. Students may also work through online modules that guide them through the process of preparing for synchronous lectures or asynchronous recorded lectures, videos simulations that demonstrate musical skills (pitches sung accurately, understanding the correct performance of rhythms, locating notes, scales, intervals, and chords on the piano keyboard, etc.). Students will be expected to work on and submit such assignments at least once a week.

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 online 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]

Skills Practice and Homework	Student-Student Discussion and Group Work	Student-Instructor Interactions	Tests and Quizzes	Live Video Lecture or Recorded Lectures
30%	15%	15%	10%	30%

2. Organization of Content

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

The content is organized into online modules, typically by book-chapter, topic, or skill, for example: in LMS modules, pages of a custom website, pages from free instructional resources on the web, or electronic documents created and distributed by the instructor. These modules organize the materials for a given class topic, including lecture notes, lecture videos, demonstration videos, and video recordings of lecture and discussion sessions. The rest of the module contains the assignments that must be completed for that topic. Every 3-4 weeks, an exam is scheduled which can be taken in the LMS or in some other accessible form within a designated timeframe. The exam material covers material from multiple modules. Periodic quizzes in the LMS, some other accessible form, or in a synchronous class, help to keep students on track and provide feedback to students in advance of the exams.

3. Assessments

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

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

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

% of Grade	Activity Description	Assessment Method
5%	Class Participation	Credit for participation in discussion lists, video breakout sessions, and synchronous video discussions and lectures
30%	Exams	One or a combination of these methods: LMS quiz, video-proctored written exam (providing responses on manuscript paper, scanned and uploaded to the LMS), individual live assessment through video
30%	Final exam	One or a combination of these methods: LMS quiz, video-proctored written exam (providing responses on manuscript paper), individual live assessment through video
15%	Homework	Written musical notation work submitted via scan/photo upload to the LMS, typed responses submitted to the LMS, LMS quiz-format exercises, web-based exercises/assessments, uploading recordings or videos to the LMS
20%	Quizzes	One or a combination of these methods: LMS quiz, video-proctored written quiz (providing responses on manuscript paper), individual live assessment via video

4. Instructor's Technical Qualifications

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

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

5. Student Support Services

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

Instructors should provide links to the following student support services

Support for Students with Disabilities

- Disabled Student Center

Tutoring (On Campus & Online)

- Appointments are available with multiple student tutors through Corsair Connect

Additional Services

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

6. Accessibility Requirements

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

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

1. All videos that students are required to watch with spoken or sung text in the English language will be captioned. As relevant, non-English language sung texts will be made available.
2. Additional accommodation for students with disabilities will be incorporated in consultation with staff at SMC Disabled Student Programs and Services Center.
3. Additional Universal Design components, such as appropriate paragraph headings and the use of alt-text for images, will be incorporated whenever possible.

7. Representative Online Lesson or Activity

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

Students are asked to:

1. Review your lecture notes, online module/video, or recorded lecture on the topic of constructing M, m, d, and A triads.

2. A threaded discussion in the LMS is available to post any questions you have; students are encouraged to respond to other students' questions, but the instructor will also monitor and respond.
3. Using pencil and manuscript paper, in the form of musical notation, provide answers to the worksheet posted in the LMS module for this topic. It is also linked to from the gradebook assignment.
4. Upload a photo or scan of your work to the LMS assignment.
5. You will receive feedback on your work in the form of drawn annotation or typed comments and a grade.

Distance Education Quality

Quality Assurance

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

Additional Considerations

All of these are true for these courses:

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

Distance Education Application – Modified

MUSIC 2

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

1b. Student - Student Interaction:

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

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

Instructors will use various tools and methods available in the LMS and during video sessions for student-initiated interaction with other students to accommodate diverse communication styles. Examples of these methods include weekly threaded discussions with required peer comments, online breakout room discussions, problem sessions, group work, and virtual collaborative projects. Whenever possible and appropriate, synchronous video class meetings and breakout groups will be recorded and shared with students for repeat viewing, additional review, and later asynchronous engagement. Additionally, students will work collaboratively on developing skills, sharing online documents, and providing frequent and ongoing feedback to each other on their performances and assignments. The instructor's assessment of students' breadth and depth of participation in these activities will be part of their grades. Instructors may also prompt students to reply to open-ended questions and other students' comments and questions to promote student-student discussions.

1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, 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 be expected to interact with the course content through various projects, assignments, and assessments. These interactions will vary based on the specific topic or skill being examined and will be designed to accommodate a diversity of learning and communicational styles. These include viewing video and non-video lecture materials, musical listening assignments, taking content-based quizzes and exams, working through and submitting recordings/videos of musical skills, and web-based exercises that provide practice and feedback, web-based tutorials, and web-based graded assessments. Students may also work through online modules that guide them through the process of preparing for synchronous lectures or asynchronous recorded lectures, video simulations that demonstrate musical skills (singing pitches and rhythms accurately, performing rhythms correctly, exercises at the keyboard, etc.). Students will be expected to work on and submit such assignments at least once a week.

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 online course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc.

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

Practice Problems and Homework	Student-Student Discussion and Group Work	Student-Instructor Interactions	Tests and Quizzes	Live Video Lecture or Recorded Lectures
30%	15%	15%	10%	30%

2. Organization of Content

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

The content is organized into online modules, typically by book-chapter, topic, or skill, for example: in LMS modules, pages of a custom website, pages from free instructional resources on the web, or electronic documents created and distributed by the instructor. These modules organize the materials for a given class topic, including lecture notes, lecture videos, demonstration videos, and video recordings of lecture and discussion sessions. The rest of the module contains the assignments that must be completed for that topic. Every 3-4 weeks, an exam is scheduled which can be taken in the LMS or in some other accessible form within a designated timeframe. The exam material covers material from multiple modules. Periodic quizzes in the LMS, some other accessible form, or in a synchronous class, help to keep students on track and provide regular feedback to students in advance of exams.

3. Assessments

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

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

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

% of Grade	Activity Description	Assessment Method
5%	Class Participation	Credit for participation in discussion lists, video breakout sessions, and synchronous video discussions and lectures
5%	Homework	Written musical notation work submitted via scan/photo upload to the LMS, musical skill performances submitted via recording/video to the LMS, typed responses submitted to the LMS, LMS quiz-format exercises, web-based exercises/assessments
5%	Media Lab	Web-based skill practice exercises
15%	Quizzes	One or a combination of these methods: LMS quiz, video-proctored written quiz (providing responses on manuscript paper), individual live assessment by video, uploading recorded performances of musical skills to the LMS
25%	Exams	One or a combination of these methods: LMS quiz, video-proctored written quiz (providing responses on manuscript paper), individual live assessment by video, uploading recorded performances of musical skills to the LMS
15%	Midterm individual skills assessment appointment	One or a combination of these methods: LMS quiz, video-proctored written quiz (providing responses on manuscript paper), individual live assessment by video, uploading recorded performances of musical skills to the LMS
30%	Final individual skills assessment appointment	One or a combination of these methods: LMS quiz, video-proctored written quiz (providing responses on manuscript paper), individual live assessment by video, uploading recorded performances of musical skills to the LMS

4. Instructor's Technical Qualifications

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

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

5. Student Support Services

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

Instructors should provide links to the following student support services

Support for Students with Disabilities

- Disabled Student Center

Tutoring (On Campus & Online)

- Appointments are available with multiple student tutors through Corsair Connect

Additional Services

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

6. Accessibility Requirements

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

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

1. All videos that students are required to watch that contain spoken or sung text in the English language will be captioned. As relevant, non-English language sung texts will be made available.
2. Additional accommodation for students with disabilities will be incorporated in consultation with staff at SMC Disabled Student Programs and Services Center.
3. Additional Universal Design components, such as appropriate paragraph headings and the use of alt-text for images, will be incorporated whenever possible.

7. Representative Online Lesson or Activity

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

Students are asked to:

1. Review your lecture notes, online module/video, or recorded lecture on the topic of transposing harmonic Progressions 1 and 2 into different keys on the keyboard.
2. A threaded discussion in the LMS is available to post any questions you have; students are encouraged to respond to other students' questions, but the instructor will also monitor and respond.
3. Record a video with your hands visible of you performing this skill.
4. Upload the file to the LMS assignment.
5. You will receive feedback on your work in the form of an audio/video recording or typed comments and a grade.

Distance Education Quality

Quality Assurance

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

Additional Considerations

All of these are true for these courses:

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

Distance Education Application – Modified

MUSIC 29

Delivery Method

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

1b. Student - Student Interaction:

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

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

Instructors will use various tools and methods available in the LMS and during video sessions for student-initiated interaction with other students to accommodate diverse communication styles. Examples of these methods include weekly threaded discussions with required peer comments, online breakout room discussions, group work, and virtual collaborative projects. Whenever possible and appropriate, synchronous video class meetings and breakout groups will be recorded and shared with students for repeat viewing, additional review, and later asynchronous engagement. Additionally, students will work collaboratively on some assignments, sharing online documents, and providing frequent and ongoing feedback to each other. The instructor's assessment of students' breadth and depth of participation in these activities will be part of their grades. Instructors may also prompt students to reply to open-ended questions and other students' comments and questions to promote student-student discussions.

1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, 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 be expected to interact with the course content through various projects, assignments, and assessments. These interactions will vary based on the specific topic being examined and will be designed to accommodate a diversity of learning and communicational styles. These include reading textbook passages (online or hardcopy), reviewing video and non-video lecture materials, musical listening assignments, taking content-based quizzes and exams, working through and submitting homework assignments, and web-based resources/tutorials. Students may also work through online modules that guide them through the process of preparing for synchronous lectures or asynchronous recorded lectures, and videos simulations that demonstrate musical concepts. Students will be expected to work on and submit such assignments at least once a week.

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 online 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]

Reading from the Course Text (online or otherwise), Listening to Musical Examples, and Completing Written Homework Assignments	Student-Student Discussion and Group Work	Student-Instructor Interactions	Tests and Quizzes	Live Video Lecture or Recorded Lectures
30%	15%	15%	10%	30%

2. Organization of Content

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

The content is organized into online modules, typically by book-chapter, topic, or skill, for example: in LMS modules, pages of a custom website, pages from free instructional resources on the web, or electronic documents created and distributed by the instructor. These modules organize the materials for a given class topic, including lecture notes, lecture videos, demonstration videos, and video recordings of lecture and discussion sessions. The rest of the module contains the assignments that must be completed for that topic. Every 3-4 weeks, an exam is scheduled, taken in the LMS or some other accessible form within a designated timeframe. The exam material covers material from multiple modules. Periodic quizzes in the LMS, some other accessible form, or in a synchronous class, help to keep students on track and provide feedback to students in advance of the exams.

3. Assessments

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

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

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

% of Grade	Activity Description	Assessment Method
5%	Class Participation	Credit for participation in discussion lists, video breakout sessions, and synchronous video discussions and lectures
25%	Group Projects	Group projects either take place in the LMS through discussion lists or in other online collaborative tools (Google Docs, Office365, Dropbox, etc.). Students may also connect synchronously through videoconferencing to collaborate on projects.
25%	Written Assignments	Students will submit written assignments in the LMS or through email. Homework in non-written forms (audio/video recordings) will be submitted in the LMS.
45%	Exams and Quizzes	A combination of these methods: LMS quiz, video-proctored written exam (providing responses on manuscript paper), individual live assessment through video

4. Instructor's Technical Qualifications

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

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

5. Student Support Services

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

Instructors should provide links to the following student support services

Support for Students with Disabilities

- Disabled Student Center

Tutoring (On Campus & Online)

- Appointments are available with multiple student tutors through Corsair Connect

Additional Services

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

6. Accessibility Requirements

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

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

1. All videos that students are required to watch with spoken or sung text in the English language will be captioned. As relevant, non-English language sung texts will be made available.
2. Additional accommodation for students with disabilities will be incorporated in consultation with staff at SMC Disabled Student Programs and Services Center.
3. Additional Universal Design components, such as appropriate paragraph headings and the use of alt-text for images, will be incorporated whenever possible.

7. Representative Online Lesson or Activity

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

Students are asked to:

1. Review the course text, your lecture notes, online module/video, or recorded lecture on the topic of the music of northern India.

2. In 3 to 4 paragraphs, compare and contrast these materials to those of the previous module, making connections to the cultures of the specific music makers and their audiences.
3. A threaded discussion in the LMS is available to post any questions you have; students are encouraged to respond to other students' questions, but the instructor will also monitor and respond.
4. Upload your work to the LMS assignment.
5. You will receive instructor feedback on your work in the form of typed comments or uploaded audio recordings and a grade.
6. A peer review may be assigned.

Distance Education Quality

Quality Assurance

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

Additional Considerations

All of these are true for these courses:

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

Distance Education Application – Modified

MUSIC 40

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

1b. Student - Student Interaction:

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

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

Instructors will use various tools and methods available in the LMS and during video sessions for student-initiated interaction with other students to accommodate diverse communication styles. Examples of these methods include weekly threaded discussions with required peer comments, online breakout room discussions, sectional rehearsals, and virtual collaborative projects. Whenever possible and appropriate, synchronous video class meetings and breakout groups will be recorded and shared with students for repeat viewing, additional review, and later asynchronous engagement. Additionally, students will work collaboratively on developing skills, sharing online documents, integrating individual student recordings in a collaborative audio editing environment, and providing frequent and ongoing feedback to each other on their performances and assignments. The instructor's assessment of students' breadth and depth of participation in these activities will be part of their grades. Instructors may also prompt students to reply to open-ended questions and other students' comments and questions to promote student-student discussions.

1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, 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 be expected to interact with the course content through various projects, assignments, and assessments. These interactions will vary based on the specific topic, skill, or repertoire being examined and will be designed to accommodate a diversity of learning and communicational styles. These include viewing video and non-video lecture materials, musical listening assignments, reporting repertoire practice, demonstrating repertoire competency, submitting recordings/videos of musical passages/pieces, web-based exercises that provide practice and feedback, web-based tutorials, editing individual student recordings, integrating individual student recordings in a collaborative audio editing environment, and web-based graded assessments. Students may also work through online modules that guide them through the process of preparing for synchronous rehearsals or asynchronous recorded rehearsals, and video simulations that demonstrate musical execution of the repertoire. Students will be expected to work on and submit assignments at least once a week.

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 online 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]

Individual Study/Rehearsal and Recording	Student-Student Group Work and Asynchronous Audio Assembly/Editing	Student-Instructor Interactions	Assessments to Demonstrate Skill Competency	Live Video Rehearsals/Lectures or Recorded Rehearsals/Lectures
30%	20%	10%	10%	30%

2. Organization of Content

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

The content is organized into online modules, typically by repertoire or skill, for example: in LMS modules, pages of a custom website, pages from free instructional resources on the web, or electronic documents created and distributed by the instructor. These modules organize the materials for a given class topic, including lecture notes, lecture videos, demonstration videos, and video recordings of lecture and discussion sessions. The rest of the module contains descriptions of the assignments that must be completed for that topic. Assessment of individual student progress will happen in both formal and informal settings at least once per 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
30%	Class Participation	Credit for participation in synchronous video lectures, discussions, and rehearsals; credit for participation in asynchronous discussions and projects
30%	Final Public Performance	Individual students may perform live via video, or groups of students or the entire class may be represented in an edited-together audio/video performance.
30%	Progress Assessments – Memorization Deadlines	Students will be expected to reach progress targets by specified deadlines throughout the term. Assessment either occurs by a formal or informal method, in a live video meeting or through uploaded recordings.
5%	Written Character Analysis	Written assignments are submitted to the LMS or via email.
5%	Concert Report	Viewing of one or more online concerts (either live by video or archived recordings) is required. The written concert report is submitted through the LMS or via email.

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.)

- | |
|--|
| <ol style="list-style-type: none"> 1. Familiarity with tools for virtual communication such as email and video conferencing applications. 2. Familiarity with a Course Learning Management System (LMS) used in the College. 3. Familiarity with other tools of virtual content sharing such as Google Drive, Office 365, or Dropbox. |
|--|

5. Student Support Services

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

Instructors should provide links to the following student support services

Support for Students with Disabilities

- Disabled Student Center

Tutoring (On Campus & Online)

- Appointments are available with multiple student tutors through Corsair Connect

Additional Services

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

6. Accessibility Requirements

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

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

1. All videos that students are required to watch with spoken or sung text in the English language will be captioned. As relevant, non-English language sung texts will be made available.
2. Additional accommodation for students with disabilities will be incorporated in consultation with staff at SMC Disabled Student Programs and Services Center.
3. Additional Universal Design components, such as appropriate paragraph headings and the use of alt-text for images, will be incorporated whenever possible.

7. Representative Online Lesson or Activity

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

Students are asked to:

1. Review your rehearsal/lecture notes, online module/videos, or recorded rehearsals/lectures related to the performance of a specific passage or selection of the repertoire for that semester's course.
2. A threaded discussion in the LMS is available to post any questions you have; students are encouraged to respond to other students' questions, but the instructor will also monitor and respond.
3. Practice your part individually, following the instructions and stylistic guidance provided by the instructor in rehearsal.
4. Create an audio (or video, depending on the assignment) recording of you performing your part.
5. Upload the file to the LMS assignment.
6. You will receive feedback on your work in the form of an audio/video recording or typed comments and a grade. A peer review of your work may also be assigned.
7. Be prepared to perform your part individually at the upcoming synchronous class meeting.

Distance Education Quality

Quality Assurance

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

Additional Considerations

All of these are true for these courses:

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

Distance Education Application – Modified

MUSIC 50A

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

1b. Student - Student Interaction:

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

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

Instructors will use various tools and methods available in the LMS and during video sessions for student-initiated interaction with other students to accommodate diverse communication styles. Examples of these methods include weekly threaded discussions with required peer comments, online breakout room discussions and peer evaluation of skills, peer-assisted practice sessions, group work, and virtual collaborative projects. Whenever possible and appropriate, synchronous video class meetings and breakout groups will be recorded and shared with students for repeat viewing, additional review, and later asynchronous engagement. Additionally, students will work collaboratively on developing skills, sharing online documents, and providing frequent and ongoing feedback to each other on their performances and assignments. The instructor's assessment of students' breadth and depth of participation in these activities will be part of their grades. Instructors may also prompt students to reply to open-ended questions and other students' comments and questions to promote student-student discussions.

1c. Student - Content Interaction:

Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, 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 be expected to interact with the course content through various projects, assignments, and assessments. These interactions will vary based on the specific topic or skill being examined and will be designed to accommodate a diversity of learning and communicational styles. These include viewing video and non-video lecture materials, musical listening assignments, taking content-based quizzes and exams, working through and submitting recordings/videos of musical skills, and web-based exercises that provide practice and feedback, web-based tutorials, and web-based graded assessments. Students may also work through online modules that guide them through the process of preparing for synchronous lectures or asynchronous recorded lectures, video simulations that demonstrate musical skills (the basics of technique, rhythm, pitch; repertoire performance competency; technical exercises like scales, cadences, etc.). Students will be expected to work on and submit such assignments at least once a week.

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 online 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]

Individual Practice of Warm-Ups, Techniques, Exercises, and Repertoire	Student-Student Demonstrations, Collaborations, and Discussions	Student-Instructor Interactions	Tests and Quizzes	Live Video Lecture/Demonstrations or Recorded Lectures/Demonstrations
30%	15%	15%	10%	30%

2. Organization of Content

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

The content is organized into online modules, typically by book-chapter, topic, or skill, for example: in LMS modules, pages of a custom website, pages from free instructional resources on the web, or electronic documents created and distributed by the instructor. These modules organize the materials for a given class topic, including lecture notes, lecture videos, demonstration videos, and video recordings of lecture and discussion sessions. The rest of the module contains the assignments that must be completed for that topic. Assessment of student comprehension and skill competency will take place formally or informally at least once per 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
30%	Class Participation	Credit for participation in discussion lists, video breakout sessions, and synchronous video discussions and lectures
20%	Oral Presentation	Students will present either synchronously by video or asynchronously by audio/video recording submission to the LMS; students and the instructor will watch the performance for assessment, discussion, and feedback.
20%	Homework or Other Written Assignments	Students will submit written assignments in the LMS or through email. Homework in non-written forms (audio/video recordings) will be submitted in the LMS. Some courses require participation in the viewing of one or more online concerts (either live by video or archived recordings) and include a written assignment component, which would be submitted to the LMS or via email.
10%	Exams or Performance Evaluations	One or a combination of these methods: LMS quiz, proctored written exam (providing responses on manuscript paper), upload of video/audio recording to the LMS, or individual live assessment through video
20%	Final Performance	One or a combination of these methods: upload of video/audio recording to the LMS or individual live assessment through video

4. Instructor's Technical Qualifications

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

- | |
|--|
| <ol style="list-style-type: none"> 1. Familiarity with tools for virtual communication such as email and video conferencing applications. 2. Familiarity with a Course Learning Management System (LMS) used in the College. 3. Familiarity with other tools of virtual content sharing such as Google Drive, Office 365, or Dropbox. |
|--|

5. Student Support Services

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

Instructors should provide links to the following student support services

Support for Students with Disabilities

- Disabled Student Center

Tutoring (On Campus & Online)

- Appointments are available with multiple student tutors through Corsair Connect

Additional Services

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

6. Accessibility Requirements

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

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

1. All videos that students are required to watch with spoken or sung text in the English language will be captioned. As relevant, non-English language sung texts will be made available.
2. Additional accommodation for students with disabilities will be incorporated in consultation with staff at SMC Disabled Student Programs and Services Center.
3. Additional Universal Design components, such as appropriate paragraph headings and the use of alt-text for images, will be incorporated whenever possible.

7. Representative Online Lesson or Activity

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

Students are asked to:

1. Review your lecture notes, online module/video, or recorded lecture on the topic of the a specific vocal warm-up exercise (based on student experience level).

2. A threaded discussion in the LMS is available for the posting of any questions you have; students are encouraged to respond to other students' questions, but the instructor will also monitor and respond.
3. Record a video of you performing this exercise. Upload the file to the LMS assignment.
4. You will receive feedback on your work in thform of an audio/video recording or typed comments and a grade.
5. A peer review may be assigned.

Distance Education Quality

Quality Assurance

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

Additional Considerations

All of these are true for these courses:

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

Persian 1 – Dept. of Modern Languages & Cultures

Distance Education Application – Modified

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

There will be multiple, frequent and on-going communication between the instructor and each student in the beginning Persian language course. These communications will be initiated regularly and frequently by the instructor, and may be made available in the target language (Persian) in addition to English, to provide students with greater supplementary and communicative exposure to the language of study.

There are three models for instructor-student interactions with potential for overlap under facilitation by the instructor. Students will interact with the instructor via synchronous weekly meetings and/or during scheduled times to proctor quizzes and exams. Instructor-student interaction may also occur asynchronously, via recorded video lessons, discussion forums created within the Learning Management System (LMS), and individualized communication through messaging in the LMS or email.

The instructor will provide regular, individual feedback on student work, through written activities in the discussion forums, and oral and listening practice assignments. In addition, the instructor will hold weekly virtual office hours in order to be more accessible, and facilitate effective synchronous and asynchronous interaction.

Lastly, the instructor will frequently communicate important class information to students via class Announcements in the LMS and/or email. The instructor may also make a Q&A Discussion Board available to students in the LMS to enhance instructor-student interaction.

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 in this language course. Students will interact with each other via written assignments in asynchronous discussion forum threads where they have to create an original post based on each content unit's main cultural focus, while at the same time applying the grammar structure covered in the unit. Depending on the assignment scope, students will have opportunities to practice use of Arabic script (using Persian keyboards via computer or mobile), or transliteration into Latin script (letters of the English language are frequently employed by users of Persian and Arabic worldwide within digital and online media).

Students will also be asked to respond to their classmates' original posts both in writing and speaking through various asynchronous assignments. Using asynchronous assignments of this kind, students will be able to communicate with each other throughout the course regarding weekly learning content.

Student-student interaction may also occur during weekly synchronous class meetings, which facilitate participation in group work to practice their speaking and writing skills. Students may also interact with classmates via a virtual café or other asynchronous type of "chat" room created in the format of a discussion forum in the LMS, where they can ask questions and share resources relevant to the class content.

1c. Student - Content Interaction:

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

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

Students of Persian will have daily opportunities for interaction with course content, including materials and assignments. Students will need to complete a variety of activities from the online workbook that accompanies the Persian language textbook. A variety of videos dedicated to tutorials on grammar, vocabulary, and culture will be provided to student for their engagement within each weekly content unit of the course, followed by activities to assess their comprehension of each topic and productive abilities in the target language.

In addition to exploring course content provided through the required Persian language textbook, students will also learn through additional assignments that improve their language skills (reading, listening, cultural understanding, etc.) created by the instructor in the LMS. These assignments may consist of practice quizzes that will provide opportunities for immediate feedback to support different student learning styles. To ensure individualized learning, the instructor will also 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
Videos	<p>Listening Comprehension activity as part of their weekly lab work: Students will watch culturally relevant and original videos that supplement each chapter's vocabulary and cultural focus.</p> <p>The instructor will give individual feedback to the student and grade the assignment based on effort rather than focusing mainly on accuracy.</p> <p>An example assignment: Watch "Hello" greeting video on https://www.persianlanguageonline.com/learn/hello and while you watch, complete the activities handout, and submit your work through the Learning Management System (LMS).</p>	35%

<p>Threaded Discussions</p>	<p>Example of a Student-Student interaction through an assignment (writing activity/composition):</p> <p>Introducing Yourself (معرفی خود [m'arfa kh'ood]):</p> <p>First, review your class notes and the vocabulary and grammatical explanations in our textbook. Through this week's discussion on the Learning Management System, you will introduce yourself to the class and include the following information:</p> <ul style="list-style-type: none"> • Your name (اسم شما؟ [ism shamaa?]) • Your city and state (شهر و ایالت شما [shahr wa ayaalat shamaa]) • Talk about your family (خانواده شما [khaanoo adoo shamaa]) • Talk about your major (رشته شما [rashtoo shamaa]) <p>Then, respond to at least two of your classmates' posts</p>	<p>30%</p>
<p>Other (describe)</p>	<p>Sample asynchronous speaking activity:</p> <p>How is the weather today? (امروز هوا چطور است؟ [Imrooz huwaa pToor isat?])</p> <p>For this assignment, the student will need to review the vocabulary for weather conditions and practice with grammatical agreement of noun/adjective pairs (as studied and practiced in the tutorials and activities in the online program or cultural videos that accompany the textbook).</p> <p>The student will access the course shell on the LMS and open the VoiceThread application, within which they will be prompted by presentation slides each showing different weather conditions (e.g., sunny, hot, cold, humid). Through the VoiceThread application, students will be guided to record and submit their oral speech sample (describing the weather conditions) with each proceeding slide.</p> <p>The instructor will give individual feedback on their pronunciation and correct use of introductory weather vocabulary and noun/adjective pairing in Persian.</p> <p>Sample synchronous video and speaking activity:</p> <p>The Beginning Persian (Persian I) course uses the Learn Persian Language online website https://www.persianlanguageonline.com/learn.</p> <p>Access is made available through synchronous class sessions and/or asynchronous, self-paced study. During a synchronous class session, students watch the videos with guidance from the instructor. Afterward, students collaborate in groups for practice and Student-Student interaction.</p>	<p>35%</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 modules each containing a variety of activities to be completed each week by a specific deadline. Each weekly module may be paired with synchronous sessions, during which specific assignment pages of the module will be discussed. Any students unable to attend the synchronous session will be able to access the assignment page in the weekly module, along with a summary of the synchronous class.

Each module will be broken down into smaller units containing an introductory page or video with an overview of the week content.

Beginning Persian (Persian I) covers content from Chapters 1 through 8 from the Farsi Made Easy textbook by Soroor Nayeri. The Farsi Made Easy eText is designed to be used alongside the online component, which also provides the student with an eText. The content will be divided into chapters, each with its own cultural focus.

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
15%	Quizzes	There will be 8 quizzes to assess the students' mastery of the content of each language textbook chapter. (Format: multiple choice, fill in the blanks, short answer, audio, and video)

		questions, practice of lettering through drawing applications/ uploading of written work) created on the Learning Management System. These quizzes will build upon smaller homework assignments throughout the semester. Feedback students receive will inform their improved capabilities in the language of study.
25%	Threaded Discussions	Students will participate in threaded discussion forums to assess their writing and conversation skills frequently throughout the semester. Some of these threaded discussions may be structured as role-play assignments.
25%	Homework	This grade pertains to the writing mastery, mechanical grammar, and vocabulary drills activities assigned through the Persian Made Easy textbook and Learn Persian Language online website https://www.persianlanguageonline.com/learn . These activities must be completed weekly.
10%	Lab Assignments	Students will complete weekly speaking/pronunciation and listening activities via VoiceThread and resources located on the remote (online) Language Lab organized by the Department of Modern Languages and Cultures at Santa Monica College.
25%	Final Exam	The final exam will assess three language acquisition competencies: reading and listening comprehension and writing. Each section of the exam will test the student's ability to communicate effectively in a real-world situation with the target language culture.

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.)

<p>The instructor must be knowledgeable of the features offered by the Learning Management System in place.</p> <ul style="list-style-type: none"> • Zoom/ConferNow to interact with students, and give individualized lessons or to host office hours • 3C Media to upload and post videos • Zoom/ConferNow 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 in the LMS to organize course content • Create announcements and discussion forums to facilitate course communication and interactivity • LMS Gradebook to manage and post student grades • Create assignments in the LMS requiring online submissions • Add VoiceThread activities (integrated within the LMS) and offer support to students in case of technical difficulties

- Accessing Persian language resources on the Learn Persian Language online website, in addition to the remote (online) Language Lab in use by the Department of Modern Languages and Cultures at Santa Monica College; 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.)

- (1) Language Lab Orientation is made available to students via the Learning Management System with a password provided by the instructor. This required, self-paced online orientation includes tutorials and instructions on how to access and navigate the remote (online) Language Lab in use by the Department of Modern Languages and Cultures at Santa Monica College. Following completion of this orientation, students will be able to complete online lab assignments remotely, track their time spent, and receive credit for their completed assignment.
- (2) Online Persian tutoring offered by MLCD Tutoring when available.
- (3) Tutorials and instructions to navigate the course shell on the Learning Management System.

6. Accessibility Requirements

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

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

If a student needs help with accessing or navigating the Learning Management System, the instructor should refer the student to established tutorials or the LMS help services, and/or contact the Distance Education Assistive Technology Specialist.

The instructor will provide links in their syllabus to student-centered resources, including the Student Help Desk of the LMS, and Center for Students With Disabilities.

All videos and instructional multimedia presented in course materials will be made available through the LMS, remote (online) Language Lab, and/or required textbook supplemental resources, and accessibly and appropriately captioned as soon as possible.

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

7. Representative Online Lesson or Activity

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

Objective: Use the present subjunctive to ask peers about their goals and wishes for the future.

Multiple Formats: Threaded, written discussion in the Learning Management System; Oral speech production through prompting via the VoiceThread platform (integrated into the LMS). Students can also collaborate in groups and make a presentation for review and response by another group of students.

Assignment/ Activity: The class will be divided into groups, and students will work on tailoring the central questions to their needs: آرزوی شما چیست؟ به کجا می خواهی سفر کنی؟ (What is your dream? Where do you want to travel?)

Student A will pose the questions, and Student B will respond using relevant vocabulary and lettering.

Each student will take turns posing questions and responding.

For this assignment, students must make use of the present subjunctive and connect this grammar to their personal and aspirational interests.

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.

DE Application

5. Course: DE for non-DE course: SCI 10 - Principles and Practice of Scientific Research

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

This course examines the modern practices of science and includes both lecture and lab components of a ratio of 1 to 4. The lecture introduces students to a broad array of skills that will allow them to be successful in a research-centered environment, while the laboratory component allows the students to apply their knowledge to design, implement, and communicate a novel research project. The instructor will designate the overall theme for the student research projects, which is based on their expertise.

The class will be organized into weekly modules which will include general announcements describing the week's assignments and due dates. Weekly lab activities will describe the expectations for lab including any videos or virtual lab activities that are part of the work. Threaded discussion topics based on the main lectures and/or labs will be posted by the instructor. Each student will be required to contribute to the discussion and interact with their peers. Depending on the length of the course (8 weeks or 16 weeks), a proportionate amount of weekly graded assignments will be completed. Students that are not submitting their assignments on time or late to submit will be routinely contacted by email or GPS and encouraged to do so. Some instructor-student interaction will take the form of a flipped classroom approach in which students will prepare by reading and/or watching videos on the main lecture or lab topics and the topics will be discussed synchronously in a chat form where the instructor will ask questions that have one word or short word answers and students will respond synchronously. To encourage students to attend regular office hours, discussion topics will be suggested every week. Additional office hours can be scheduled as needed for students who need more interactions with the instructor. Alternative communication channels may also be set up to accommodate students in special circumstances.

1b. Student - Student Interaction:

One of the major parts of this course is to teach students how to read primary journals and present literature findings as well as their own research outcomes. Students will carry out these tasks individually as well as in groups. The group writing and presentation on their research findings will involve students combining their individual contribution to each part of the research article (background, methods...) periodically and eventually producing a group primary article and a presentation. The group article will incorporate feedback from reviews by peers as well as the instructor.

Students will also collaborate on a group presentation of a literature review topic, group research poster, and

an oral research presentation of their research project. Typically, students use asynchronous discussion and will use a variety of tools and methods to accommodate different communication styles. Examples include online documents, messages, use of weekly threaded discussions with defined rubrics, frameworks for peer-review activities ranging from experimental design to laboratory reports, sharing online resources and providing frequent and ongoing feedback to each other on their assignments.

In addition to watching assigned videos and virtual labs to get information about their labs and research, students discuss in groups the overall goal, data collection and data analysis, and produce lab reports. If the situation allows students will be encouraged to attend virtual and/or physical field trips (individually or in small groups) so that they can exchange ideas and share experiences and have a deeper and varied understanding of their project.

1c. Student - Content Interaction:

A diverse array of synchronous and asynchronous assignments will allow the students to interact with course content, as well as the instructor and students' multiple times each week. The initial part of this course is a literature search, which students complete by going on a virtual field trip of the SMC library and other major libraries. Through this field trip, students learn how to obtain and use different sources of information from physical and online resources such as data bases that libraries possess. Students will also be expected to interact with the course content through various reading and writing assignments. The reading portion will be accompanied by short assignments that guide them through the reading materials. Students will be asked to watch demonstration videos which show them the purpose and the protocols for important experiments. Student would also interact with the content by working through specific homework and critical thinking assignments. Students will be expected to work on and submit these assignments weekly.

Case studies requiring root-cause analysis, and written assignments that include but are not limited to formal manuscripts and research notebook entries will be used to assess student performance and allow for regular feedback throughout the semester.

1d. Distance Ed-Interactions

Online Lecture

Lectures for the course will be delivered by prerecorded lectures or synchronous lectures which are recorded and posted for students who cannot attend.

Percentage of Online Course Hours 20.00

Other (describe)

Weekly labs: The nature of this course is to learn how to do scientific research means there is a strong emphasis on lab. Students will engage with weekly lab topics which culminate in a semester long team research project. Lab time may include links to videos, virtual labs, asynchronous activities such as data acquisition, data manipulation, and data presentation. There will be synchronous (or asynchronous) discussion about the purpose, the procedure, data collection and data manipulation. Labs may include written lab reports as part of the deliverables.

Percentage of Online Course Hours 40.00

Project Presentation

Students will work in teams throughout the semester on their research project, guided by the instructor. The students will prepare an oral presentation using powerpoint or similar presentation software which they will present at the end of the semester. This will allow their classmates to see what other students have

discovered through their research work. Student groups will work throughout the semester to gather and analyze their data and interpret their findings and how they fit into the larger scientific body of knowledge.

Percentage of Online Course Hours 20.00

Threaded Discussions

Weekly threaded discussions topics are posted by instructors as well as students. Each student will be required to participate by submission of at least one discussion topic (can be in the form of a question) and one post that addresses the instructor topic and one that addresses another student's topic (or question).

Percentage of Online Course Hours 10.00

Written assignments

Students will complete regular written assignments designed to scaffold the writing of their research findings with the goal of writing a scientific style paper.

Percentage of Online Course Hours 10.00

2. Organization of Content

Organization of content does not deviate from the on-ground version of this course. Delivery of content will be using online platforms (e.g. Learning Management System - Canvas) and resources.

The course content is organized into three parts. The initial part of the semester centers on introducing students to the scientific method, how to search the primary literature and analyzing primary papers. The later weeks focus on the practical aspect of running a research project, as well as collecting, analyzing and interpreting data. The remainder of the course focuses on the presentation of scientific research and it culminates with oral and/or poster presentations of the student research projects.

Weekly assignments and tasks are described in the syllabus and detailed in the weekly modules through Canvas and synchronous or asynchronous videos. Students also are required to participate on a threaded discussion initiated by the instructor as well as each student. Prerecorded videos of lectures and protocols of major experiments will be made available. Progress reports will be posted on the course LMS as grades for assignments so that students' progress can be continuously monitored.

3. Assessments

Virtual lab assignments, completion of lab activities, lab write-ups

Percent of Grade 40.00

Lab progress will be measured in multiple ways depending on the desired outcome for the activity. This can include completed lab write-ups or summaries, formal lab reports, assessment of data collection, analysis, and research progress.

Reading some parts of the textbook and other resources

Percent of Grade 28.00

Assignments will be structured based on the reading assigned, please see the sample exercises. These assignments may include short write-ups where students summarize what they have learned from the readings and or reflective writings. Students will be assessed based on their response to the prompt.

Oral and/ or poster presentation on literature topic and research topic (group)

Percent of Grade 20.00

Participation in producing as well as in delivering class presentations. This includes presenting scientific papers as well as presenting their own research findings. Students will report their findings in written and/ or oral reports.

Virtual field trips, survey analysis, threaded discussions**Percent of Grade 7.00**

These assignments will include written responses from the students assessing their learning from the activities. Some of the analyses and field trips will form the basis for threaded discussions in the course.

Deconstructing a primary article**Percent of Grade 5.00**

Students will deconstruct an article from the peer-reviewed literature and submit their work as individuals and present topics in groups.

4. Instructor's Technical Qualifications

1. Being able to navigate through Course Learning Management System (LMS) used in the College, such as Canvas.
2. Be able to use tools for virtual communication such as email and video conferencing applications such as Zoom
3. Be able to reach out for technical support that is available for faculty.

5. Student Support Services

Instructors should provide links to the following student support services

Santa Monica College Student Support and Online Services: <https://www.smc.edu/student-support/ssc/index.php>

Support for Students with Disabilities

- Disabled Student Center

Tutoring (On Campus & Online)

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

Additional Services

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

Instructor will provide additional specific links/contact information based on individual student needs.

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

This activity is designed to get students to focus on their research question and thinking about how it fits in the larger context of scientific research.

EXPERIMENTAL DESIGN HOMEWORK

Write up your project answering the following questions (your write up should be about a page, single spaced)

What is the question that you want to investigate?

What other work has been done on the subject?

What is your hypothesis?

What are your independent and dependent variables in your experiment?

What is your control?

What type of statistical tests are you going to do to support your hypothesis?

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

Distance Education Application – Modified Th Art 10A

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.

Announcements: Weekly or more frequently
Assignments: Instructor feedback of three performance videos and three replay videos submitted by students to instructor on canvas, or Live performances on Zoom. Class is “flexible”. Weekly
Assignments: Instructor feedback for journals, reflection notes, markings, quizzes, and written production papers. Weekly
Assignments: Threaded discussion boards. Weekly.

Scheduled Zoom meeting that will be recorded and made available for students who missed or want to revisit the zoom session
Large and Small group emails

1b. Student - Student Interaction:

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

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

Collaboration projects- partnering students for performance assignments, Weekly	
Group assignments in Break-Out Rooms or written response to the assignment given, Weekly	
Socratic Feedback Response Work in response to other student work-Bi-Weekly	
Threaded discussion boards-Weekly	

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.

Student- content interaction would happen multiple times a week, using a variety of learning activities, Class currently is “flexible” and teacher has provided multiple ways to experience the class.
Lectures on technique and use and understanding of techniques
Video or live on Zoom performances demonstrating understanding of material taught
Threaded discussion and Q & A
Notes on technique taken on peer performances , written and verbal
Written assignments based on reviewing of techniques used in productions

1d. Distance Ed-Interactions

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

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

Shared written and performance projects	40%
Lectures	30%
Class discussions	10%
Technique Demonstrations	10%
Video component	10%

2. Organization of Content

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

Weekly Modules in Canvas with topics of discussion and assignments
Assignments due as scheduled
Video delivery of individual content topics
Daily Body/Vocal Tune-Up & Lecture (Recorded and Live as class is “flexible”.)

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
40%	Scene Work for Four Scenes, Replays	Observation of video/performances, submissions and evaluation of paperwork per guidelines. The final is included in this. There are options for live and video submissions since the class is flexible.
30%	Three Production Videos	Observation of Shows, Written submission/evaluation per guidelines in relation to voice.
10%	Bi-Weekly Journals	Assessed by teacher evaluation of adherence to Journal rubrics
10%	Weekly Participation/Teacher Assessment	Evaluation of Reflection Notes if distance learning and participation in class discussions, Socratic feedback and personal use of the work taught both in performance and in teacher evaluation. There are live and paper submission options since the class is flexible.
10%	Weekly Assignments	Paperwork related to performances and content: Markings/Quizzes Assessed by adherence to assignment rubrics

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.)

Master's Degree in Theatre Arts

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

5. Student Support Services

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

Library Database: Subscription to Drama Online, access to Library Reserve Material

Bookstore, Counseling, Veteran's Program, Career Services, Disability Resources, Scholarships, EOPS/CARE

6. Accessibility Requirements

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

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

All 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

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: Clarity of speech through Consonant Awareness.

Online Lesson/Activity: Learning the efficiency of the plosives in speech. Lesson would relate the plosives to drumbeats in music through multimedia recordings of drumbeats shared on Canvas, application of that to the mouth, lips, teeth and tongue. Teacher would demonstrate in recording

and students would either be present for live Zoom examples or submit on flipgrid or video/audio submission, application of the learned material on words, sentences, poems and ultimately assessment is a recorded application to the student's monologue or a live performance on Zoom. We build slowly from understanding the feel with self-to-self analysis (this works particularly well in online formats as one can fully involve the teacher within and only feel/hear one's self.) Then in application to communication to other and then in artistic use in a piece of literature. When submissions are on a group platform, individual feedback and assessment develops the intellectual and critical feedback. Class is currently flexible, so instructor has provided multiple ways to engage with the material. (Live on Zoom, submitted recordings, or papers detailing observed work.)

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

TH ART 32 Distance Education Application – Modified

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

Announcements: Weekly or more frequently
Assignments: Instructor feedback on 2 theoretical Scenic Design projects including sketching, text analysis, research, drafting and computer model construction
Zoom meetings for students who would prefer direct interaction with faculty. Recorded zoom sessions for those who prefer to learn asynchronously. Canvas, documents, tutorial videos, and support materials
Small group emails
Virtual Office hours – (One-on-one zoom sessions as needed) (minimum two per semester required to check-in touch-base)

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 to student emails
Student to student chat/ feedback via zoom and in zoom breakout rooms
Threaded discussion boards via Canvas

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.

Student- content interaction would happen via assignments/ content on Canvas
Instructional videos and links on skills and use and understanding of skills available throughout course via Canvas
Video or pictorial submissions by students demonstrating understanding of material taught or skill set learned. Submitted via Canvas/e-mail or zoom (shared)
Threaded discussion and/or one-on-one Zoom sessions with Instructor
Written assignments submitted and discussed/reviewed in class.

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]

Individual projects (shared in class)	55%
Viewing Productions and written analysis	20%
Lectures , Live Tutorials + Q&A	15%
Instructor/student discussion-participation	10%

2. Organization of Content

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

<p>Syllabus breakdown class by class w/ all assignments structured</p> <p>Canvas Assignments - Modules with topics and instructions for projects, discussion, and papers.</p> <p>Short Video Tutorials via Canvas Content</p>
<p>Assignments due as scheduled</p> <p>Live Demonstration in the online Zoon modality</p> <p>Asynchronous content available for review via Canvas</p>

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
32%	Project A (I and You)	Observation/evaluation of assignment submissions / discussions And one-on-one reviews Assessments in: Sketching, Text Analysis, Research, Drafting and Model Building
40%	Project B (Hamlet)	Observation/evaluation of assignment submissions / discussions And one-on-one reviews Assessments in: Sketching, Text Analysis, Graphics, Research, Drafting and Model Building
8%	Departmental Production Attendance	Discussion of Productions
12%	Production Design Reviews	Evaluation of Written Assignments
8%	Class Participation	Evaluation of discussions/on time submissions/following instructions Understanding of Material and Communication of ideas

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.)

<p>Master's Degree in Theatre Arts or Bachelor's Degree in Theatre Arts with Professional level equivalent</p> <p>Proficiency in Canvas, Zoom, Illustrator, Photoshop, Sketchup, Vectorworks and/or AutoCad Microsoft Outlook</p> <p>Proficiency in drafting and 3d modeling software for theater. Proficiency in Live Sketching, Hand Drafting, Standard 3D (non CG) model construction, Painting.</p>

5. Student Support Services

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

Library Database: Subscription to Drama Online

Bookstore for needed Scripts and art/craft supplies (sketchpads/pencils/scale rulers)

Computer w/ capable processor for 3D modeling -

Counseling, Veteran's Program, Career Services, Disability Resources, Scholarships, EOPS/CARE

6. Accessibility Requirements

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

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

All 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

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

The student will complete 3 departmental production review assignment that analyze design elements and their form/function and effectiveness in aiding the overall storytelling and Director's vision. Productions to be viewed online via accessible platform. Students will apply design concepts and understanding of the design process from their assignment structure to breakdown their analysis and include their individual personal viewpoints about each production and design.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

VAR PE 20V Distance Education Application

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.
10%	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 captioned. All photos will have descriptions and Alt Text. Each Canvas page will have the accessibility checker run on it.

7. Representative Online Lesson or Activity

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

Distance Education Quality

Quality Assurance

<input checked="" type="checkbox"/>	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.