



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, November 4, 2020, 3:00 p.m.
Zoom Meeting

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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.)*

III. Announcements	
IV. Approval of Minutes	5
V. Chair's Report	

VI. Information Items

1. Redesign of the Student Experience

(Non-Substantial Changes)

2. ART 17A 3D Jewelry Design I
3. ART 40B Sculpture III
4. HIST 22 History of the Middle East

VII. Action Items

(Courses: Distance Education)

a.	ART 17A 3D Jewelry Design I	
b.	ART 30B Watercolor Painting II (Representative DE Application)	14
c.	ART 40B Sculpture II	
d.	ART 40C Sculpture III	
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j.	BUS 911 Customer Service Level 1 (Representative DE Application)	25
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l.	DANCE 6 20th and 21st Century Dance History (Representative DE Application)	29
m.	HEALTH 61 Medical Terminology	
n.	HIST 22 History of the Middle East (Representative DE Application)	32
o.	JOURN 2 Intermediate Newswriting and Reporting (Representative DE Application)	36
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t.	NURSNG 4 Mental Health Nursing Concepts	
u.	NURSNG 6L Maternal Newborn Nursing Concepts Lab	
v.	NURSNG 8 Adult Health Nursing Concepts 3	
w.	PHOTO 42 Advanced Photoshop (Representative DE Application)	44
x.	PHOTO 43 Portfolio Development	
y.	PRO CR 11 Introduction To Sports Injuries (Representative DE Application)	49
z.	RES TH 1 Introduction to Respiratory Therapy (Representative DE Application)	53
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(Courses: Approved for Online Delivery in Emergency Contexts Only)

bb.	ASL 2 American Sign Language 2 (Representative DE Application)	57
cc.	HEALTH 900 Introduction to the Career of a Rehabilitation Therapy Aide	
dd.	HEALTH 902 Clinical Practice for a Rehabilitation Therapy Aide (Representative DE Application)	Note:
	<i>Please use link to view representative DE application in META</i>	
ee.	HEALTH 904 Kinesiology for a Rehabilitation Therapy Aide	
ff.	MATH 8 Calculus 2 (Representative DE Application)	63
gg.	MATH 11 Multivariable Calculus	
hh.	NURSNG 3 Adult Health Nursing Concepts 1 (Representative DE Application)	Note:
	<i>Please use link to view representative DE application in META</i>	
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	<i>Please use link to view representative DE application in META</i>	

jj.	NURSNG 4L Mental Health Concepts Lab	
kk.	NURSNG 5 Physical Fitness and Foods	
ll.	NURSING 5L Adult Health Nursing Concepts 2 Lab	
mm.	NURSING 6 Maternal Newborn Nursing Concepts	
nn.	NURSNG 7 Pediatric Nursing Concepts	
oo.	NURSNG 7L Pediatric Nursing Concepts Lab	
pp.	NURSNG 8L Adult Health Nursing Concepts 3 Lab	
qq.	NURSING 9 Nursing Leadership Concepts	
rr.	NURSNG 9L Nursing Leadership Concepts Lab	
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	<i>Please use link to view representative DE application in META</i>	
ccc.	Various Disciplines 88B Independent Studies	
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eee.	Various Disciplines 90A Internship (Representative DE Application)	Note:
	<i>Please use link to view representative DE application in META</i>	
fff.	Various Disciplines 90B Internship	
ggg.	Various Disciplines 90C Internship	
	<i>NOTE: due to the standardized outlines for internship and independent study courses, emergency DE applications have been submitted under the TEMPLATE files for 88A/88B/88C and 90A/90B/90C in META, and will cover emergency DE approval for all applicable disciplines in each course number, both current and any future created independent study and internship courses.</i>	
hhh.	EMERITUS ART E00 Survey of Art	
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mmm.	EMERITUS ART E20 Drawing and Painting	
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rrr.	EMERITUS ART E55 Sculpture	
sss.	EMERITUS ART E80 Jewelry Making	
ttt.	EMERITUS BILING E01 Literature in Spanish	
uuu.	EMERITUS BILING E02 French Literature	
vvv.	EMERITUS BILING E03 Literature from Around the World	
www.	EMERITUS CT E00 The Fix-It Class - Repair Almost Anything	
xxx.	EMERITUS ENGL E20 Literature: The Novel	
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aaaa.	EMERITUS ENGL E24 Bible as Literature	
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nnnn.	EMERITUS HEALTH E30 Personal Safety - Fall Prevention	
oooo.	EMERITUS HEALTH E34 Stress Reduction for Older Adults	
pppp.	EMERITUS HEALTH E38 Joint Health and Mobility For Older Adults	
qqqq.	EMERITUS HEALTH E63 Body Conditioning After a Stroke	
rrrr.	EMERITUS HEALTH E80 Introduction to SMC Fitness Center	
ssss.	EMERITUS HME EC E01 Sewing Lab	
tttt.	EMERITUS HME EC E52 Restaurant Critic - Dining Wisely: Healthy Eating Choices for Older Adults	
uuuu.	EMERITUS HME EC E71 Needlecrafts II	
vvvv.	EMERITUS HUMDEV E06 Enjoy Life - Understanding Our Mind, Body, and Brain for Senior Adults	
wwww.	EMERITUS HUMDEV E15 Theater - History of Comedy	
xxxx.	EMERITUS HUMDEV E17 Senior Seminar - Luisa R.G. Kot Concert Series	
yyyy.	EMERITUS HUMDEV E22 Senior Seminar: Through a Jewish Lens - Art, Culture & Entertainment	
zzzz.	EMERITUS HUMDEV E24 Bereavement Support	
aaaaa.	EMERITUS HUMDEV E25 Dealing with Hearing Impairment	
bbbbb.	EMERITUS HUMDEV E27 Exercising the Brain	
ccccc.	EMERITUS HUMDEV E28 Communication After a Stroke (Computer Based)	
dddd.	EMERITUS HUMDEV E50 Communication After a Stroke	
eeee.	EMERITUS MUSIC E00 Concert Band	
ffff.	EMERITUS MUSIC E02 Guitar for Older Adults (Representative DE Application)	100
ggggg.	EMERITUS MUSIC E03 "The Merits" - Vocal Ensemble	
hhhhh.	EMERITUS MUSIC E04 Voice Training	
iiii.	EMERITUS MUSIC E06 Gospel Community Chorus	
jjjj.	EMERITUS MUSIC E10 Spanish Folk Singing	
kkkkk.	EMERITUS MUSIC E30 Opera Appreciation	
llll.	EMERITUS MUSIC E32 Music Appreciation	
mmmmm.	EMERITUS MUSIC E34 Lyric Chorus	
nnnnn.	EMERITUS MUSIC E51 Piano and Music Theory for Older Adults	
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rrrr.	EMERITUS OCC E20 Using the Internet Safely	
sssss.	EMERITUS PHOTO E00 Digital Photography I	
tttt.	EMERITUS PHOTO E10 Digital Photography II	
uuuuu.	EMERITUS POL SC E00 Current Events	
vvvv.	EMERITUS PSYCH E33 Living as a Single Person	
wwwww.	EMERITUS TH ART E01 Principles of Acting	
xxxx.	EMERITUS TH ART E02 Theater Arts Appreciation	
yyyy.	EMERITUS TH ART E05 Reader's Theater	
zzzz.	EMERITUS TH ART E30 Dramatic Interpretation Through Movies	

VIII. New Business

IX. Old Business

X. Adjournment

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



1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes

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

Zoom Meeting

Members Present:

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

Members Absent:

Jennifer Merlic	Audra Wells	Kelsey Molle (A.S.)
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Others Present:

A.J. Adelman	Lydia Casillas	Josh Kanin	Sehat Nauli
Krista Ankeny	Julie Chekroun	Denise Kinsella	Srey Ngov
Wynn Armstrong	Robin Daniels	Kelly Ledwith	Pressian Nicolov
Lee Axelrod	Rachel Demski	Jonathan LeMond	Sharyn Obsatz
Simon Baime	Judith Douglas	Brandon Lewis	Shelley Pearce
Simone Bartesaghi	Brian Driscoll	Christopher Liu	Paris Poirier
Aaron Benitson	Blaine Eastcott	Jing Liu	Elaine Roque
Andria Benmon	Brian Eskridge	Colleen McGraw	Alex Schwartz
Johanna Bennett	Hadar Feingold	Kas Metzler	Michael Schwartz
Ashanti Blaize	Roman Ferede	Eric Minzenberg	Redelia Shaw
Ron Brewington	Nick Fox	Pete Morris	Sharon Teruya
Gerard Burkhart	Gail Fukuhara	Maria Munoz	Sal Veas
Natalia Cascino			

(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 COM ST 22 proposed for Emergency DE rather than DE.

Motion made by: Estela Narrie; **Seconded by:** Briana Simmons
The motion passed unanimously.

II. Public Comments

None

III. Announcements

Welcome Scott Silverman to the Committee!

The Chancellor's Office sent an email about credit for CLEP and IB exams; they're changing Title 5 for credit for the exams. Estela Narrie will forward the email to Curriculum Representatives after the meeting.

IV. Approval of Minutes

Motion to approve the minutes of October 7 with no revisions.

Motion made by: Briana Simmons; **Seconded by:** Estela Narrie

The motion passed with a vote of 17 yes; 0 no; 1 abstention (Sasha King)

V. Chair's Report

The Chair announced that there are three meetings left and that there would still be several DE proposals scheduled on the remaining agendas. She noted that Tech Review would also take a careful look at the curriculum items to prioritize what remaining curriculum proposals could be reviewed this semester. We also need to consider Credit for Prior Learning, the Ethnic Studies CSU graduation requirement and curriculum items impacted, among others.

Curriculum Reps were asked to please return drafts to originators rather than move them through the approval process when many changes were needed.

VI. Information Items

1. Redesign of the Student Experience
No notes

(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)

a. **ANTHRO 3 World Archaeology (Representative DE Application)**

- b. ANTHRO 4 Methods of Archaeology
- c. ANTHRO 7 Introduction To Linguistic Anthropology
- d. ANTHRO 14 Sex, Gender, and Culture
- e. ANTHRO 22 Magic, Religion, and Witchcraft

Motion to approve distance education for ANTHRO 3 (VII. a.), ANTHRO 4 (VII. b.), ANTHRO 7 (VII. c.), ANTHRO 14 (VII. d.), and ANTHRO 22 (VII. e.) as a block with no revisions.

Motion made by: Jason Beardsley; **Seconded by:** Aurélie Chevant-Aksoy

The motion passed unanimously.

f. ASTRON 4 Planetary Astronomy with Laboratory

g. **ASTRON 5 Life in the Universe (Representative DE Application)**

Motion to approve distance education for ASTRON 4 (VII. f.) and ASTRON 5 (VII. g.) as a block with revision to 4. Instructor's Technical Qualifications from "Faculty should be certified" language to "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.”

Motion made by: Susan Caggiano; **Seconded by:** Aurélie Chevant-Aksoy

The motion passed unanimously.

h. BUS 21 Merchandising Principles (Representative DE Application)

Motion to approve distance education for BUS 21 (VII. h.), AUTO 40 (VII. fff.), AUTO 45 (VII. ggg.), AUTO 46 (VII. hhh.), and AUTO 47 (VII. iii.) passed as a block with BUS 21 (VII. h.) as a block with correction to hours for AUTO courses (currently displaying 5 lecture, will change to 2 lecture/3 lab).

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

The motion passed unanimously.

i. COM ST 9 Introduction to Communication Studies (Representative DE Application)

Motion to approve distance education for COM ST 9 (VII. i.) and Online Delivery in Emergency Contexts Only for COM ST 22 (VII. j.) with revisions to remove parentheses from (a)synchronous on COM ST 9.

Motion made by: Sheila Cordova; **Seconded by:** Susan Caggiano

The motion passed unanimously.

j. COM ST 22 Introduction to Competitive Speech and Debate (Representative DE Application)

Passed as a block with COM ST 9 (VII. i.)

k. COUNS 11 Orientation To Higher Education (Representative DE Application)

Motion to approve distance education for COUNS 11 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Esau Tovar

The motion passed unanimously.

l. FASHN 6A Pattern Drafting and Design (Representative DE Application)

m. FASH 7 Fashion Textiles

n. FASHN 9B Advanced Fashion Illustration

o. FASHN 10 Advanced Design and Construction

p. FASHN 15 Ethnic Fashion

Motion to approve distance education for FASHN 6A (VII. l.), FASHN 9B (VII. n.), FASHN 10 (VII. o.), and FASHN 15 (VII. p.) as a block with no revisions.

Motion made by: Sharlene Joachim; **Seconded by:** Jacqueline Monge

The motion passed unanimously.

q. FILM 5 Film and Society (Representative DE Application)

r. FILM 6 Women in Film

s. FILM 7 American Cinema: Crossing Cultures

t. FILM 8 The Popular Film Genres

u. FILM 9 The Great Film Makers

v. FILM 11 Literature Into Film

w. FILM 20 Beginning Scriptwriting

x. FILM 21 Advanced Scriptwriting

y. FILM 30 Production Planning for Film and Video

z. FILM 40 Cinematography

Motion to approve distance education for FILM 5 (VII. q.), FILM 6 (VII. r.), FILM 7 (VII. s.), FILM 8 (VII. t.), FILM 9 (VII. u.), FILM 11 (VII. v.), FILM 20 (VII. w.), FILM 21 (VII. x.), FILM 30 (VII. y.), and FILM 40 (VII. z.) as a block with no revisions.

Motion made by: Sheila Cordova; **Seconded by:** Estela Narrie

The motion passed unanimously.

aa. GEOG 2 Introduction To Human Geography (Representative DE Application)

bb. GEOG 7 Introduction To Environmental Studies

- cc. GEOG 11 World Geography: Introduction to Global Studies (*same as GLOBAL 11*)
Motion to approve distance education for GEOG 2 (VII. aa.), GEOG 7 (VII. bb.), and GEOG 11 (*same as GLOBAL 11*) (VII. cc.) as a block with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously.
- dd. **HEALTH 11 First Aid and Cardio-Pulmonary Resuscitation (Representative DE Application)**
Motion to approve distance education for HEALTH 11 with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- ee. **JOURN 16 Producing the Campus Newspaper (Representative DE Application)**
- ff. JOURN 17 Editing the Campus Newspaper
- gg. **JOURN 21 News Photography (Representative DE Application)**
- hh. JOURN 22 - Photography for Publication
- ii. **JOURN 43 Public Relations and Publicity (Representative DE Application)**
Motion to approve distance education for JOURN 16 (VII. ee.), JOURN 17 (VII. ff.), JOURN 21 (VII. gg.), JOURN 22 (VII. hh.), and JOURN 43 (VII. ii.) as a block with revision to remove duplicate "Discussion" from 1d. Interactions.
Motion made by: Susan Caggiano; **Seconded by:** Sheila Cordova
The motion passed unanimously.
- jj. **KIN PE 2 Achieving Lifetime Fitness (Representative DE Application)**
- kk. KIN PE 3 Introduction To Exercise Physiology I
- ll. **KIN PE 17 Boxing for Fitness (Representative DE Application)**
- mm. KIN PE 18 Beginning Fitness Walking
- nn. KIN PE 19E Pilates Mat Exercise
- oo. KIN PE 58B Intermediate Yoga
- pp. KIN PE 58C Advanced Yoga
Motion to approve distance education for KIN PE 2 (VII. jj.), KIN PE 3 (VII. kk.), KIN PE 17 (VII. ll.), KIN PE 18, (VII. mm.) KIN PE 19E (VII. nn.), KIN PE 58B (VII. oo.), and KIN PE 58C (VII. pp.) as a block with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Estela Narrie
The motion passed unanimously.
- qq. **MEDIA 13 Broadcasting Announcing and Production (Representative DE Application)**
- rr. MEDIA 16 Sportscasting Fall Sports
- ss. MEDIA 17 Sportscasting Spring Sports
- tt. MEDIA 18 Broadcast Advertising
- uu. **MEDIA 19 Beginning Radio/Podcasting Production Workshop (Representative DE Application)**
- vv. MEDIA 48 Television Field Production Workshop
Motion to approve distance education for MEDIA 13 (VII. qq.), MEDIA 16 (VII. rr.), MEDIA 17 (VII. ss.), MEDIA 18 (VII. tt.), MEDIA 19 (VII. uu.), and MEDIA 48 (VII. vv.) as a block with revisions to change instances of "(a)synchronous" to "asynchronous".
Motion made by: Esau Tovar; **Seconded by:** Briana Simmons
The motion passed unanimously.
- ww. PRO CR 7 Coaching of Soccer
- xx. **PRO CR 19 Field Experience (Representative DE Application)**
- yy. PRO CR 25 Personal Trainer Preparation
Motion to approve distance education for PRO CR 7 (VII. ww.), PRO CR 19 (VII. xx.), and PRO CR 25 (VII. yy.) as a block with no revisions.
Motion made by: Esau Tovar; **Seconded by:** Jason Beardsley
The motion passed unanimously.
- zz. PSYCH 2 Physiological Psychology
- aaa. **PSYCH 5 The Psychology of Communication (Representative DE Application)**

- bbb. PSYCH 14 Abnormal Psychology
 - ccc. PSYCH 25 Human Sexuality
- Motion to approve distance education for PSYCH 2 (VII. zz.), PSYCH 5 (VII. aaa.), PSYCH 14 (VII. bbb.), and PSYCH 25 (VII. ccc.) as a block with no revisions.
- Motion made by:** Estela Narrie; **Seconded by:** Sharlene Joachim
The motion passed unanimously.

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

- ddd. **ARABIC 1 Elementary Arabic 1 (Representative DE Application)**
- Motion to approve distance education for ARABIC 1(VII. ddd.), ASL 1 (VII. eee.), CHNESE 1 (VII. jjj.), CHNESE 2 (VII. kkk.), GERMAN 2 (VII. rrrr.), HEBREW 1 (VII. ssss.), JAPAN 1 (VII. tttt.), JAPAN 2 (VII. uuuu.), JAPAN 3 (VII. vvvv.), KOREAN 1 (VII. llll.), KOREAN 2 (VII. mmmmm.), KOREAN 3 (VII. nnnnn.), KOREAN 4 (VII. ooooo.), PERSIN 1 (VII. tttttt.), and PERSIN 2 (VII. uuuuuuu.) with no revisions.
- Motion made by:** Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously.

- eee. **ASL 1 American Sign Language 1 (Representative DE Application)**
- Passed as a block with ARABIC 1 (VII. ddd.)

- fff. **AUTO 40 Automotive Maintenance and Operation (Representative DE Application)**

- ggg. AUTO 45 Automotive Braking Systems
 - hhh. AUTO 46 Automotive Electrical Systems
 - iii. AUTO 47 Suspension and Steering
- AUTO 40 (VII. fff.), AUTO 45 (VII. ggg.), AUTO 46 (VII. hhh.), and AUTO 47 (VII. iii.) passed as a block with BUS 21 (VII. h.)

- jjj. **CHNESE 1 Elementary Chinese 1 (Representative DE Application)**

- kkk. CHNESE 2 Elementary Chinese 2
- CHNESE 1 (VII. jjj.) and CHNESE 2 (VII. kkk.) passed as a block with ARABIC 1 (VII. ddd.)

- lll. COUNS 13H Personal and Social Awareness

- mmm. COUNS 51 Test Taking/Memory Strategies

- nnn. COUNS 53 Phonics, Spelling and Vocabulary Development

- ooo. **COUNS 54 Organizing for College Success (Representative DE Application)**

- ppp. COUNS 56 Written Language Strategies

- qqq. COUNS 57 Listening, Note Taking, and Memory

- rrr. **COUNS 906 American Sign Language Level 1 (Beginner) (Representative DE Application)**

- sss. **COUNS 910 ABI Connections (Representative DE Application)**

Motion to approve distance education for COUNS 13H (VII. lll.), COUNS 51 (VII. mmm.), COUNS 53 (VII. nnn.), COUNS 54 (VII. ooo.) COUNS 56 (VII. ppp.), and COUNS 57 (VII. qqq.), COUNS 906 (VII. rrr.), and COUNS 910 (VII. sss.) as a block with no revisions.

Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously.

- ttt. DANCE 10 Fundamentals of Dance Technique

- uuu. **DANCE 14 Beginning Jazz (Representative DE Application)**

- vvv. DANCE 15 Intermediate Jazz

- www. DANCE 16 Advanced Jazz

- xxx. DANCE 17 Beginning Tap

- yyy. DANCE 18 Intermediate Tap

- zzz. DANCE 34A Advanced Ballet 4A

- aaaa. DANCE 43B Intermediate Contemporary Modern Dance 3B

- bbbb. DANCE 44A Advanced Contemporary Modern Dance 4A

- cccc. DANCE 55A Dance Performance Modern

- dddd. DANCE 57A World Dance Performance

- eeee. DANCE 60 Fundamentals of Choreography: Dance Improvisation

- ffff. DANCE 61 Fundamentals of Choreography: Composition 1
- gggg. DANCE 70 Dance Staging Technique
- hhhh. DANCE 75 Dance for Children: Creative Dance in the Pre-K and Elementary Classroom
Motion to approve distance education for DANCE 10 (VII. ttt.), DANCE 14 (VII. uuu.), DANCE 15 (VII. vvv.), DANCE 16 (VII. www.), DANCE 17 (VII. xxx.), DANCE 18 (VII. yyy.), DANCE 34A (VII. zzz.), DANCE 43B (VII. aaaa.), DANCE 44A (VII. bbbb.), DANCE 55A (VII. cccc.), DANCE 57A (VII. dddd.), DANCE 60 (VII. eeee.), DANCE 61 (VII. ffff.), DANCE 70 (VII. gggg.), and DANCE 75 (VII. hhhh.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- iiii. **ENGR 16 Dynamics (Representative DE Application)**
- jjjj. ENGR 21 Circuit Analysis
- kkkk. **ENGR 22 Circuit Analysis Lab (Representative DE Application)**
Motion to approve distance education for ENGR 16 (VII. iii.), ENGR 21 (VII. jjj.), and ENGR 22 (VII. kkk.) as a block with no revisions.
Motion made by: Sharlene Joachim; **Seconded by:** Jason Beardsley
The motion passed unanimously.
- IIII. **FILM 31 Introduction To Digital Filmmaking (Representative DE Application)**
- mmmm. FILM 32 Intermediate Digital Filmmaking
- nnnn. FILM 33 Making the Short Film
- oooo. **FILM 34 Advanced Digital Filmmaking (Representative DE Application)**
- pppp. FILM 40 Cinematography
- qqqq. **FILM 50 Production Sound (Representative DE Application)**
Motion to approve distance education for FILM 31 (VII. IIII.), FILM 32 (VII. mmmm.), FILM 33 (VII. oooo.), FILM 34 (VII. pppp.), and FILM 40 (VII. qqqq.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Sheila Cordova
The motion passed unanimously.
- rrrr. **GERMAN 2 Elementary German II (Representative DE Application)**
Passed as a block with ARABIC 1 (VII. ddd.)
- ssss. **HEBREW 1 Elementary Hebrew I (Representative DE Application)**
Passed as a block with ARABIC 1 (VII. ddd.)
- tttt. **JAPAN 1 Elementary Japanese I (Representative DE Application)**
- uuuu. JAPAN 2 Elementary Japanese II
- vvvv. JAPAN 3 Intermediate Japanese I
JAPAN 1 (VII. tttt.), JAPAN 2 (VII. uuuu.), and JAPAN 3 (VII. vvvv.) passed as a block with ARABIC 1 (VII. ddd.)
- wwww. **KIN PE 9B Intermediate Basketball (Representative DE Application)**
- xxxx. KIN PE 9C Advanced Basketball
- yyyy. KIN PE 11N Individual Weight Training
- zzzz. **KIN PE 14A Beginning Cross Country (Representative DE Application)**
- aaaaa. KIN PE 14B Intermediate Distance Running/Cross Country
- bbbbbb. KIN PE 14C Advanced Distance Running/Cross Country
- cccc. **KIN PE 41W Self Defense Women (Representative DE Application)**
- dddd. **KIN PE 43B Intermediate Soccer (Representative DE Application)**
- eeee. KIN PE 43C Advanced Soccer
- ffff. KIN PE 43D Competitive Soccer
- ggggg. **KIN PE 50A Beginning Water Polo (Representative DE Application)**
- hhhhh. KIN PE 50C Advanced Water Polo
- iiii. **KIN PE 57B Intermediate Volleyball (Representative DE Application)**
- jjjj. KIN PE 57C Advanced Volleyball
- kkkkk. **KIN PE 58A Beginning Yoga (Representative DE Application)**

Motion to approve distance education for KIN PE 9B (VII. wwww.), KIN PE 9C (VII. xxxx.), KIN PE 11N (VII. yyyy.), KIN PE 14A (VII. zzzz.), KIN PE 14B (VII. aaaaa.), KIN PE 14C (VII. bbbbb.), KIN PE 41W (VII. ccccc.), KIN PE 43B (VII. ddddd.), KIN PE 43C (VII. eeeee.), KIN PE 43D (VII. fffff.), KIN PE 50A (VII. ggggg.), KIN PE 50C (VII. hhhhh.), KIN PE 57B (VII. iiiii.), KIN PE 57C (VII. jjjjj.), and KIN PE 58A (VII. kkkkk.) as a block with no revisions.

Motion made by: Lydia Strong; **Seconded by:** Guido Davis Del Piccolo
The motion passed unanimously.

IIIIII. KOREAN 1 Elementary Korean I (Representative DE Application)

mmmmm. KOREAN 2 Elementary Korean II

nnnnn. KOREAN 3 Intermediate Korean I

ooooo. KOREAN 4 Intermediate Korean 2 (Representative DE Application)

KOREAN 1 (VII. IIIII.), KOREAN 2 (VII. mmmm.), KOREAN 3 (VII. nnnnn.), and KOREAN 4 (VII. ooooo.) passed as a block with ARABIC 1 (VII. ddd.)

ppppp. MATH 1B Bridge to College Mathematics 2

qqqqq. MATH 1C Bridge to College Mathematics 3

rrrrr. MATH 2 Precalculus

sssss. MATH 3C Concurrent Support for Trigonometry with Applications

ttttt. MATH 21 Finite Mathematics (Representative DE Application)

Motion to approve distance education for MATH 1B (VII. ppppp.), MATH 1C (VII. qqqqq.), MATH 2 (VII. rrrrr.), MATH 3C (VII. sssss.), and MATH 21 (VII. ttttt.) as a block with no revisions.

Motion made by: Briana Simmons; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously.

uuuuu. MUSIC 1 Fundamentals of Music (Representative DE Application)

vvvvv. MUSIC 2 Musicianship (Representative DE Application)

wwwww. MUSIC 3 Musicianship

xxxxx. MUSIC 4 Musicianship

yyyyy. MUSIC 5 Fundamentals of Musicianship

zzzzz. MUSIC 6 Diatonic Harmony

aaaaa. MUSIC 7 Chromatic Harmony

bbbbb. MUSIC 8 Modulation and Analysis

ccccc. MUSIC 10 Popular Harmony and Arranging

dddddd. MUSIC 29 A World of Music (Representative DE Application)

eeeeee. MUSIC 30 Music History I

fffff. MUSIC 31 Music History II

ggggg. MUSIC 33 Jazz in American Culture

hhhhh. MUSIC 36 History of Rock Music

iiiiii. MUSIC 37 Music in American Culture

jjjjj. MUSIC 40 Opera Workshop (Representative DE Application)

kkkkk. MUSIC 42 Advanced Opera Production

lllll. MUSIC 45 Musical Theatre Workshop

mmmmm. MUSIC 50A Elementary Voice (Representative DE Application)

nnnnn. MUSIC 50B Intermediate Voice

ooooo. MUSIC 53 Jazz Vocal Ensemble

ppppp. MUSIC 55 Concert Chorale

qqqqq. MUSIC 57 Advanced Vocal Performance Techniques

rrrrr. MUSIC 59 Chamber Choir

sssss. MUSIC 60A Elementary Piano, First Level

ttttt. MUSIC 60B Elementary Piano, Second Level

uuuuu. MUSIC 60C Elementary Piano, Third Level

vvvvv. MUSIC 60D Elementary Piano, Fourth Level

wwwww. MUSIC 61A Intermediate Piano, Fifth Level

xxxxx. MUSIC 61B Intermediate Piano, Sixth Level

yyyyy. MUSIC 63 Sight Reading At Keyboard

zzzzzz. MUSIC 64 Piano Ensemble
 aaaaaaa. MUSIC 65A Keyboard Improvisation I
 bbbbbb. MUSIC 65B Keyboard Improvisation II
 cccccc. MUSIC 66 Fundamentals of Music and Elementary Piano
 ddddddd. MUSIC 70A String Instrument Techniques
 eeeeeee. MUSIC 70B Intermediate Strings Techniques
 ffffff. MUSIC 73A Percussion Ensemble Instrument Techniques
 ggggggg. MUSIC 73B Intermediate Percussion Ensemble
 hhhhhh. MUSIC 74 Orchestra
 iiiiii. MUSIC 76 Intermediate Brass, Woodwinds, and Percussion
 jjjjjj. MUSIC 77 Wind Ensemble
 kkkkkkk. MUSIC 78 Jazz Ensemble
 llllll. MUSIC 79A Jazz Improvisation
 mmmmmm. MUSIC 84A Popular Guitar, First Level
 nnnnnnn. MUSIC 84B Popular Guitar, Second Level
 ooooooo. MUSIC 84C Popular Guitar, Third Level
 ppppppp. MUSIC 87A Classical and Flamenco Guitar, First Level
 qqqqqqq. MUSIC 87B Classical and Flamenco Guitar, Second Level
 rrrrrrr. MUSIC 92 Applied Music Instruction
 ssssss. MUSIC 94 Concert Music Class

Motion to approve distance education for MUSIC 1 (VII. uuuuu.), MUSIC 2 (VII. vvvvv.), MUSIC 3 (VII. wwwww.), MUSIC 4 (VII. xxxxx.), MUSIC 5 (VII. yyyyy.), MUSIC 6 (VII. zzzzz.), MUSIC 7 (VII. aaaaa.), MUSIC 8 (VII. bbbbbb.), MUSIC 10 (VII. cccccc.), MUSIC 29 (VII. ddddd.), MUSIC 30 (VII. eeeee.), MUSIC 31 (VII. fffff.), MUSIC 33 (VII. gggggg.), MUSIC 36 (VII. hhhhh.), MUSIC 37 (VII. iiiii.), MUSIC 40 (VII. jjjjj.), MUSIC 42 (VII. kkkkk.), MUSIC 45 (VII. lllll.), MUSIC 50A (VII. mmmmm.), MUSIC 50B (VII. nnnnn.), MUSIC 53 (VII. ooooo.), MUSIC 55 (VII. ppppp.), MUSIC 57 (VII. qqqqq.), MUSIC 59 (VII. rrrrr.), MUSIC 60A (VII. sssss.), MUSIC 60B (VII. ttttt.), MUSIC 60C (VII. uuuuu.), MUSIC 60D (VII. vvvvv.), MUSIC 61A (VII. wwwww.), MUSIC 61B (VII. xxxxx.), MUSIC 63 (VII. yyyyy.), MUSIC 64 (VII. zzzzz.), MUSIC 65A (VII. aaaaa.), MUSIC 65B (VII. bbbbbb.), MUSIC 66 (VII. cccccc.), MUSIC 70A (VII. ddddd.), MUSIC 70B (VII. eeeee.), MUSIC 73A (VII. fffff.), MUSIC 73B (VII. gggggg.), MUSIC 74 (VII. hhhhhh.), MUSIC 76 (VII. iiiii.), MUSIC 77 (VII. jjjjj.), MUSIC 78 (VII. kkkkk.), MUSIC 79A (VII. lllll.), MUSIC 84A (VII. mmmmm.), MUSIC 84B (VII. nnnnn.), MUSIC 84C (VII. ooooo.), MUSIC 87A (VII. ppppp.), MUSIC 87B (VII. qqqqq.), MUSIC 92 (VII. rrrrr.), and MUSIC 94 (VII. sssss.) as a block with no revisions.

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

The motion passed unanimously.

tttttt. PERSIN 1 Elementary Persian I (Representative DE Application)

uuuuuuu. PERSIN 2 Elementary Persian II
 PERSIN 1 (VII. tttttt.) and PERSIN 2 (VII. uuuuuu.) passed as a block with ARABIC 1 (VII. ddd.)

vvvvvv. SCI 10 Principles and Practice of Scientific Research (Representative DE Application)

Motion to approve distance education for SCI 10 with no revisions.

Motion made by: Fariba Bolandhemat; **Seconded by:** Briana Simmons

The motion passed unanimously.

wwwwww. TH ART 10A Voice Development for the Stage (Representative DE Application)

xxxxxx. TH ART 10B Advanced Voice Development for the Stage
 yyyyyy. TH ART 15 Stage Movement for the Actor
 zzzzzz. TH ART 18A Technical Theatre Production Workshop
 aaaaaaa. TH ART 18B Technical Theatre Production Workshop
 bbbbbb. TH ART 18C Technical Theatre Production Workshop
 cccccc. TH ART 20 Stagecraft
 ddddddd. TH ART 22 Stage Lighting

eeeeeeee. TH ART 26 Introduction To Stage Costuming
 fffffff. TH ART 28A Beginning Stage Make-Up
 gggggggg. TH ART 31 Introduction to Stage Management
hhhhhhh. **TH ART 32 Scenic Design (Representative DE Application)**
 iiiiii. TH ART 45 Musical Theatre Workshop
 jjjjjj. TH ART 46 Comedy Acting Workshop
 kkkkkkkk. TH ART 50 Advanced Production Full Play
 llllll. TH ART 51 Stage Make-Up Workshop
 mmmmmmmm. TH ART 55 Advanced Production Small Theatre Venue
 Motion to approve distance education for TH ART 10A (VII. wwwwww.), TH ART 10B (VII. xxxxxx.), TH ART 15 (VII. yyyyyy.), TH ART 18A (VII. zzzzzz.), TH ART 18B (VII. aaaaaaa.), TH ART 18C (VII. bbbbbbbb.), TH ART 20 (VII. cccccc.), TH ART 22 (VII. ddddddd.), TH ART 26 (VII. eeeeeeee.), TH ART 28A (VII. fffffff.), TH ART 31 (VII. gggggggg.), TH ART 32 (VII. hhhhhh.), TH ART 45 (VII. iiiiii.), TH ART 46 (VII. jjjjjj.), TH ART 50 (VII. kkkkkkkk.), TH ART 51 (VII. llllll.), and TH ART 55 (VII. mmmmmmmm.) as a block with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Sasha King
 The motion passed unanimously.

nnnnnnnn. **VAR PE 20V Advanced Football for Men (Representative DE Application)**
 oooooooo. VAR PE 60 Conditioning for Intercollegiate Sport
 Motion to approve distance education for VAR PE 20V (VII. nnnnnnnn.) and VAR PE 60 (VII. oooooooo.) as a block with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Lydia Strong
 The motion passed unanimously.

VIII. New Business

- CSUGE Ethnic Studies Requirement
 - Estela provided additional information and answered questions regarding the new CSU GE Ethnic Studies requirement which will need to be finalized by December for submittal February 2021.

IX. Old Business

None

X. Adjournment

Meeting adjourned at 4:45pm

DE Application

4. Course: SUBSTANTIAL Change: ART 30B - Watercolor Painting II

Delivery Method

- Fully Online

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

Weekly gradebook feedback and announcements, bi-weekly video demos related to student questions, weekly threaded discussion boards, virtual office hours, quarterly virtual portfolio review via detailed written response by instructor and/or Zoom or similar conferencing method.

1b. Student - Student Interaction:

Weekly threaded discussions, quarterly peer reviews, small group activity

1c. Student - Content Interaction:

Discussion boards, OEM, weekly homework, weekly instructional videos

1d. Distance Ed-Interactions

Videos

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

Percentage of Online Course Hours 25.00

Discussion Boards

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

Percentage of Online Course Hours 40.00

Threaded Discussions

Students will post questions on assigned readings and be required to participate in finding answers to the questions posed by the class.

Percentage of Online Course Hours 35.00

2. Organization of Content

Content will be organized into a learning management system such as Canvas. Modules may be organized by week or project at instructor's discretion.

3. Assessments

Homework

Percent of Grade 15.00

Homework exercises are photographed and uploaded weekly for instructor review

Participation

Percent of Grade 15.00

Weekly participation in threaded discussions or other instructor assigned activities

Q1 portfolio review

Percent of Grade 10.00

Photographs of completed projects will be uploaded as a PDF or similar document for instructor review.

Q2 Portfolio Review

Percent of Grade 15.00

Photographs of completed projects will be uploaded as a PDF or similar document for instructor review.

Q3 Portfolio Review

Percent of Grade 20.00

Photographs of completed projects will be uploaded as a PDF or similar document for instructor review.

Q4 Portfolio Review

Percent of Grade 25.00

Photographs of completed projects will be uploaded as a PDF or similar document for instructor review.

4. Instructor's Technical Qualifications

Understanding of existing online delivery technology, knowledge of any video editing software, overhead camera setup, lighting

5. Student Support Services

Links to basic needs, library, and other campus support services.

6. Accessibility Requirements

Course will be designed to use headers, alt text, closed/open captioning, etc. to function in compliance with assistive readers and other essential accessibility tools. Videos will be captioned.

7. Representative Online Lesson or Activity

Contemporary Watercolor Artist

Using an internet search engine find information on a contemporary watercolor artist whose work you enjoy. Post a 50 word summary or YouTube Vlog with proof-read captions about the artist you found and why you like them, with links to the websites that feature their work. View other posts in the discussion thread and make meaningful comments on at least two other artists in the thread whose work you discovered and enjoy.

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: BUS 76 - Human Resources Management

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 communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

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 community is established in the virtual classroom.

Throughout the class, they will discuss different Human Resources Management concepts as well as contemporary issues facing human resources offices. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:

The class is organized through weekly course modules. A wealth of material is offered for students to learn Human Resources Management concepts. The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the various responsibilities of Human Resources, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to everyday circumstances. The above content is provided on a weekly basis.

1d. Distance Ed-Interactions

Study and/or Review Sessions

Prior to an exam, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board or in a synchronous environment via Zoom or similar service.

Percentage of Online Course Hours 10.00

Discussion Boards

Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various Human Resources Management issues.

Percentage of Online Course Hours 30.00

Peer Feedback

In discussion boards, students share ideas for where to find credible resources for their essays on a current Human Resources Management issue. They will also share out these current issues they find in news articles. Students will be asked to provide input on these cases.

Percentage of Online Course Hours 10.00

Videos

Students will watch video lectures and/or complete demonstration exercises on various aspects of Human Resources Management. They will be asked to take notes on various video cases in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.

Percentage of Online Course Hours 40.00

Written assignments

Students will write at least two essay assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignments on the "General Questions" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.

Percentage of Online Course Hours 10.00

2. Organization of Content

The course is organized according to the major content headings in the syllabus. The first module provides an overview of Human Resources Management. The remaining modules are organized by various responsibilities of Human Resources Management.

To provide consistency and insure 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.

Discussion boards are posted weekly. Exams are spread out and given every 3-4 weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

3. Assessments

Exams/Quizzes four at 15%

Percent of Grade 60.00

Exams/Quizzes will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book.

Homework Assignments including exercises and case evaluations.

Percent of Grade 20.00

Prior to the assignments due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.

Discussion Boards

Percent of Grade 20.00

After watching a video, reading the textbook, or reviewing a case, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book.

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.

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

Objective: Identify legal and illegal personnel practices.

After reviewing the above learning objective, students will view the lecture video that highlights contemporary personnel practices. Following the video viewing, students will participate in a discussion where they provide examples of legal and illegal personnel practices.

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: BUS NC 901 - Introduction to Business - Basic

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 communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

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 community is established in the virtual classroom.

Throughout the class, they will discuss different functional areas of business. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:

The class is organized through weekly course modules. A wealth of material is offered for students to learn general business concepts. The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the various functional areas of business, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to everyday circumstances. The above content is provided on a weekly basis.

1d. Distance Ed-Interactions

Study and/or Review Sessions

Prior to an exam, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board or in a synchronous environment via Zoom or similar service.

Percentage of Online Course Hours 10.00

Discussion Boards

Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various general business issues.

Percentage of Online Course Hours 30.00

Peer Feedback

In discussion boards, students share ideas for where to find credible resources for their essays on a current general business issue. They will also share out these current issues they find in news articles. Students will be asked to provide input on these cases.

Percentage of Online Course Hours 10.00

Videos

Students will watch video lectures and/or complete demonstration exercises on various general business issues. They will be asked to take notes on various video cases in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.

Percentage of Online Course Hours 40.00

Written assignments

Students will write at least two essay assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignments on the "General Questions" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.

Percentage of Online Course Hours 10.00

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 general business environment. The remaining modules are organized by various issues in business.

To provide consistency and insure 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.

Discussion boards are posted weekly. Exams are spread out and given every 3-4 weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

3. Assessments

Exams/Quizzes four at 10%

Percent of Grade 40.00

Exams/Quizzes will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor

gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book.

Homework Assignments including exercises and case evaluations.

Percent of Grade 30.00

Prior to the assignments due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.

Discussion Boards

Percent of Grade 30.00

After watching a video, reading the textbook, or reviewing a case, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book.

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.

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

Objective: Discuss and compare the different types of business ownership.

After reviewing the above learning objective, students will view the lecture video that describes form of business ownership. Following the video viewing, students will participate in a discussion where they provide examples of the advantages and disadvantages of each business formation.

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: BUS NC 911 - Customer Service Level 1

Delivery Method

- Fully Online

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "General Questions" discussion board.

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 community is established in the virtual classroom.

Throughout the class, they will discuss different customer service concepts. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:

The class is organized through weekly course modules. A wealth of material is offered for students to learn the customer service concepts. The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding the various types of customer service technology modalities, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to everyday circumstances. The above content is provided on a weekly basis.

1d. Distance Ed-Interactions

Discussion Boards

Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various customer service issues.

Percentage of Online Course Hours 30.00

Videos

Students will watch video lectures and/or complete demonstration exercises on various aspects of customer service. They will be asked to take notes on various video cases in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.

Percentage of Online Course Hours 40.00

Peer Feedback

In discussion boards, students share ideas for where to find credible resources for their essays on a current customer service issue. They will also share out these current issues they find in news articles. Students will be asked to provide input on these cases.

Percentage of Online Course Hours 10.00

Study and/or Review Sessions

Prior to an exam, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board or in a synchronous environment via Zoom or similar service.

Percentage of Online Course Hours 10.00

Written assignments

Students will write at least two essay assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignments on the "General Questions" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.

Percentage of Online Course Hours 10.00

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 customer service environment. The remaining modules are organized by various issues and transactions in the customer service environment.

To provide consistency and insure 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.

Discussion boards are posted weekly. Exams are spread out and given every 3-4 weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

3. Assessments

Exams/Quizzes four at 10%

Percent of Grade 40.00

Exams/Quizzes will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor

gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book.

Discussion Boards

Percent of Grade 30.00

After watching a video, reading the textbook, or reviewing a case, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book.

Homework Assignments including exercises and case evaluations.

Percent of Grade 30.00

Prior to the assignments due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.

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 student support services.

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Objective: Distinguish the key factors that build a strong customer service culture for a business.

After reviewing the above learning objective, students will view the lecture video that describes a business with a strong customer service culture. Following the video viewing, students will participate in a discussion where they provide examples of the process for effectively adding a new channel to their customer service 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: DANCE 6 - 20th and 21st Century Dance History

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 will communicate through weekly announcements, quizzes, discussion threads, and students will get feedback and comments on each of their assignments via Canvas. Students will also have opportunity to meet via Zoom for office hours and mentorship, during which time instructor and students will actively exchange/share their ideas.

1b. Student - Student Interaction:

Every week, students will actively interact with each other through threaded discussions and collaborative projects. Students will be required to share their responses to classmates' discussion posts, and will be assigned peer reviews to give feedback on essays and critical review. Students will also have a designated "feedback pod" that gives the option of meeting via Zoom for peer feedback, or communicating via google documents to work on collaborative projects such as group presentation of a an historical figure or notable choreographic work or time period.

1c. Student - Content Interaction:

Course content is organized into weekly modules that contain video lecture and notes, media, slides, and reading materials including articles, web resources, and reading lists. Additional resources that are project specific will be posted throughout the semester. Students will experience a multi-media approach to exploring history through interactive timelines, and modules rich with visual content.

1d. Distance Ed-Interactions

Online Lecture

Content presented in media rich presentation involving recorded lecture supported by film examples.

Percentage of Online Course Hours 20.00

Exams

Review sessions and study groups to prepare for equivalent of unground testing.

Percentage of Online Course Hours 10.00

Threaded Discussions

Students will also weekly engage with the entire group by participating in discussion threads that require peer response to different peers each week. This format encourages multiple perspectives and voices.

Percentage of Online Course Hours 25.00

Written assignments

Written response to readings and viewings, including concert reviews.

Percentage of Online Course Hours 25.00

Project Presentation

There will be 2 collaborative projects that center around developing a group presentation on 1) a historical dance artist in context and 2) the development of a dance genre/style in context. Students will communicate and collaborate utilizing shared google doc, with the option to meet via Zoom for discussion. Students will select a platform for presentation such as developing a blog or video presentation. These shared projects will motivate students to improve communicative skills, critical thinking and problem solving.

Percentage of Online Course Hours 20.00

2. Organization of Content

Each week, there will be a main home page with an announcement and modular unit seen on Canvas that include weekly assignments, exams, and documents. Instructor will also communicate via e-mail regarding due dates for major assignments, to ensure students are aware of due dates and expectations.

3. Assessments

Exams

Percent of Grade 20.00

All students will take an online written exams via the Canvas platform, equivalent to on ground testing.

Final Project

Percent of Grade 25.00

Culminating presentation accompanied by research paper analyzing and contextualizing a historic dance figure, choreographic work, or genre.

Written Assignments

Percent of Grade 25.00

Written response to readings and viewings, including concert reviews.

Threaded Discussion

Percent of Grade 30.00

Weekly threaded discussion boards on lecture content.

4. Instructor's Technical Qualifications

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

5. Student Support Services

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Objective: Identify prominent 20th and 21st century choreography in historic and cultural contexts:

Sample Discussion Board Assignment: Students will select a prominent 20th or 21st century choreographer to discuss in relation to historic and cultural context:

Choose one quote from the article "Tracing Social and Political Activism" that you feel is important or summarizes the main point of the article. (Include the full quote and cite page number). Explain what you think the quote means in your own words.

Discuss one of the artists in this module in relation to the ideas in the "Dance Artist in Context" model. (Personal History, Social-Cultural-Political, Movement and Choreographic Characteristics, Contemporaries) For example, what is significant about understanding the personal history, social, cultural political context, etc. in relation to understanding the significance and contributions of the artist?

How do the ideas in the article relate to your analysis of your artist?

2. Peer Response: In 2-3 sentences respond to TWO peers who had a differing perspective or example than yours. Consider how you can expand beyond statements such as "I agree with this," and articulate exactly why by using specific examples.

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: HIST 22 - History of The Middle East

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed-Interactions

Online Lecture

Review of lecture notes, slides, or other such material drawn from class materials such as the textbook, articles, or other texts.

Percentage of Online Course Hours 25.00

Threaded Discussions

Threaded discussion, consisting of an initial post and follow-up response to two student post.

Percentage of Online Course Hours 15.00

Discussion Boards

General discussion forum, where questions can be asked and answers provided by students and professor that pertain to assignments, course content, or other.

Percentage of Online Course Hours 5.00

Peer Feedback

Students will interact with one another and take advantage of collaborative learning activities.

Percentage of Online Course Hours 10.00

Written assignments

Students will review assignment instructions and other materials that will them in preparing their essays.

Percentage of Online Course Hours 25.00

Exams

Students will complete exams, demonstrating their knowledge of course learning objectives.

Percentage of Online Course Hours 20.00

2. Organization of Content

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

3. Assessments

Participation

Percent of Grade 25.00

Threaded Discussion, Peer Feedback, Chat room, Discussion, or Group Presentation, collaborative learning activities

Exams/Tests

Percent of Grade 50.00

Midterm and final exams consisting variously of multiple-choice, key term identification, short answer, and essay components. No single exam will exceed 30% of the class grade.

Homework/Quizzes/Written Assignments

Percent of Grade 25.00

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

4. Instructor's Technical Qualifications

Instructors should have completed training on the learning management system in place and received the appropriate certification. The instructor should be knowledgeable of accessibility resources on and off-campus. Familiar with Canvas tools and willingness to stay current as technology changes every day.

5. Student Support Services

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Sample Threaded Discussion #1

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

Sample Threaded Discussion #2

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

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

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

DE Application

5. Course: DE for non-DE course: JOURN 2 - Intermediate Newswriting and Reporting

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 and news stories 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
- 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:

- Story critique optional Zoom 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 journalism reporting project where students work in teams to develop, report and produce a news story.
- Optional weekly zoom 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 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)
- Content from other journalism organizations such as Poynter and the Solutions Journalism Network embedded into the class Canvas.
- Course content also reviewed and discussed in the optional one-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

One group reporting project 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 news story 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 from journalism/communication career field

3. Assessments

News Story Submissions

Percent of Grade 25.00

Peer review, instructor review, Points

Group news 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

On Canvas, Points

Class discussions

Percent of Grade 15.00

Peer review, Instructor 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

- 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 #2: Cover local government agencies, on and off campus, and develop stories related to this beat across multiple platforms

Sample Activity: Student can attend in person a meeting of the SMC Board of Trustees, SMC Associated Students, their local city council or another government committee meeting to develop a news story about the most interesting, important news discussed and/or voted on at the meeting. Alternately, due to the COVID

pandemic, they may watch the livestream of a meeting or a recording of the meeting if in-person attendance is not safe or the meeting is held virtually instead of in person. The student will gather facts and quotes from the meeting to write up in an AP-Style news article.

If the event is in-person, they would do follow-up interviews with the people involved. If the event is virtual due to the COVID pandemic, they would write up the specifics of who they would have interviewed and what they would have asked after the meeting.

This activity also includes advance preparation, including analyzing the meeting agenda and developing a pre-plan of what to focus on for the meeting and other sources where the student could get additional information on the subjects being discussed in the meeting.

Assignment would be submitted to the Canvas assignment inbox 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 for a higher score based on the professor's suggestions. This student/professor interaction is similar to the reporter/editor interaction at a news outlet.

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 11 - Introduction To Broadcasting

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, research for essays, or project feedback.

Percentage of Online Course Hours 5.00

Online Lecture

Lecture Topics will be written files that are compliant for accessibility or video presentations which are captioned or a combination of both.

Percentage of Online Course Hours 10.00

Videos

Embedded videos in weekly or biweekly lectures. All videos will be compliant for accessibility and captioned.

Percentage of Online Course Hours 5.00

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 20.00

Project Presentation

Students will present one culminating group project at the end of the semester covering course content.

Percentage of Online Course Hours 10.00

Exams

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

Percentage of Online Course Hours 20.00

Written assignments

Students will complete four (4) essays examining radio, television media regulations, and entertainment career strategies.

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 writing assignments.

Percentage of Online Course Hours 10.00

Threaded Discussions

Students will examine trades for current event topics as it relates to the unit studied in class each week and have peer-to-peer engagement discussing industry trends relevant to course topics.

Percentage of Online Course Hours 5.00

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.

3. Assessments

Projects

Percent of Grade 10.00

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.

Writing Assignment

Percent of Grade 20.00

Students will complete four formal essays on entertainment career strategies, evolution from broadcasting to podcasting in radio, technology impact on television, and media regulations and ethics.

Weekly Discussions

Percent of Grade 30.00

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 40.00

Weekly Quizzes to verify understanding of topics and a midterm and final exam for 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 slide shows shall be reviewed for accessibility through the software and through a compliance review.

7. Representative Online Lesson or Activity

Objectives:

Compare and contrast early broadcasting practices with those governed by current regulations.

Discuss how economic factors influence the business of broadcasting.

Assignment:

Compare and contrast the representation of the news in the film Network (1976) to a modern-day news show

program. Examine the similarities and differences in how news divisions were financially answerable through ratings and advertising to the broadcast network corporation then and now.

Online:

Students are given the link to view accessible the film online, write their analysis, and submit it digitally through the course LMS.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application

5. Course: DE for non-DE course: PHOTO 42 - Advanced Photoshop

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

Students will interact with course content posted weekly by the instructor similar to on ground courses. Instructor will always be accessible via email 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.

The instructor will post frequent announcements about assignments as well as frequent reminders.

1b. Student - Student Interaction:

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

For class assignments, Students can post questions to a public forum. This will allow students to assist one another as well as monitored guidance from the instructor. For example, asking the class "How do I get the clone tool to work on a blank layer, it worked on the demo video, but not on my computer". 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 Photoshop software instructions. Software like iShowU performs these recordings flawlessly and videos can be posted to SMC course management software platform.

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

Tests will be implemented through SMC Course management software.

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

1d. Distance Ed-Interactions

Project Presentation

Upon completion of each assignment, students will have the ability to present their work, and how they arrived towards building a final image within Photoshop.

Percentage of Online Course Hours 30.00

Online Lecture

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

Percentage of Online Course Hours 30.00

Discussion Boards

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

Percentage of Online Course Hours 10.00

Peer Feedback

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

Percentage of Online Course Hours 30.00

2. Organization of Content

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

The required textbook has chapters which will be required reading to support the content demonstrated in the lecture.

Upon each assignment deadline, instructor will evaluate each of the student's assignments and send a private video critique that breaks down the student's Photoshop file, and assess workmanship and aesthetic performance of that student. The instructor can track how many times the student views their critiqued video, and if they are using that critique to improve upon future assignments, or re-do an assignment (if the instructor allows resubmissions).

3. Assessments

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

Percent of Grade 60.00

Through screen capture software, instructor will verbally dissect student's files while working within Photoshop. Students will see exactly the sections of the image and details that the instructor is referencing.

2- part final exam (practical and written)

Percent of Grade 20.00

Written test and a practical test on a file issued by the instructor. - Right or wrong test results similar to a scan tron. Analysis of practical exam through file dissection and quality of work performed using Photoshop.

Participation in online critiques and discussions

Percent of Grade 20.00

Student's interaction with course content will be measured based on actively and appropriately participating in class discussion and critiques.

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.

Instructor will need screen capture software to record audio and video of Photoshop process/procedures.

5. Student Support Services

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

SMC Photo Department resources and info:

<http://smc.edu/AcademicPrograms/Photography/Pages/default.aspx>

Counseling:

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

Bookstore:

<https://bookstore.smc.edu/>

SMC Library:

<http://smc.edu/AcademicAffairs/Library/Pages/default.aspx>

SMC Disability resources:

<http://smc.edu/StudentServices/DisabilityResources/Pages/default.aspx>

SMC Financial Aid:

<http://smc.edu/EnrollmentDevelopment/FinAid/Pages/default.aspx>

6. Accessibility Requirements

Prior to going 'live', all videos will first go to DSPS for captioning to comply with disabled student regulations. All other discussion and feedback will be delivered though email, online discussions, forums, via course management software. Videos will be closed captioned, PDF will be converted to a college management page, when appropriate. Pages will use the Rich Text Editor Images will have alt text.

7. Representative Online Lesson or Activity

Photo 42

Assignment 2 – Portrait Retouching and Knockout

For this assignment, you will need to take photos of various people from the waist up against a solid colored background.

This is a two part project. The first part will be to retouch and beautify the subjects using the techniques learned in Photo 39 and the new techniques in 42.

The second part is to knock out the portrait and replace the background with one of YOUR photographed abstract backgrounds.

The people should have a significant amount of hair – so women may end up being better subjects. Seated or standing is OK.

I recommend soft, even lighting. Open Shade will work or a basic studio portrait. I also recommend that your person is lit so they stand out (are separated from) the background. The portrait, and the hair MUST be sharp! This will not work if the focus is off or if there is motion blur. 100 ISO is best (maybe 200iso at most). Be sure to photograph your person against a PLAIN background that does not have any texture in it. The hair will need to separate from the background, not blend in.

It is also required that you photograph 'plates' to be used as background replacements for your portraits. I suggest out of focus, nice bokeh, background images with the same lightness as your portrait backgrounds. Interesting plates can include nature, foliage, industrial, architecture, textures etc...
Light Studio Background = Light Colored background plate.

Instructions:

You will need to take two portrait images of two separate people to work on in Photoshop:
However, after instructor's approval of the shot, Only ONE Portrait is needed!

You must shoot RAW files of your subjects.

Then perform the necessary retouching and adjustment layers in Photoshop.

Liquify and other body transformations might be necessary, but be sure to include your .MSH file with your assignment turn-in.

You must then mask your person off the background using a combination of paths, selections and Select/Mask or Refine Edge.

Replace the background with one of your interesting out of focus background plates.

Make sure you pay extra attention to how the hair gets masked against the background.

TIP - If you photographed your portraits against a light colored background, then should shoot some light colored background plates to experiment with.

TIP 2 - Try to avoid shooting portraits against textured stucco or concrete. Textured backgrounds are harder to extract from.

Grading Criteria:

Is it a nice portrait?

Was it lit well and thoughtfully photographed?

Is the retouching clean and realistic and were the advanced techniques used?

Does the skin still look like skin? Or is it too soft thus looking too fake?

How do the eyes look? Is the skin color pleasant?

Knockout work:

How did you layer your images? How clean and realistic is your masking?

Does your image work well with the background plate?

Items To Submit:

Your RAW portrait images with your name in the file name.

Your final layered file with all your layers sized down to 3500 pixels at the longest side. Adobe RGB. Save as psd.

Final flattened jpeg – Longest side at 1500 pixels sRGB

Files should be in a folder titled A02_Lastname_PortraitKnockout

Files should be titled A02_Lastname_Firstname_01.psd

Items To Submit on course management software:

A ZIP folder containing:

Your 2 RAW images as either DNG's or the native RAW file with the corresponding XMP file.

Your 2 final layered files with all your layers sized down to 2500 pixels at the longest side. Save as "psd" in AdobeRGB color space

*** Make sure you work on high resolution images for yourself and only turn in Lo-Res to me.

2 final flattened jpegs ? Longest side at 2000 pixels- saved in sRGB color space

Place all the content into a folder, and compress your folder into a ZIP file. Upload your Zip file through the appropriate assignment in Canvas.

Within one week of assignment due date, you must participate in group critique with a relevant comment on each of your classmate's 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 Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

DE Application

5. Course: DE for non-DE course: PRO CR 11 - Introduction To Sports Injuries

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 an introduction video to introduce myself, as the instructor, to the class. This will be on the home page. The video will also give a brief, "how to navigate the course" and brief expectations. Announcements will be made at the beginning of each week. The students will go to their CANVAS home page, which display the module for the week we are on. Modules will open according to their week. Comments will be made on any graded discussions and assignments, which will be at least once a week. Office hours will be one day a week for one hour via zoom, or by appointment through zoom, email, or phone,.

1b. Student - Student Interaction:

Student to student interaction will take place throughout the entire course. Most of the interaction will take place via discussions. There will be an ongoing nongraded Q & A discussion, where students can interact, ask and answer each other's questions, and discuss any material in question. Graded discussions will take place every other week, except on exam weeks. Students will need to post their initial discussion on Wednesday of that week. They must reply to two of their peers by Friday of that week. There will also be one assignment for the students to critique each others works and leave comments for them. This gives the students a chance to learn from each other. Students will learn from each other by writing about their own experiences, in their discussions.

1c. Student - Content Interaction:

Students will be notified by an announcement when the next module has opened up. The students will go to the home page which will provide them with the information for that week. It will show the learning goals and objectives, assignments due, and material that we will be going over. Each week will coincide with a new module. There will be material for two chapters within each module. The modules will be asynchronous, starting with the lecture material. The lecture material will be provided in the form of a narrated power point and/or instructional videos. There will be information for the students to download and keep for their own study purposes. Once they have navigated the material they will move onto the assignments. The assignments will be in the form of a quiz, discussion, or writing assignment they must submit. Some assignments they will be able to make revisions by self - checking their work and resubmit.

1d. Distance Ed-Interactions

Online Lecture

Online lectures will consist of narrated power points. Students will be required to go through the entire power point. There will also be instructional videos for them to watch through the power points or as part of their module. The power points are narrated by me and will be made accessible at the beginning of the week. The instructional/lecture portion will be ~2.5-3 hours/week. This will be approximately 30% of the course.

Percentage of Online Course Hours 30.00

Discussion

Discussions take place on average every other week. Students will participate in discussions with each other as graded threaded discussions, as non graded discussions, and discussions with me as comments.

Announcements will be made each week at the beginning of the week. Open zoom office hours to discuss anything including arranged hours, assignments, discussions, or the course in general.

Percentage of Online Course Hours 20.00

Videos

Instructional videos are very helpful in this course. They not only visually help with education, but also getting used to the language of the course. The language includes a lot of medical terminology that takes some getting used to. Listening to the videos is extremely helpful. Videos are also used as creative demonstrations. They provide story lines to help the student link the academics to real life situations.

Percentage of Online Course Hours 10.00

Exams

Exam Material is given in study guides and handouts the week of the exam. The students are able to use quizzes with the comments or correct answers to help guide their study and familiarize themselves to the questions. They can use the Q & A discussion to communicate with their peers and study together.

Percentage of Online Course Hours 20.00

Project Presentation

Project Presentations include zoom power point presentation. This also includes recorded zoom interviews with health care professionals. Assignments may include the student recording themselves performing range of motion exercises, going over surface anatomy, and/or performing or discussing the ankle taping steps.

Percentage of Online Course Hours 20.00

2. Organization of Content

The course will be organized using the modules on CANVAS. Each module will contain the information from two chapters. On Sunday afternoon at the beginning of each week the students will receive an announcement with information regarding that weeks module. The announcement will have what chapters we will be discussing and a link to log in. The students will go to the home page and see what we will be going over that week, learning goals, and assignments due. Each week there will be an assignment due. Discussions will be due Wednesday of that week, and quizzes due that Friday. excluding exam weeks, the replies of their discussions will be due that Friday.

3. Assessments

Discussions

Percent of Grade 20.00

Discussions will be based off the material in that specific module. Students will use their personal experience or they will be given a specific task and apply it to the discussion. They will then need to reply to two of their peers by the end of the week. Discussions will be used as a great form of peer to peer communication. They

will not only enjoy learning from each others experiences, but also learn from when they have researched. Discussions will be every other week, except those weeks with exams. The discussions will have guidelines/ rubrics that they will have to follow to receive full credit.

Exams

Percent of Grade 50.00

There are three exams in the course including the final. Each exam is worth 50 points out of the courses 300 points.

Quizzes

Percent of Grade 15.00

Throughout the course there are online timed quizzes. On average there is a quiz every other week. Each quiz is based on the information discussed that week.

Assignments

Percent of Grade 15.00

Assignments include arranged hours, interviews with kinesiology/health care professionals, obtaining your CPR certificate, observing or shadowing within the kinesiology/allied health care professional.

4. Instructor's Technical Qualifications

In order to teach this class at a distance the instructor would need to know how to use the college's existing technology, in this case CANVAS. I would suggest having some sort of CANVAS training. They need to have a CCCConfer Zoom account and know the basics of zoom. Certified in online teaching would be highly suggested. The materials for the class is the textbook.

5. Student Support Services

One should provide links for all student support services several times throughout the course, including in the syllabus. This includes but is not limited to, tech support at SMC & CANVAS, DSPS, financial aid, counseling, admissions and records, student health services, tutoring services, campus police, transfer center, etc.

6. Accessibility Requirements

The design of this course will be simple and consistent. Everything is designed to be easy for the students to use. There will be headers on each page, which will use the format heading styles, header 2, header 3, header 4, not just a bigger font. Most pages will have images to make the page more appealing, but will all use descriptive alternative text. When lists are made, bullet points will be used to make the page easier to read. Color contrast will meet section 508 standard. Links will be descriptive and easy to read. When using audio and video, transcripts will be included, closed captioning for video, and narrative descriptions will be available.

7. Representative Online Lesson or Activity

Course Objectives: Students will be able to assess injuries based on the initial evaluation of signs and symptoms.

Students will learn the signs and symptoms of different injuries. Categorizing the injuries into lower extremity, upper extremity, sprains, strains, fractures, internal injuries etc. Students will use signs and symptoms to help them determine what the injury might be and how to handle the injury. One online lesson is a discussion.

Their instructions are the following:

Instructions:

Initial posts due Wednesday and replies due Friday.

1. Chose an injury of your choice (thigh, lower leg, or foot). Use the power points, handouts, and any outside resources you would like to find the information you need. However please post any references you use by either posting the link or the reference at the end of your post.

2. Describe the most common mechanism that causes this injury.

3. Is this a medical emergency? Would you send the athlete to the ER? What are the signs and symptoms that helped you determine your outcome?

4. Is this commonly a surgical intervention?

5. What is the average recovery time for this injury.

Replies: Remember your replies need to be substantial and very obvious you read your peers post thoroughly. Students will be given resources at the end of every discussion to help them be successful in their online learning.

What are discussions? Click on the link: <https://community.canvaslms.com/docs/DOC-10727-67952724152> (Links to an external site.)

How do I reply to discussions? Click on the link: <https://community.canvaslms.com/docs/DOC-10561-4212190706>

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: RES TH 1 - Introduction to Respiratory Therapy

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

There will be regular and on-going, two-directional communication between the student and instructor. Within a week of the start of the class, the instructor will send a welcome packet to the student via email, through MProfessor or like system. The instructor will communicate with student via email, announcements or zoom meetings. The instructor will post weekly announcements describing the plan for the week, tasks to be completed and logistical updates as needed. Weekly learning objectives and assigned readings will posted in modules, at least a week head of time. The discussion board questions will serve to create a sense of community, work with others, and assess level of understanding of material presented. The instructor will provide feedback to the students' weekly discussions post, assignments or other work related to class. Questions will be directed to the instructor via email, discussion board or by virtual office hours. Posting questions in the discussion board is highly encouraged as probably answers questions others are wondering as well. If the student desires to speak to the instructor and virtual office hours are not an option, the instructor is available to speak on the telephone, students can arrange date and time with the instructor via email.

1b. Student - Student Interaction:

Students will participate in weekly, asynchronous threaded discussion forums to create conversations and build community. The students will interact with each other by creating well thought-out posts based on assigned readings or topics discussed in class. In addition, each student is expected to respond to two classmates' posts in a timely manner to ensure on-going conversation. Students will be assigned to small groups; they will have frequent meetings to prepare and deliver Prezi or MS PowerPoint Presentation.

1c. Student - Content Interaction:

Students will be presented with weekly reading assignments, lecture videos, and threaded discussions. The assignments will be arranged by topics and organized in modules. End of topic quizzes will assess student comprehension of the material and informed the instructor of students that may require additional assistance. External websites may be assigned to further emphasize certain topics and may include online videos.

1d. Distance Ed-Interactions

Discussion Boards

Active participation through written responses on the Discussion Board will promote student engagement. Students will submit a primary response to an instructor question or material related to a topic discussed in class or assigned reading. Posts to discussion questions are generally two paragraphs in length. Unless otherwise specified, a professional yet conversational response is expected; respond as you would to a fellow professional such as another respiratory therapist, physician, or nurse. Students should also post two secondary responses to student and instructor posts. Attachment of pdf files of interesting articles is encouraged.

Percentage of Online Course Hours 30.00

Online Lecture

Synchronous and asynchronous lectures/podcasts will present most relevant information about the tasks and responsibilities of RCP. For example, a detailed overview of respiratory therapeutics will be presented on weekly modules, topics include oxygen therapy, bland vs. medicated aerosols.

Percentage of Online Course Hours 50.00

Project Presentation

Students research professional respiratory care organization and create MS PowerPoint or Prezi presentations.

Percentage of Online Course Hours 10.00

Exams

Exams and quizzes based on material covered in class and in reading assignments.

Percentage of Online Course Hours 10.00

2. Organization of Content

The material will be organized into modules. The weekly modules will include assigned readings, power point presentation, concept questions, video lecture, discussion board questions and quizzes.

3. Assessments

Threaded discussion

Percent of Grade 25.00

Students create primary responses to instructor questions. discussion boards are graded using a rubric with clear expectations.

Exams

Percent of Grade 30.00

Exams will assess material in covered in modules. The exam will consist of multiple-choice questions, short answer questions and may include calculations.

Quizzes

Percent of Grade 25.00

Quizzes will assess material in covered in modules. The exam will consist of multiple-choice questions, short answer questions and may include calculations.

Hospital Tour – Alternate assignment

Percent of Grade 10.00

Students submit a reflective piece of their experience of a major hospital. Alternatively, students submit report on major respiratory care associations, including licensing board. A rubrics will be used to inform student with clear expectations for assessment.

Professional Association Presentation

Percent of Grade 10.00

Students present journal presentation on assigned topic. A rubrics will be used to inform student with clear expectations for assessment.

4. Instructor's Technical Qualifications

The faculty should be capacitated in the colleges' existing technology and undergo specialized instructor training in DE.

5. Student Support Services

Department website, Library database, Health sciences counseling, Financial aid, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, links to professional organizations

6. Accessibility Requirements

Videos will be closed captioned, PDF will be converted to a CANVAS page, when appropriate. Pages will use the Rich Text Editor Images will have alt text

7. Representative Online Lesson or Activity

The history of respiratory care can be traced back to centuries BC; however, the history of respiratory care/therapy as a profession/field is much more recent. For this week's discussion visit the AARC's virtual museum. There are multiple galleries to view, however at a minimum visit "Current Galleries" and Respiratory Care: Journey through time. Write a paragraph or two on each of the galleries you visited and state which ones you found most interesting. Lastly, write your thoughts on the history and evolution of respiratory care. Link to AARC Virtual Museum. <https://museum.aarc.org/>

Post your initial post by Friday at 11:59 pm. By Monday at 8:59 pm, respond to two classmate 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.

American Sign Language 2 | 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, 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.

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, timely feedback on graded assignments, detailed rubric scores on graded assignments, with comments if applicable, discussion Boards/moderating discussion forums.

1 b. 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, leaning 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 – 5%
- Tutor online – 5%
- Online Recorded Lecture – 30%
- ASL Videos – 5%
- Exams online – 10%
- Written Assignments 10%
- GoReact Video – 5%
- Glide App – 5%
- Homework/In-Class assignments in PDF – 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 | Introduction
- Weel 2 | UNIT 7.1
- Week 3 | UNIT 7.2
- Week 4 | UNIT 7 Exam / Interview / Video Journal #1
- Week 5 | UNIT 8.1
- Week 6 | UNIT 8.2
- Week 7 | UNIT 8 Exam / Interview / Video Journal #2
- Week 8 | UNIT 9.1
- Week 9 | UNIT 9.2
- Week 10 | UNIT 9 Exam / Interview / Video Journal #3
- Week 11 | UNIT 10.1
- Week 12 | UNIT 10.2
- Week 13 | UNIT 10 Exam / Interview / Video Journal #4
- Week 14 | UNIT 11.1 / 12.1
- Week 15 | UNIT 11/12 Exam / Interview / Video Journal #5
- Week 16 | Final Presentation / Final Exam

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.

Category	Percentage	Assessment Methods
Video Journal x5	10%	Students will receive five questions from instructor and they will answer the questions in ASL with rubric (sign vocabulary/grammar/context/fluency/video quality).
In-class and homework Assignments	10%	Students will receive worksheet from instructor and complete by deadline to help them observe their learning process.
Comprehension Exam UNIT 7 UNIT 8 UNIT 9 UNIT 10 UNIT 11 & 12	30%	Students will watch instructor's signs on video and students will answer all questions on electronic exam paper.
Interview x5	10%	Students will be assigned with two pair and they will ask each other the questions from instructor's list and answer in ASL upload on GoReact.
Participation / No Voice Usage / Attendance	5%	Students will receive credit in the end of semester base on their performance and instructor will tally their attendance, participation and observe their perform on ZOOM throughout the semester.
Final Exam Presentation	15%	Students will give the final presentation from chapters assigned; "For Hearing People Only" book. Rubric will be provided.
Final Exam Written	15%	Students will watch instructor's signs on video and students will answer all questions on electronic exam paper.
TOTAL	100%	

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.

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 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.

MATH 8 Distance Education Application – Modified

Delivery Method

- 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.]

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

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

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

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

1b. Student - Student Interaction:

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

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

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

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

1c. Student - Content Interaction:

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

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

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

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

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

1d. Distance Ed-Interactions

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

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

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

2. Organization of Content

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

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

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
50 %	Midterm Exams, Quizzes	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. The instructor may conduct short quizzes during class meetings to assess students' understanding and mastery of the concepts presented in previous class meetings. This may be done by creating different versions of questions, allowing for minimal time, asking open-ended and writing questions, or using software proctoring such as Proctorio.
30 %	Final Exam	The final exam will be cumulative to the course and will be administered in a similar manner to the exams given earlier in the term.
20 %	Other e.g. Discussion Boards, Homework, Projects	The instructor will use a combination of other evaluated assignments, projects or discussions that will promote student learning. The nature of these will be chosen by the instructor and clearly articulated to the students. Prompt feedback will be provided. These may include activities that promote student-student interaction or individualized creative thought or that are designed to increase mathematical maturity.
100 %	Total	

4. Instructor's Technical Qualifications

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

The college's existing technology and CMS is sufficient for delivery of this course. Individual faculty members 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, including:
 - a) Admissions & Records
 - b) Black Collegians
 - c) CalWORKs
 - d) Care & Prevention Team
 - e) Career Services Center
 - f) Cashier's Office
 - g) Center for Students with Disabilities
 - h) Counseling · Distance Education
 - i) DREAM Program
 - j) EOPS/CARE
 - k) Financial Aid & Scholarships
 - l) Guardian Scholars
 - m) High Tech Training Center
 - n) Institutional Research ·
 - o) International Education Center
 - p) Latino Center
 - q) Pico Partnership
 - r) Scholars Program
 - s) Student Judicial Affairs
 - t) Success & Engagement Center
 - u) Transfer Counseling Center
- 8) The SMC Technology Lending Program
- 9) The SMC Student Remote Instruction Checklist
- 10) Title IX Policies and Resources
- 11) Important Dates and Deadlines
- 12) SMC enrollment policies
- 13) Center for Wellness and Wellbeing

- 14) Student Lingo
- 15) The SMC Honor Code
- 16) Online Etiquette

6. Representative Online Lesson or Activity

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

Course objective #9: Analyze the relationship among an infinite series, the sequence of its terms, and the sequence of its partial sums.

The goal of this assignment is to utilize the relationship among an infinite series, the sequence of its terms, and the sequence of its partial terms to derive a formula for the terms of a sequence, given the formula for the partial sums of the corresponding series. Students will work in groups using Zoom breakout rooms or a collaboration tool provided within Canvas, or similar LMS. In this exercise students will:

- 1) Apply definitions and theorems from the content module on sequences and infinite series.
- 2) Learn mathematics through trial and error and through conversing with other students.
- 3) Discuss the merits of multiple approaches, or determine the sole method of solution.
- 4) Explain their results and their reasoning, writing proper responses to the instructions.

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 8 - Exercise

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

For each integer $n \geq 1$, the n^{th} partial sum of a particular series $\sum_{n=1}^{\infty} a_n$ is given by $s_n = 4 - \frac{n}{3^n}$

(a) Find a_1 , a_2 and a_3 .

(b) Determine whether the infinite series converges, and explain your reasoning. If it converges, can you determine its sum? Explain your reasoning.

(c) For $n \geq 2$, find the $(n - 1)^{\text{st}}$ partial sum s_{n-1} . Use the formulas for s_n and s_{n-1} to find a formula for a_n .

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.

DE Application

9. Course: DE for Emergencies Only: NUTR 8 - Principles of Food with Lab

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 and video from the instructor, which include pertinent details regarding the course and how the instructor will be in communication with the students. This information includes a details syllabus, SLOs, and expectations for success in the course. The instructor will provide lecture and instructional activities to cover course content on at least a weekly basis for the duration of the session. Each week, the instructor will post regular announcements and reminders regarding assignments, quizzes and exams, including all upcoming due dates. The instructor will explain 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. Additionally, the instructor will provide comments, input and constructive feedback on weekly discussion boards and office hours, assignments and exams. All assessments will have numbered scores, as is the case in the on-ground version of this course.

1b. Student - Student Interaction:

Students will engage in weekly discussion boards and breakout chat groups. For example, students will be assigned to breakout chat groups, and then returned to the full class where students will report back to the class about their individual discussions. At this point, all students will be required to respond to at least two other students. The instructor will moderate these activities and interject guidance when needed. Another example is that there will be a weekly chat discussion board, where students can help each other, as well as having the instructor providing valuable feedback. Students will also be in lab groups using the LMS discussion group option and submit labs online.

1c. Student - Content Interaction:

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

be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

1d. Distance Ed-Interactions

Online Lecture

Each week will include online lectures including review of different food groups and general principles of each food group. Including protein based foods, eggs, milk/dairy, legumes, beverages, grains, etc. Video lectures will also be provided for students to review content.

Percentage of Online Course Hours 30.00

Discussion Boards

Students will submit lab results using a weekly discussion board to post their experimental findings as well as review other group lab results. Each group will perform a variation of the lab. This will allow students to compare and contrast their lab findings with other group lab findings with all variations.

Percentage of Online Course Hours 30.00

Exams

Students will be tested on course materials through quizzes and exams throughout the semester. The knowledge of lecture content will be assessed.

Percentage of Online Course Hours 20.00

Written assignments

Pre-lab assessment: prior to each weekly lab assignment, students must demonstrate they are prepared for the lab by answering questions focused on the lab of the week.

Percentage of Online Course Hours 20.00

2. Organization of Content

This course will be designed in weekly modules. The time frame for the course will be in a 16 week format. Each module will include course lectures including video recorded, accessible lectures, pre-lab questions, lab results discussion posts, weekly quiz or equivalent to assess learning objectives of the weekly module.

3. Assessments

Exams and quizzes

Percent of Grade 35.00

Student knowledge of course content will be assessed by 2-3 exams throughout the semester. Weekly quizzes will also be given to assess knowledge of content.

Lab Participation and Reports

Percent of Grade 30.00

Students will submit weekly lab reports to include video/photos of lab set ups, results of experiments as well as analysis of results. Students will participate in weekly discussion posts reviewing all variations in the experimental design.

Report and Presentation

Percent of Grade 20.00

Students will present application of lab principles in recipes and modify as appropriate. Presentations can be completed using video or slide show and include a written report

Assignments

Percent of Grade 15.00

Pre lab questions will also be required to demonstrate understanding of the lab and concepts reviewed in the weekly lab.

4. Instructor's Technical Qualifications

The instructor will be familiar with the Learning Management system and are encouraged to maintain ongoing professional development in online instruction through @one resources and other California Community College online instruction resources.

5. Student Support Services

Links will be provided for on campus services such as Career Services, Counseling, DSPS, library, bookstore, campus computer labs, hot spots, Title IX, Life Science Department/ Nutrition AS-t degree website.

6. Accessibility Requirements

All online course materials such as lecture presentations, videos, assignments, as well as other course materials will be made accessible by incorporating design features such as alternative text, captioning, headings, table formatting, etc. Outside web links to additional materials that are appropriate for the course, will likewise be made accessible to all students.

7. Representative Online Lesson or Activity

Course objective: Compare and utilize qualitative and quantitative methods to assess food prepared in the laboratory (i.e., ingredient selection, weights, measures and conversions, recipe standardization, sensory evaluation, techniques, high quality food production, optimal nutrient retention).

Assignment;

Effect of cooking treatments on Vegetable Pigments

Objectives:

1. To observe the effect of cooking time on plant pigments.
2. To observe the effect of acid and alkali on plant pigments.

Procedures:

Control - Bring 1 cup water to boil. Place one group of vegetables in boiling water and reduce temperature to simmer. Cover after 3 minutes of cooking and cook an additional 7 minutes.

Variations:

Steam - Place one group of vegetable in a steam basket above 2 cups boiling water. Cover after 3 minutes of cooking and steam an additional 10 minutes.

Acid - Add 1 cup water plus 2 t. cream of tartar to a pan and bring it to a boil. Place one portion of vegetable in boiling water and reduce temperature to simmer. Cover after 3 minutes of cooking and cook an additional 7 minutes.

Alkali - Add 1 cup water plus ½ t. baking soda to a pan and bring it to a boil. Place one portion of vegetables in boiling water and reduce temperature to simmer. Cover after 3 minutes of cooking and cook an additional 7 minutes.

Microwave - on High for 3 minutes in a small covered casserole dish with 1 T. water added.

Blanch and Shock – Cook vegetable for 2 minutes in boiling water. Drain and place vegetable in ice water

bath for 2 minutes. Drain and plate.

Observations:

Evaluate appearance, texture, flavor and odor of vegetable and identify the predominate pigment (Carotenoid, Chlorophyll, or Flavonoid) for each vegetable. Note the color of the cooking liquid of the vegetable.

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.

Russian 1

Distance Education Application – Modified

Delivery Method

- 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.]

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.

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 video lessons. The instructor will provide frequent individual feedback to student work in the form of written comments on written homework and voice recordings. Oral comments during individual meetings, and oral and listening practice assignments. 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 in the course management system, by email, and in class.

The “Pages” section of Canvas will be populated with links to music, classic cartoons, and glossed Instagram texts, videos, and images. The instructor will assign students to contribute to it as well and for classmates to give ratings and otherwise comment.

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.

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

Student-student interaction will be frequent throughout each week. Students will interact with each other via breakout rooms and in class. In breakout rooms they will read textbook dialogs aloud and trade roles, complete textbook oral exercises, ask each other questions and report to the class on what they have learned. In class they will conduct internet searches on famous Russians or learn about geography topics in Russian.

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

Students will be assigned to complete a variety of activities from the online assignments from the OER textbooks. The student will watch a variety of videos dedicated to tutorials on grammar, vocabulary, and culture-specific to each unit, followed by activities to assess their comprehension of each topic.

Students will be given names of people, items, and cultural institutions and assigned to look them up on line and report back to the class on various facts (e.g., a person's full name, another the date of birth and if relevant death, another where the person was born and where they died; their profession/s, and increasing amounts of information as they acquire more target language knowledge.

Students will be given assignments to look up a Russian website (for example, the Moscow Zoo), note three observations in English or Russian, and submit three vocabulary words with definitions.

Students will view cartoons, Instagram pictures and videos (with glosses provided and reviewed before and after viewing), leading questions asked, reading out loud of titles and names of characters) during class: viewing of cartoons and short videos on news and other programs, with links provided for later viewing as well.

Students choose musical genres or performers in Russian to listen to in class and assign ratings orally to what they have listened to.

Students will also interact with content through additional assignments created by the instructor in the course management system and for online work. These assignments will include 1) practice self-correcting quizzes, and 2) finding accessible information on the internet either by answering questions that can be found easily (a cultural figure's date of birth/death, where born/died, first name and patronymic, profession/s, work they are known for). They will also look up weather and time in cities around the world and Russian geography.

To ensure individualized learning, the instructor will assign activities that require individual grading and feedback, including presenting a musical selection to the 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]

- Study and/or Review Sessions
- preparation for viewing videos in Russian (vocabulary, topic, conducting internet searches to understand context); viewing videos
- learning information from classmates, reporting back in writing or orally to class
- quizzes and exams
- completing cloze exercises related to grammar and vocabulary
- responding to writing prompts
- peer feedback
- information gap exercises
- Phone calls for pair work and practice interviews

Interactive Activity	Brief description	% Online Course Hours
Threaded Discussions	<p>Example of a student-student interaction through an assignment (writing activity):</p> <p>example of interactive activity: introductions between 2-3 people; identifying places of interest in Russian-speaking countries; (taking turns asking/answering), characterizing places with adjectives, identifying well-known Russians by simple biographical information.</p>	30%
Speaking activities	<p>Speaking activities will include voice recordings, which will begin with readings of textbook dialogs and expand to student-composed texts about the textbook characters, themselves, and people and cultural products from the Russian-speaking world.</p>	35%
Video and listening activities	<p>Video with Russian subtitles: activities will include reading the Voice of America Russian service’s news program, “News [of the USA] in a Minute,” which publishes daily with Russian subtitles. The news items are familiar and include names of [people well known to Americans, geographical areas, and cognates (Конгресс [Kongress] = Congress).</p> <p>Video and listening activities: Based on textbook audio, incorporate knowledge of formal and informal register to conduct introductory conversations, find out where something/someone is, about how someone is, inquiring who something belongs to, inquiries and statements related to home, weather, homestays in Russia, city coordinates such as addresses and transportation, university study in Russia, apartment life, and other topics. Aspects of these topics will be expanded on through the use of authentic materials and adaptation of textbook materials to address 1) students’ own settings and 2) analogous settings in Moscow (e.g., university study is offered at an actual Russian university, what is offered at SMC, etc. A balance will be sought between correct language use, comprehension of material, and finding relevant information.</p>	35%

2. Organization of Content

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

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

Russian 1 will cover the first four chapters of Mezhdunami [between us], an OER. The textbook's focus is on conversation, grammar, Russian life, and cultural norms in conversation. The textbook has a full component of audio and exercises. Other materials provided by the instructor include cartoons, news items such as headlines and photos, videos, and geography in Russian, all with supporting explanatory 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.

% of Grade	Activity Description	Assessment Method
20%	Final examination	The cumulative final exam will assess: reading, listening comprehension, writing, and speaking via voice recording. In addition to the skills-based nature of the final, the exam will also test students' ability to communicate in an authentic target-language setting.
10%	self-correcting quizzes	Students will take 9 self-correcting quizzes, created on the course management system
25%	quizzes	Students will take 5 quizzes, created on the course management system, to assess their knowledge of chapter content: (format: multiple choice, fill in the blanks, short answer, etc.)
10%	Written activities	Students will participate in writing exercises by answering prompts for homework on the course management system and will collaborate with classmates on chat, google docs, and other platforms
10%	project	Students will present on a topic relevant to the Russian-speaking world. Sample topics will include: geography in Russian, theater and concert offerings in Russia, political or cultural figures, food, economic vocabulary, and other aspects of Russian-speaking life.
15%	homework	This grade pertains to the mechanical grammar and vocabulary drills activities assigned in the course management system. These activities must be completed weekly.
10%	participation	This portion of the grade is for active participation in the classroom via chat, volunteering to speak, asking questions, completing questionnaires in class, and filling out exit cards.

4. Instructor's Technical Qualifications

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

The instructor must be knowledgeable of the features offered by the course management system in place.

- ConferNow to give lessons and 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 CMS chat feature to communicate w/ students outside of class
- Canvas to assign homework and upload additional materials
- Create announcements
- Canvas Gradebook system
- Create assignments requiring online submissions.
- Add VoiceThread activities
- offer support to students in case of technical difficulties
- ability to type and conduct internet searches in Russian

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.)

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

6. Accessibility Requirements

Accessibility Requirements include images and the use of descriptive alternative text; 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 "Pages" section of Canvas to the:
Student Help Desk from the course management system,
Help section for Students Disabilities Resource Department,
Contact information and a copy of the Center for Students with Disabilities Handbook.

All the videos shown in class and hosted on the course management system and all other instructional multimedia will be captioned following current guidelines established by the Center for Students with Learning Disabilities.

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

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

7. Representative Online Lesson or Activity

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

Russian 1:

Objective:

To show beginning students that they can find information in Russian.

1. sign up on google doc to google a Russian contemporary or historical figure or a cultural landmark or food item. paste the term signed up for into a search engine, find the Russian Wikipedia entry, screenshot the image, copy and paste relevant information (full name, birth and death dates, etc.), produce in a google or word doc.
2. Look up the temperature in a particular city in the world in Russian. present the name of the city and the temperature in centigrade.
3. Go to a news site or that site's Instagram page in Russian and find a headline; present it with the image given and a citation in word or googledocs, and provide glosses (create gloss list or google slides with images), and read the headline out loud. combine w/ other students' headlines, weather reports, etc. over time combine w/ Today in History in Russian.

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.

SPAN 3 Distance Education Application – Modified

Delivery Method

- 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.]

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.

Students will interact with the instructor via synchronous weekly meetings and/or during scheduled times to proctor quizzes and exams as well as asynchronously, via recorded video lessons. The instructor will provide frequent individual feedback to student work: written activities in the discussion forums, oral and listening practice assignments. 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 in the course management system and email.

1b. Student - Student Interaction:

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

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

Student-student interaction will happen frequently throughout each week. Students will interact with each other via written assignments in the asynchronous discussion forum threads where they have to create an original post based on each unit's main cultural focus and at the same time applying the grammar structure covered in the unit. Students will be asked to respond to their classmates' original posts both in writing and speaking. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.

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 type “chat” room created in the format of a discussion forum in the COURSE MANAGEMENT SYSTEM, where they can ask questions and share resources relevant to the class content.

1c. Student - Content Interaction:

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

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

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

Students will need to complete a variety of activities from the online assignments from OER textbooks and those created by the instructor. The student will watch a variety of videos dedicated to tutorials on grammar, vocabulary, and culture-specific to each unit, followed by activities to assess their comprehension of each topic.

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

To ensure individualized learning, the instructor will assign activities that require individual grading and feedback.

1d. Distance Ed-Interactions

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

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

- Chat Rooms
- Discussion Boards
- Study and/or Review Sessions
- Online Lecture
- Videos
- Discussion
- Exams
- Written Assignments
- Peer Feedback
- Threaded Discussions
- Phone calls for pair work and practice interviews.

Interactive Activity	Brief description	% Online Course Hours
Threaded Discussions	Example of a student-student interaction through an assignment (writing activity): Introductions (first two weeks): -¿Cómo te llamas? Describe tu personalidad, tus gustos y pasatiempos. -¿Qué estudias en SMC? ¿Qué carrera piensas seguir o qué carrera has estudiado? -Comparte una foto tuya o una foto de un lugar especial que visitaste este verano. Explica por qué esa foto o lugar es especial. -Después de agregar tu texto y foto, espera dos días y busca un mínimo de dos compañeros con quien compartas algo en común. Escríbele, preséntate y comenta.	30%
Speaking activities	There will be 2 types of speaking activities: individual and in pairs. An individual assignment: select a Hispanic painter and a painting. Describe the biography of the painter in the preterite and imperfect tenses; then, describe the painting in the present and present progressive tenses. The student will record the 5-minute presentation and provide a Google slide or Word document with the picture and the text. Pair work: Students will work in Zoom breakouts or on the phone with an information-gap activity. Once they have practiced a few times, they will record it and shared on the course management system.	35%
Video and listening activities	Listening Comprehension activities include listening to radio programs or podcasts and/or watching culturally relevant and original videos about each chapter's cultural focus. The instructor will give individual feedback to the student and grade the assignment based on effort rather than focusing on accuracy. An example assignment: Watch the videos from Acceso OER textbook and complete the listening comprehension exercises and answer questions to be submitted to the course management system.	35%

2. Organization of Content

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

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

Spanish 3 covers content from the first 5 chapters of Acceso, the University of Kansas Collaborative Digital Spanish Project. The content are divided into chapters, each with its own cultural focus. Other supplemental materials come from OER from Colby College; and *Spanish Grammar Manual* by Enrique Yepes, and *Entrada Libre* by Moon et al. found in LibreTexts.

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
20%	Final examination	The cumulative final exam will assess three language acquisition competencies: reading and listening comprehension and writing. Each section of the exam will test the student's ability to communicate effectively in a real-world situation with the target language culture.
25%	6 chapter examinations	There will be 6 quizzes to assess the students' mastery of the content of each chapter. (format: multiple choice, fill in the blanks, short answer, etc.) created on the course management system.
10%	Written activities	Students will participate in threaded discussion forums, answering prompts for homework on the course management system, collaborate with peers on Pages or Google docs, etc. to assess their writing skills frequently throughout the semester
15%	Final project	Students will select a topic related to the Hispanic world. Possible topics are art and architecture, gastronomy, the economy or social justice. They will record a 5-min presentation in week 15 and submit a written report in Spanish, which must have been reviewed and proofread by peers and/or tutors. The report must contain a bibliography.
5%	Independent study	Students will complete 8 hours of independent study that can be fulfilled by: attending cultural events on and off campus, conducting research on a topic of their interest, attending tutoring sessions by the Modern Languages Tutoring Center. This independent study addresses differentiated teaching. Students will submit a report indicating the dates, hours and the activity and a description of what was learned and how it connects to the class content.
15%	homework	This grade pertains to the mechanical grammar and vocabulary drills activities assigned in the course management system. These activities must be completed weekly.
10%	participation	This grade pertains to the active participation in the classroom via chat, volunteering to speak, completing questionnaires in class, and filling out exit cards once or twice a week.

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 course 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 CMS to communicate with students • Create weekly modules and pages to organize course content • Create announcements and discussion forums • Learning Management System Gradebook knowledge to manage students' grades • Create assignments requiring online submissions.

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

5. Student Support Services

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

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

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

6. Accessibility Requirements

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

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

The course will be designed to consider students with disabilities.

The instructor will provide links in their syllabus to the:
Student Help Desk from the course management system,
Help section for Students Disabilities Resource Department,
Contact information and a copy of the Center for Students with Disabilities Handbook.

All the videos shown in class and hosted on the course management system and all other instructional multimedia will be captioned following current guidelines established by the Center for Students with Learning Disabilities.

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

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

7. Representative Online Lesson or Activity

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

Objective: To make an oral and written presentation on a Hispanic painter and use the past tenses to describe the artist's biography, and the present and present progressive tense to describe the art work.

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

The students will select a painter and a work of art. They will conduct research about the painters and the artistic movement they belong to and select some career highlights. Then, they will conduct a description of the painting and whenever possible, connecting the content of the painting to sociohistorical events when the work was created. The students will submit a written report in Spanish that contains at least three bibliographical references. The report can be written on a Google doc or Word. The picture of the painting must be included in the paper.

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.

EMERITUS DE ADDENDA SUBMISSIONS

Submitted by: Lisa Adams

ART

ART E16

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.

The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course material. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the

instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

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 interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student to student interactions outside this class are completely optional, as they not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course 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.

Since Emeritus is a noncredit program for Older Adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion, to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the 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]

60% - Content Delivery - Through Lecture mostly, or guest speakers/performances.
35% - Students will engage in making art, per instructor's guidance, inclusive of critiquing of each other's work.
5% - Class Discussion and Q/A

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.*

Course content for emergency DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

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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There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.

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 have completed training offered by the Campus DE folks or Emeritus directly on how to use Zoom or Canvas. Emeritus has provided support to instructors as they set up their Zoom classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

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.)

There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

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.

Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

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.

Most Emeritus classes will be fully synchronous and on Zoom during Emergency DE. The format of the traditional instructional activities that take place during regular in-person instruction will be essentially the same during the Emergency DE modality. When a class is asynchronous, the instructor can select from available learning management systems, and there will be space for students to comment in response to each other's posts in the threaded discussion board. A typical activity in this class would be lecture from the instructor, a model in various poses or still life, with a demo of a technique, followed by time spent with all students and the instructor offering critiques of each other's work.

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.

EMERITUS DE ADDENDA SUBMISSIONS

Submitted by: Monona Wali

English and Literature

ENGL E22

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.

The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course material. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the

instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

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 interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student to student interactions outside this class are completely optional, as they are not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course 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.

Since Emeritus is a noncredit program for Older Adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion, to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the 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]

60% - Content Delivery - Through Lecture mostly, or guest speakers/performances.
35% - Students will read and review short stories from various authors.
5% - Class Discussion and Q/A

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.*

Course content for emergency DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

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
There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.		

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 have completed training offered by the Campus DE folks or Emeritus directly on how to use Zoom or Canvas. Emeritus has provided support to instructors as they set up their Zoom classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

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.)

There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

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.

Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

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.

Most Emeritus classes will be fully synchronous and on Zoom during Emergency DE. The format of the traditional instructional activities that take place during regular in-person instruction will be essentially the same during the Emergency DE modality. When a class is asynchronous, the

instructor can select from available learning management systems, and there will be space for students to comment in response to each other's posts in the threaded discussion board. A typical activity in this class would be lecture from the instructor about the primary literary work being covered, with ancillary materials also included in the discussion.

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.

EMERITUS DE ADDENDA SUBMISSIONS

Submitted by: Karen A Huner

Health

HEALTH E21

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

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instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

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 interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student to student interactions outside this class are completely optional, as they not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course 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.

Since Emeritus is a noncredit program for Older Adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion, to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the 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]

60% - Content Delivery - Through Lecture mostly, or guest speakers/performances.
35% - Students will participate in instructor-led demos of the health practices presented.
5% - Class Discussion and Q/A

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.*

Course content for emergency DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

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
There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.		

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 have completed training offered by the Campus DE folks or Emeritus directly on how to use Zoom or Canvas. Emeritus has provided support to instructors as they set up their Zoom classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

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.)

There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

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.

Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

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.

Most Emeritus classes will be fully synchronous and on Zoom during Emergency DE. The format of the traditional instructional activities that take place during regular in-person instruction will be essentially the same during the Emergency DE modality. When a class is asynchronous, the

instructor can select from available learning management systems, and there will be space for students to comment in response to each other's posts in the threaded discussion board. A typical activity in this class would be lecture from the instructor about the primary literary work being covered, with ancillary materials also included in the discussion.

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.

EMERITUS DE ADDENDA SUBMISSIONS

Submitted by: Paul Willis Terry, Jr

Music

MUSIC E02

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.

The instructor will email information to registered and wait-listed students via mProfessor, at least forty-eight hours prior to the first class meeting. Email will include information on how to access the class and course materials, and any steps students should take to have the best learning experience possible. During remote class (at the beginning, and then periodically as new students enroll), the instructor will provide students with more detailed information on class content, mode(s) of instruction, and set general expectations for that term. Throughout the course, the instructor will provide ongoing group and individual feedback, comments, and suggestions to assist students in mastering course material. The instructor will utilize class meetings, email, and other virtual communication tools available (i.e. Canvas, Zoom, etc.), as appropriate, to send reminders and updates, encourage discussion, and respond to student inquiries. For an asynchronous offering of this class, the

instructor will post initial prompts and responses to students' individual posts on the threaded discussion board (via available Learning Management Systems), and otherwise engage in asynchronous learning management systems delivery of course content.

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 interactions during class time will be through instructor-guided discussion. In addition, breakout rooms may be provided in order for students to have small group discussions. Student to student interactions outside this class are completely optional, as they not required by the curriculum. Students are free to communicate with each other via email or phone if questions arise or for social interaction to amplify the classroom community. For an asynchronous offering of this class, student-to-student interaction will take place via the available learning management systems. The instructor will post initial prompts and responses to students' individual posts on the threaded discussion board, and otherwise engage in asynchronous learning management systems delivery of course 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.

Since Emeritus is a noncredit program for Older Adults, there are no graded assignments for Emeritus classes. Because classes do not have prerequisites, student skill levels can vary greatly. Course material is delivered through a variety of means, ranging from lecture and discussion, to instructor provided text, links, videos or images, as-needed. Students interact with content during class time, and in doing their own preparation before class. For an asynchronous offering of this class, the instructor will post content on the learning management system that is in use for the 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]

40% - Content Delivery - Through Lecture and professor demonstration of technique.
55% - Students will demonstrate their proficiency in playing the designated instrument.
5% - Class Discussion and Q/A

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.*

Course content for emergency DE delivery will be very much the same as when delivered in person, especially for synchronous instruction. Course content will be organized into modules for remote delivery of instruction. For asynchronous instruction, the instructor will adapt each module as necessary to fit their instructional modality of choice.

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
There are no grades for Emeritus classes, as it is a noncredit program. Thus, there are no assignments.		

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 have completed training offered by the Campus DE folks or Emeritus directly on how to use Zoom or Canvas. Emeritus has provided support to instructors as they set up their Zoom classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus, as well as how to connect students to their own technical help, including the Chrome Book loaner program.

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.)

There are a variety of support services available to Emeritus students, many through the Emeritus department website (www.smc.edu/Emeritus) or on the main www.smc.edu site, as well as referrals to Campus Police, Center for Students with Disabilities, Campus Health, Student IT Help, the Chromebook loaner program, and more.

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.

Instructors have been directed to include captions for any videos shared. Likewise, they will comply with other accessibility guidelines for content shared such as videos, photos, alternative text and headings. Emeritus instructors are used to accommodating accessibility concerns proactively as well as those raised by students.

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.

Most Emeritus classes will be fully synchronous and on Zoom during Emergency DE. The format of the traditional instructional activities that take place during regular in-person instruction will be essentially the same during the Emergency DE modality. When a class is asynchronous, the

instructor can select from available learning management systems, and there will be space for students to comment in response to each other's posts in the threaded discussion board. A typical activity in this class would be a combination of lecture from the instructor and demo of playing music on the particular instrument, followed by students, in turn and synchronously, practicing the musical selection or chords on that instrument.

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.

EMERITUS DE ADDENDA SUBMISSIONS

Submitted by: Dyonne Woolen

Computers/Photo

OCC E01

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

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

60% - Content Delivery - Through Lecture mostly, or guest speakers/performances.
35% - Students will practice the computer skills presented by the instructor through the completion of specified tasks.
5% - Class Discussion and Q/A

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.*

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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

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<input checked="" type="checkbox"/>	Adequate technology resources exist to support this course/section
<input checked="" type="checkbox"/>	Library resources are accessible to students
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<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.