SANTA MONICA COLLEGE
ACADEMIC
SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda
Wednesday, November 18, 2020, 3:00 p.m.
Zoom Meeting:
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94820651000

Or iPhone one-tap (US Toll): +16699006833,94820651000# or +12532158782,94820651000#

Or Telephone:
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
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+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
Meeting ID: 948 2065 1000
International numbers available: https://cccconfer.zoom.us/u/aAUtb1ECt

Or Skype for Business (Lync):
SIP:94820651000@lync.zoom.us

Members:

Dana Nasser, *Chair*	Aurélie Chevant-Aksoy	Emin Menachekanian	Briana Simmons
Jason Beardsley, *Vice Chair*	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

V. Chair's Report

VI. Information Items

   1.   Redesign of the Student Experience

(Non-Substantial Changes)
     1. ENGL 34 Afro-American Literature
     2. ENGL 59 Lesbian and Gay Literature
     3. FASHN 19 Fashion Marketing
     4. KIN PE 10C Advanced Fitness Lab
     5. SOCIOL 32 Asian Americans In Contemporary Society

(Consent Agenda: Courses to be Submitted and Cross-Listed for New CSUGE Area F)

SMC Course	Cross-Listed Name
6. AHIS 71	ETH ST 71
7. AHIS 72	ETH ST 72
8. BUS 51	ETH ST 51
9. COM ST 20	ETH ST 20
10. COM ST 37	ETH ST 37
11. DANCE 2	ETH ST 2
12. ENGL 10	ETH ST 11
13. ENGL 34	ETH ST 34
14. ENGL 41	ETH ST 44
15. ENGL 53	ETH ST 53
16. ENGL 54	ETH ST 54
17. ENGL 9	ETH ST 9
18. FILM 7	ETH ST 7
19. HIST 10	ETH ST 10
20. HIST 16	ETH ST 16
21. HIST 41	ETH ST 41
22. HIST 42	ETH ST 42
23. HIST 43	ETH ST 43
24. HIST 62	ETH ST 62
25. MEDIA 10	ETH ST 12
26. MUSIC 31	ETH ST 35
27. MUSIC 36	ETH ST 36
28. MUSIC 37	ETH ST 38
29. NUTR 7	ETH ST 8
30. POL SC 21	ETH ST 21
31. SOCIOL 30	ETH ST 30
32. SOCIOL 31	ETH ST 31
33. SOCIOL 32	ETH ST 32
34. SOCIOL 34	ETH ST 39

VII. Action Items

(Courses: New)
a.   BUS 7B Sustainability Reporting 12

(Courses: Substantial Changes)
All substantial changes effective Fall 2021
b.   DANCE 14 Beginning Jazz 18
     • Changed: Hours and Units (from 3 lab hours, 1 unit to 1 lecture hour/3 lab hours, 2 units), Course Name (was "Beginning Modern Jazz Dance") Course Description, SLOs, Course Objectives,

Course Content, Lab Content, Methods of Evaluation, Assignments

VIII. New Business
- Credit for Prior Learning – Guest Speaker: Howard Stahl
- AR 4350 In-Residence Course Requirement.. 133

IX. Old Business
- AB 1460: CSU new General Education requirement and cross listing courses to submit to the CSU for inclusion in the pattern

X.   Adjournment

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

![Santa Monica College Academic Senate logo]

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1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes
Wednesday, November 4, 2020, 3:00 p.m.
Zoom Meeting

Members Present:

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

Members Absent:

Jennifer Merlic	Lydia Strong	Kelsey Molle (A.S.)

Others Present:

Lisa Adams	Karen Huner	Josh Sanseri	Paul Terry
Meghanrose Beckman	Colleen McGraw	Salvador Santana	Sal Veas
Roxanne Messina Captor	Walter Meyer	Christine Schultz	Monona Wali
Rachel Demski	Sharyn Obsatz	Redelia Shaw	Eric J. Williams
Gail Fetzer	Roberto Rodriguez		

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

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

I. Call to Order and Approval of Agenda
The meeting was called to order at 3:01 pm. Motion to approve the agenda with revisions to remove POL SC 94 (VII. vv.) and move NURSNG 6 (VII. mm.) from Emergency DE to Fully Online/Hyrbid.
Motion made by: Sasha King; **Seconded by:** Audra Wells
The motion passed unanimously. *(Aurélie Chevant-Aksoy, Esau Tovar not present for vote)*

II. Public Comments
None

III. Announcements
None

IV. Approval of Minutes
Motion to approve the minutes of October 28 with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Sheila Cordova
The motion passed unanimously. *(Aurélie Chevant-Aksoy, Esau Tovar not present for vote)*

V. Chair's Report
The Chair announced that we have two meetings left: November 18 and December 2. We can expect that these meetings will be full as we are reviewing the DE proposal for the courses that will be offered for the

first time in spring, Credit for Prior Learning item, CSUGE requirement change, among other curriculum items that require our attention this semester.   Some curriculum items that are not urgent may be delayed.

VI. Information Items

1.   Redesign of the Student Experience
      No updates

(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)
c.   ART 40B Sculpture II
d.   ART 40C Sculpture III
e.   ART 41B Figure Modeling Sculpture II
f.   ART 60 Introduction To Printmaking
      Motion to approve distance education for ART 17A (VII. a.), ART 30B (VII. b.), ART 40B (VII. c.), ART 40C (VII. d.),ART 41B (VII. e.), and ART 60 (VII. f.) as a block with no revisions.
      Motion made by: Susan Caggiano; **Seconded by:** Briana Simmons
      The motion passed unanimously.

g.   BUS 76 Human Resources Management (Representative DE Application)
h.   BUS 901 Introduction to Business - Basic (Representative DE Application)
i.   BUS 902 Introduction to Business Mindset
j.   BUS 911 Customer Service Level 1 (Representative DE Application)
k.   BUS 912 Customer Service Level 2
      Motion to approve distance education for BUS 76 (VII. g.), BUS 901 (VII. h.), BUS 902 (VII. i.), BUS 911 (VII. j.), BUS 912 (VII. k.) as a block with no revisions.
      Motion made by: Sharlene Joachim; **Seconded by:** Estela Narrie
      The motion passed unanimously.

l.   DANCE 6 20th and 21st Century Dance History (Representative DE Application)
      Motion to approve distance education for DANCE 6 with no revisions.
      Motion made by: Audra Wells; **Seconded by:** Aurélie Chevant-Aksoy
      The motion passed unanimously.

m.   HEALTH 61 Medical Terminology
      Motion to approve distance education (fully online and hybrid) for HEALTH 61 (VII. m.), NURSNG 4 (VII. t.), NURSNG 6 (VII. mm.), NURSNG 6L (VII. u.), and NURSNG 8 (VII. v.) as a block with no revisions.
      Motion made by: Jason Beardsley; **Seconded by:** Audra Wells
      The motion passed unanimously.

n.   HIST 22 History of the Middle East (Representative DE Application)
      Motion to approve distance education for HIST 22 with revision to remove language of "received the appropriate certification" under question 4. Instructor's Technical Qualifications.
      Motion made by: Briana Simmons; **Seconded by:** Jason Beardsley
      The motion passed unanimously.

o.   JOURN 2 Intermediate Newswriting and Reporting (Representative DE Application)
      Motion to approve distance education for JOURN 2 with no revisions.

Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano
The motion passed unanimously.

p. **MEDIA 11 Introduction To Broadcasting (Representative DE Application)**
q. MEDIA 12 Broadcasting Programming and Management
Motion to approve distance education for MEDIA 11 (VII. p.) and MEDIA 12 (VII. q.) as a block with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

r. MEDIA 21 Short-Form Visual Media Production
Motion to approve distance education for MEDIA 21 with no revisions.
Motion made by: Briana Simmons; **Seconded by:** Sheila Cordova
The motion passed unanimously.

s. MEDIA 46 Television Production
Motion to approve distance education for MEDIA 46 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Sheila Cordova
The motion passed unanimously.

t. NURSNG 4 Mental Health Nursing Concepts
u. NURSNG 6L Maternal Newborn Nursing Concepts Lab
v. NURSNG 8 Adult Health Nursing Concepts 3
NURSNG 4 (VII. t.), NURSNG 6L (VII. u.), and NURSNG 8 (VII. v.) passed as a block with HEALTH 61 (VII. m.)

w. **PHOTO 42 Advanced Photoshop (Representative DE Application)**
x. PHOTO 43 Portfolio Development
Motion to approve distance education for PHOTO 42 (VII. w.) and PHOTO 43 (VII. x.) as a block with revision to add "The course content is organized into weekly modules" to question 2. Organization of Content for PHOTO 42 and PHOTO 43.
Motion made by: Jason Beardsley; **Seconded by:** Briana Simmons
The motion passed unanimously.

y. **PRO CR 11 Introduction To Sports Injuries (Representative DE Application)**
Motion to approve distance education for PRO CR 11 with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

z. **RES TH 1 Introduction to Respiratory Therapy (Representative DE Application)**
aa. RES TH 60 Respiratory Physiology
Motion to approve distance education for RES TH 1 (VII. z.) and RES TH 60 (VII. aa.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously.

(Courses: Approved for Online Delivery in Emergency Contexts Only)
bb. **ASL 2 American Sign Language 2 (Representative DE Application)**
Motion to approve distance education for ASL 2 (VII. bb.), RUSS 1 (VII. ww.), SPAN 3 (VII. xx.), SPAN 12 (VII. yy,), and SPAN 31A (VII. zz.) as a block with revision to add 5% to ASL 2 to Assessments (pending instructor confirmation for specific assessment to add additional 5%) and addition of Glide App familiarity to instructor technical qualifications.
Motion made by: Estela Narrie; **Seconded by:** Susan Caggiano
The motion passed unanimously.

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)

ee. HEALTH 904 Kinesiology for a Rehabilitation Therapy Aide
Motion to approve distance education for HEALTH 900 (VII. cc.), HEALTH 902 (VII. dd.), and HEALTH 904 (VII. ee.) as a block with no revisions.
Motion made by: Esau Tovar; **Seconded by:** Scott Silverman
The motion passed unanimously.

ff. **MATH 8 Calculus 2 (Representative DE Application)**
gg. MATH 11 Multivariable Calculus
Motion to approve distance education for MATH 8 (VII. ff.) and MATH 11 (VII. gg.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Esau Tovar
The motion passed unanimously.

hh. **NURSNG 3 Adult Health Nursing Concepts 1 (Representative DE Application)**
ii. **NURSNG 3L Adult Health Nursing Concepts 1 Lab (Representative DE Application)**
jj. NURSNG 4L Mental Health Concepts Lab
kk. NURSNG 5 Physical Fitness and Foods
ll. NURSING 5L Adult Health Nursing Concepts 2 Lab
Passed as a block (motion details listed below NURSNG 900, VII. tt.)

mm. NURSING 6 Maternal Newborn Nursing Concepts
Passed as a block with HEALTH 61 (VII. m.) as fully online/hybrid.

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
ss. NURSNG 36 Calculations in Drugs and Solutions
tt. NURSNG 900 Supervised Tutoring
Motion to approve distance education for NURSNG 3 (VII. hh.), NURSNG 3L (VII. ii.), NURSNG 4L (VII. jj.), NURSNG 5 (VII. kk.), NURSING 5L (VII. ll.), NURSNG 7 (VII. nn.), NURSNG 7L (VII. oo.), NURSNG 8L (VII. pp.), NURSING 9 (VII. qq.), NURSNG 9L (VII. rr.), NURSNG 36 (VII. ss.), and NURSNG 900 (VII. tt.) as a block with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Audra Wells
The motion passed unanimously.

uu. **NUTR 8 Principles of Food with Lab (Representative DE Application)**
Motion to approve distance education for NUTR 8 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.

vv. POL SC 95 Experiential Learning
Passed as a block with 88A/B/C, 90A/B/C (VII. fff.)

ww. **RUSS 1 Elementary Russian I (Representative DE Application)**
Passed as a block with ASL 2 (VII. bb)

xx. **SPAN 3 Intermediate Spanish I (Representative DE Application)**
yy. SPAN 12 Spanish for Native Speakers 2
zz. SPAN 31A Practical Spanish
Passed as a block with ASL 2 (VII. bb)

aaa. **Various Disciplines 88A Independent Studies (Representative DE Application)**
bbb. Various Disciplines 88B Independent Studies
ccc. Various Disciplines 88C Independent Studies

ddd. Various Disciplines 90A Internship (Representative DE Application)
eee. Various Disciplines 90B Internship
fff.   Various Disciplines 90C Internship

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.

Motion to approve distance education for Various Disciplines current, and future, for course numbers: 88A, 88B, 88C, 90A, 90B, 90C, POL SC 95 (VII. vv.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Briana Simmons
The motion passed unanimously.

ggg.   EMERITUS ART E00 Survey of Art
hhh.   EMERITUS ART E06 Artistic Expression through Gardening
iii.   EMERITUS ART E15 Drawing
jjj.   EMERITUS ART E16 Life Drawing Studio (Representative DE Application)
kkk.   EMERITUS ART E19 Painting
lll.   EMERITUS ART E20 Drawing and Painting
mmm. EMERITUS ART E21 Painting/Drawing, Oil and Acrylic
nnn.   EMERITUS ART E22 Watercolor
ooo.   EMERITUS ART E24 Calligraphy II
ppp.   EMERITUS ART E30 Watercolor Studio
qqq.   EMERITUS ART E55 Sculpture
rrr.   EMERITUS ART E80 Jewelry Making
sss.   EMERITUS BILING E01 Literature in Spanish
ttt.   EMERITUS BILING E02 French Literature
uuu.   EMERITUS BILING E03 Literature from Around the World
vvv.   EMERITUS CT E00 The Fix-It Class - Repair Almost Anything
www. EMERITUS ENGL E20 Literature: The Novel
xxx.   EMERITUS ENGL E22 Short Story (Representative DE Application)
yyy.   EMERITUS ENGL E23 Shakespeare
zzz.   EMERITUS ENGL E24 Bible as Literature
aaaa.   EMERITUS ENGL E25 Literature: The American Novel
bbbb.   EMERITUS ENGL E27 Poetry and Fiction
cccc.   EMERITUS ENGL E29 Greek Literature
dddd.   EMERITUS ENGL E30 Creative Writing
eeee.   EMERITUS ENGL E33 Autobiography
ffff.   EMERITUS ENGL E34 Writing for Publication
gggg.   EMERITUS ENGL E37 Writing Seminar
hhhh. **EMERITUS HEALTH E21 Yoga Health and Safety Principles and Practices for Older Adults (Representative DE Application)**
iiii.   EMERITUS HEALTH E22 Chi Gong Principles and Practices for Older Adults
jjjj.   EMERITUS HEALTH E23 T'ai Chi Principles and Practices for Older Adults
kkkk.   EMERITUS HEALTH E24 Physical Fitness Principles and Practices for Older Adults
llll.   EMERITUS HEALTH E25 Strength and Stamina Training Principles and Practices for Older Adults
mmmm.   EMERITUS HEALTH E30 Personal Safety - Fall Prevention
nnnn. EMERITUS HEALTH E34 Stress Reduction for Older Adults
oooo. EMERITUS HEALTH E38 Joint Health and Mobility For Older Adults
pppp. EMERITUS HEALTH E63 Body Conditioning After a Stroke
qqqq. EMERITUS HEALTH E80 Introduction to SMC Fitness Center
rrrr.   EMERITUS HME EC E01 Sewing Lab
ssss. EMERITUS HME EC E52 Restaurant Critic - Dining Wisely: Healthy Eating Choices for Older Adults
tttt.   EMERITUS HME EC E71 Needlecrafts II
uuuu. EMERITUS HUMDEV E06 Enjoy Life - Understanding Our Mind, Body, and Brain for Senior Adults
vvvv.   EMERITUS HUMDEV E15 Theater - History of Comedy
wwww. EMERITUS HUMDEV E17 Senior Seminar - Luisa R.G. Kot Concert Series
xxxx.   EMERITUS HUMDEV E22 Senior Seminar: Through a Jewish Lens - Art, Culture & Entertainment

yyyy.   EMERITUS HUMDEV E24 Bereavement Support
zzzz.   EMERITUS HUMDEV E25 Dealing with Hearing Impairment
aaaaa. EMERITUS HUMDEV E27 Exercising the Brain
bbbbb. EMERITUS HUMDEV E28 Communication After a Stroke (Computer Based)
ccccc. EMERITUS HUMDEV E50 Communication After a Stroke
ddddd. EMERITUS MUSIC E00 Concert Band
eeeee. EMERITUS MUSIC E02 Guitar for Older Adults (Representative DE Application)
fffff.   EMERITUS MUSIC E03 "The Merits" - Vocal Ensemble
ggggg. EMERITUS MUSIC E04 Voice Training
hhhhh. EMERITUS MUSIC E06 Gospel Community Chorus
iiiii.   EMERITUS MUSIC E10 Spanish Folk Singing
jjjjj.   EMERITUS MUSIC E30 Opera Appreciation
kkkkk. EMERITUS MUSIC E32 Music Appreciation
lllll.   EMERITUS MUSIC E34 Lyric Chorus
mmmmm. EMERITUS MUSIC E51 Piano and Music Theory for Older Adults
nnnnn. EMERITUS OCC E00 Basic Computer Training
ooooo.   EMERITUS OCC E01 Word Processing (Representative DE Application)
ppppp. EMERITUS OCC E10 Using Data Files
qqqqq. EMERITUS OCC E20 Using the Internet Safely
rrrrr.   EMERITUS PHOTO E00 Digital Photography I
sssss. EMERITUS PHOTO E10 Digital Photography II
ttttt.   EMERITUS POL SC E00 Current Events
uuuuu. EMERITUS PSYCH E33 Living as a Single Person
vvvvv.   EMERITUS TH ART E01 Principles of Acting
wwwww.   EMERITUS TH ART E02 Theater Arts Appreciation
xxxxx. EMERITUS TH ART E05 Reader's Theater
yyyyy. EMERITUS TH ART E30 Dramatic Interpretation Through Movies

Motion to approve distance education for EMERITUS ART E00 (VII. hhh.), EMERITUS ART E06 (VII. iii.), EMERITUS ART E15 (VII. jjj.), EMERITUS ART E16 (VII. kkk.), EMERITUS ART E19 (VII. lll.), EMERITUS ART E20 (VII. mmm.), EMERITUS ART E21 (VII. nnn.), EMERITUS ART E22 (VII. ooo.), EMERITUS ART E24 (VII. ppp.), EMERITUS ART E30 (VII. qqq.), EMERITUS ART E55 (VII. rrr.), EMERITUS ART E80 (VII. sss.), EMERITUS BILING E01 (VII. ttt.), EMERITUS BILING E02 (VII. uuu.), EMERITUS BILING E03 (VII. vvv.), EMERITUS CT E00 (VII. www.), EMERITUS ENGL E20 (VII. xxx.), EMERITUS ENGL E22 (VII. yyy.), EMERITUS ENGL E23 (VII. zzz.), EMERITUS ENGL E24 (VII. aaaa.), EMERITUS ENGL E25 (VII. bbbb.), EMERITUS ENGL E27 (VII. cccc.), EMERITUS ENGL E29 (VII. dddd.), EMERITUS ENGL E30 (VII. eeee.), EMERITUS ENGL E33 (VII. ffff.), EMERITUS ENGL E34 (VII. gggg.), EMERITUS ENGL E37 (VII. hhhh.), EMERITUS HEALTH E21 (VII. iiii.), EMERITUS HEALTH E22 (VII. jjjj.), EMERITUS HEALTH E23 (VII. kkkk.), EMERITUS HEALTH E24 (VII. llll.), EMERITUS HEALTH E25 (VII. mmmm.), EMERITUS HEALTH E30 (VII. nnnn.), EMERITUS HEALTH E34 (VII. oooo.), EMERITUS HEALTH E38 (VII. pppp.), EMERITUS HEALTH E63 (VII. qqqq.), EMERITUS HEALTH E80 (VII. rrrr.), EMERITUS HME EC E01 (VII. ssss.), EMERITUS HME EC E52 (VII. tttt.), EMERITUS HME EC E71 (VII. uuuu.), EMERITUS HUMDEV E06 (VII. vvvv.), EMERITUS HUMDEV E15 (VII. wwww.), EMERITUS HUMDEV E17 (VII. xxxx.), EMERITUS HUMDEV E22 (VII. yyyy.), EMERITUS HUMDEV E24 (VII. zzzz.), EMERITUS HUMDEV E25 (VII. aaaaa.), EMERITUS HUMDEV E27 (VII. bbbbb.), EMERITUS HUMDEV E28 (VII. ccccc.), EMERITUS HUMDEV E50 (VII. ddddd.), EMERITUS MUSIC E00 (VII. eeeee.), EMERITUS MUSIC E02 (VII. fffff.), EMERITUS MUSIC E03 (VII. ggggg.), EMERITUS MUSIC E04 (VII. hhhhh.), EMERITUS MUSIC E06 (VII. iiiii.), EMERITUS MUSIC E10 (VII. jjjjj.), EMERITUS MUSIC E30 (VII. kkkkk.), EMERITUS MUSIC E32 (VII. lllll.), EMERITUS MUSIC E34 (VII. mmmmm.), EMERITUS MUSIC E51 (VII. nnnnn.), EMERITUS OCC E00 (VII. ooooo.), EMERITUS OCC E01 (VII. ppppp.), EMERITUS OCC E10 (VII. qqqqq.), EMERITUS OCC E20 (VII. rrrrr.), EMERITUS PHOTO E00 (VII. sssss.), EMERITUS PHOTO E10 (VII. ttttt.), EMERITUS POL SC E00 (VII. uuuuu.), EMERITUS PSYCH E33 (VII. vvvvv.), EMERITUS TH ART E01 (VII. wwwww.), EMERITUS TH ART E02 (VII. xxxxx.), EMERITUS TH ART E05 (VII. yyyyy.), and EMERITUS TH ART E30 (VII. zzzzz.) as a block with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously.

VIII. New Business
None

IX. Old Business
None

X.   Adjournment
Motion to adjourn the meeting at 4:24 pm.
Motion made by: Susan Caggiano; **Seconded by:** Esau Tovar
The motion passed unanimously.

Santa Monica College
NEW COURSE: BUSINESS 7B, Sustainability Reporting

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

Proposed Start:	Fall 2021
Transferability:	Transfers to CSU
Degree Applicability:	D - Credit - Degree Applicable
Grading Methods:	Letter Grade or P/NP
Repeatable	No
TOP/SAM Code	0501.00 - Business and Commerce, General* / C - Clearly Occupational
Library:	Library has adequate materials to support course
Program Impact:	None
Minimum Qualifications:	Business (Masters Required) Interdisciplinary Studies (Masters Required) Other: Sustainability Leadership Master's degree also appropriate.

Rationale

Sustainability reporting in business is an important part of a company's disclosure obligations to its stakeholders. This course provides an overview of how companies can meet this reporting responsibility. Also, this course is part of a sequence of courses in Sustainable Business.

I.   Catalog Description

This course provides an introduction to the voluntary process of sustainability reporting in business. The Global Reporting Initiative will be highlighted as a key model for a business to build sustainable practices into its operations. Items such as team building, sustainability indicators, tracking and reporting are the areas of concentration. Students will be able to develop a beginning sustainability report for a chosen business.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Environmental Accounting, Sustainability and Accountability, 1, Somnath Debnath, Sage © 2019;
2. Integrated Sustainability Reporting: Linking Environmental and Social Information to Value Creation Processes, Laura Bini and Marco Bellucci, Springer © 2020, ISBN: 978-3030249533;
3. The Sustainable Business Case Book, Ross Gittell, Open Textbook Library Saylor Foundation © 2012, ISBN: 9781453346778;
4. Global Initiative Reporting (GRI) website and text resources: https://www.globalreporting.org/

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Demonstrate awareness of global business inefficiencies and economic and social disparities creating the world's current systems degradation.
2. Create solutions to develop sustainable business and social practices to rejuvenate the world's environmental systems.
3. Evaluate two Sustainability Reports to compare and contrast key Sustainability Initiatives and their related metrics.
4. Develop a first year action plan for sustainability initiatives within an organization.

5. Develop three Sustainability Indicators for each of the three pillars (environmental, social, and economic) that the business organization will track and measure during its first year Sustainability Action Plan.
6. Write the preliminary results of an organization's sustainability initiative into a sustainability report from a global reporting initiatives data base.

IV. Methods of Presentation:
Lecture and Discussion, Projects, Visiting Lecturers, Group Work, Online instructor-provided resources

V. Course Content

% of Course	Topic
20.00%	CERES Organization; Global Initiative Reporting GRI, Corporate Social Responsibility CSR
20.00%	Systems Thinking; Measuring sustainability initiatives and impacts; Choosing Performance Indicators
20.00%	Organizational Change and Development; Immunities to change coaching framework
20.00%	Life Cycle Assessment LCA; Walmart Sustainability Index- Scorecard; Product design, product delivery and promotion (Supply Chain Management)
20.00%	Cap and Trade; Business Ethics; Business cases for sustainability – Best Practices
100.00%	Total

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

Percentage	Evaluation Method
20 %	Exams/Tests
30 %	Final Project
30 %	Group Projects
20 %	Written assignments
100 %	Total

VII. Sample Assignments:
Final Project:
Create a sustainability report for a chosen business.
Written Report:
Select a current topic in sustainability and identify the opportunities for a business to address the issue in their product's design, production, or distribution.

VIII. Student Learning Outcomes
1. Create a sustainability report for a chosen business.
2. Create a sustainability team that builds sustainability goals into a business, including working in a team, choosing indicators and evaluating impacts and reducing internal resistance to change.
3. Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and your personal life

DE Application
1. Course: New: BUS 7B - Sustainability Reporting

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

The 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 case studies and sustainability reporting 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 course is organized according to the major content headings in the syllabus. For example, the first module lays the foundation for studying sustainability reporting in business and introduces students to how companies are adapting to reporting expectations.

1d. Distance Ed-Interactions

Discussion Boards
Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various intellectual property issues.
Percentage of Online Course Hours 20.00

Online Lecture
Students will watch a video on a pertinent sustainability reporting issue such as best practices to achieve GRI standards. They will be asked to take notes on the video 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 35.00

Written assignments
Students will write at least three essay/report assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignment instructions 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 25.00

Peer Feedback
In discussion boards, students share ideas for where to find credible resources for their essays on a sustainability reporting 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 sesion via the review discussion board or in a synchronous environment via Zoom or similar service.
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 for sustainability reporting in business and introduces students to how companies are adapting to reporting expectations.

To provide consistency and insure that the quality of instruction is provided, the following format is provided for each module: learning objectives, PowerPoint summary slides, discussion board assignments, links to relevant articles, videos, and websites.
The remaining modules provide a comprehensive overview of Sustainability in Business concerns (Governance and Leadership, the Circular Economy, Legal policies that impact a business's Environmental, Social and Economic practices.
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% each.
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 35.00
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 25.00
After watching a video, reading class resources, 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.

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
Develop a first year action plan for sustainability initiatives within an organization.

After reviewing the above learning objective, students will view a video that describes business practices that support sustainability. Following the video viewing, students will participate in a discussion where they provide examples of sustainability initiatives in business operations.

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

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

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

Santa Monica College
SUBSTANTIAL CHANGE: DANCE 14, Beginning Jazz

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours	36.00

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

Rationale
We are proposing to increase the hours of Dance 14 Beginning Jazz Dance to two hours per class. Dance 14 is an introductory course to jazz dance and a majority of the students enrolled are first-time or beginning-level dancers. The instructor must take substantial time to explain basic body placement and alignment, muscular engagement and anatomy, and movement principles such as isolations and contractions to maintain a safe and knowledgeable environment. The instructor needs 30-40 minutes to lead a comprehensive warmup that prepares students' bodies fully, stretches them properly, prevents injuries, and cover historical aspects. After warmup and stretching, center floor exercises and progressions—or traveling across the floor exercises—take another 40-45 minutes to accomplish. The instructor must explain and demonstrate these exercises in detail, allow students to try them, observe and give individual students corrections, and then allow students to workshop the material further on their own or in partnerships. After these progressions, the instructor takes the last portion of class to teach simple jazz phrases and combinations to music that challenge students to integrate principles of technique, dynamics, musicality, and performance. The students need time to process the choreography, especially since most are new to picking up and executing dance steps. As it stands currently, the 80-minute class time does not allow for students to progress through a full jazz dance class with enough time to successfully process and perform the material, along with the historical studies. Adding the extra 40 minutes per class would give students more time to absorb the material, receive instructor and peer feedback, and improve their skills at a more consistent rate throughout the semester.

I. Catalog Description
This introductory course will explore the fundamental techniques, styles, kinesiological awareness, and history of jazz dance in America. Attention is placed on basic jazz dance steps and vocabulary, with emphasis on musicality, strength and flexibility, expression, coordination, and an appreciation of jazz dance as an art form. The technique studied investigates the use of rhythm, dynamics, space, and energy while disciplining the body and developing motor skills as a tool for creative self expression. The course introduces choreography retention and improvisation techniques for various jazz dance styles at a beginning level, as well as historical studies on topics surrounding American jazz dance pioneers, codified styles, cultural influences, and current trends.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. All His Jazz: The Life And Death Of Bob Fosse, Martin Gottfried, Da Capo Press © 2003;
2. Anthology of American Jazz Dance , Gus Giordano, Ed., Orion Publishing House © 1978;
3. Jazz Dance: The Story Of American Vernacular Dance, Marshall Stearns and Jean Stearns,, Da Capo Press © 1994;
4. Jazz Dance: A History of the Roots and Branches, Guarina, L. & Oliver, W., University Press of Florida © 2015;

III. Course Objectives
Upon completion of this course, the student will be able to:

1. Describe dance as a performing art and recognize the body as aesthetic form
2. Discuss the historical roots and cultural significance of jazz dance in America
3. Discuss artistic awareness and expression in jazz dance, and distinguish its unique qualities from other dance genres/forms
4. Critically analyze choreographic work through verbal discussion and written critique
5. Identify and explain different jazz styles/genres (i.e. Broadway Jazz, Lyrical Jazz, Street Jazz, etc.) and name some of their important pioneers and present-day choreographers
6. Apply basic Laban Movement Analysis terms and integrate LMA principles into both written and embodied coursework
7. Demonstrate self-expression through choreography and improvisation in jazz styles
8. Apply percussive aspects of jazz music into movement qualities at a beginning level
9. Recognize rhythmic structures in jazz music, and their relationship to movement at a beginning level
10. Demonstrate basic jazz dance technical skills (i.e. isolations, jazz walks, chassés, chaînés, battements, pirouettes, jumps/leaps, slides; dancing with precision, clarity, and emotion by oneself and with others)
11. Memorize jazz dance choreography and start to explore simple composition of phrases at a beginning level
12. Apply concepts of body alignment, structural placement, and injury prevention to all warmup exercises and phrase work at a beginning level
13. Perform visual, auditory, and kinesthetic awareness in jazz dance at a beginning level
14. Develop increased stamina, strength, flexibility, agility, and stylistic and performance versatility

IV. Methods of Presentation:

Other, Other (Specify), Lecture and Discussion, Observation and Demonstration
Other Methods: Guided individual and group experiences, Presentation of audio and visual examples of movement and music expression, Use of handouts, textbooks, reading list, Use of video recording and feedback

V. Course Content

% of Course	Topic
10.00%	Discussion of dance as aesthetic form and elements that distinguish jazz styles from other dance genres
10.00%	The history of jazz dance and its cultural significance in America and abroad, as well as current trends and notable choreographers
10.00%	Anatomy, kinesiology, Laban Movement Analysis, and injury prevention concepts
10.00%	Video/concert observation and critical analysis discussion (verbal and written)
10.00%	Musicality and different styles of music used for jazz dance at a beginning level
20.00%	Jazz technique at a beginning level (i.e. jazz walks, isolations, chassés, chaînés, battements, pirouettes, jumps/leaps, slides)
20.00%	Various jazz dance styles, aesthetics, improvisation, choreography retention, and performance skills at a beginning level
10.00%	Collaborative projects with peers including improvisation exercises and exchange of compositional/choreographic ideas
100.00%	Total

Vb. Lab Content:

% of course	Topic
20.00%	Warm-up, stretching, conditioning, and body alignment exercises
50.00%	Continuing practice of jazz technique at a beginning level
30.00%	Continuing practice of various jazz dance styles and choreographic phrases
100.00%	Total

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

Percentage	Evaluation Method
30 %	Class Participation
20 %	Exams/Tests - Midterm exam: Practical and Written
20 %	Final exam - Final exam: Practical and Written
20 %	Papers - Dance concert reports
10 %	Written assignments - and projects
100 %	Total

VII. Sample Assignments:

Written Assingment:
Research paper (3-6 pages): Pick one artist, prominent figure, or group of people who played a role in developing jazz dance in America before the year 2000. Write about who they are/were, their historical and cultural upbringings, their ideas and contributions, why you specifically chose them, and what their impact on you and/or your community has been. Are there traces of their influence still practiced in jazz dance today? How do their backgrounds, styles, and contributions differ from other prominent jazz dance pioneers?

Video review:
Video review (2-5 pages): Locate a video clip of a performance, musical, audition, or class that contains jazz dance and occurred before the year 2000. Describe the context and content of the video. Discuss technical elements of jazz dance evident in the work (i.e. energetics, dynamics, plié, traveling, angular shapes, staccato movement, sharpness, direct address performance qualities). Who is the choreographer(s) and/or performer(s) and what is their aesthetic and cultural background? What draws you to the video content and what elements can you implement into your own dance and performance practice?

Reflection paper:
Reflection paper (2-4 pages): Identify 3-4 technical and/or stylistic concepts practiced in this course that you found challenging, and 2-4 concepts (regarding the specific course material or overall classroom experience) that you found fulfilling or gratifying. Reflect on your progress in this course over the semester and share your insights. What were areas of growth and potential areas of improvement? How do you plan to apply these learned concepts in the future, in dance practice or otherwise?

Dance Critique:
Students will go to a SMC dance production, Synapse, and write a dance concert report. In the report, students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles and include subjective interpretation of the concert.

VIII. Student Learning Outcomes
1. Describe the historical and cultural roots of jazz dance, and its influence on American culture and international cultures

2. Critically analyze choreographic work and distinguish different styles of jazz dance
3. Identify jazz dance terminology and demonstrate beginning-level jazz dance technique
4. Possess basic knowledge of anatomy, alignment, and injury prevention exercises
5. Understand and employ the use of musicality, improvisation, and dynamic while executing jazz dance combinations at a beginning level
6. Collaborate with peers to exchange technical feedback and compositional ideas
7. Identify individual artistic strengths and aesthetic preferences, and integrate these into both set phrase work and student choreographic projects
8. Develop greater confidence as an artist, creator, and critical thinker

Santa Monica College
SUBSTANTIAL CHANGE: DANCE 15, Intermediate Jazz

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours	36.00

Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DANCE 14 or equivalent experience

Rationale

We are proposing to increase the hours of Dance 15 Intermediate Modern Jazz Dance to two hours per class. Dance 15 is an intermediate-level course that builds upon Dance 14 Beginning Modern Jazz Dance fundamentals and demands more complex coordination, body control, and musicality skills. The instructor must take substantial time to review and correct students' basic body placement and alignment, muscular engagement and anatomy, and movement principles to maintain a safe and knowledgeable environment. The instructor needs 30-40 minutes to lead a comprehensive warm-up that prepares students' bodies fully, stretches them properly, prevents injuries, and also cover historical aspects in depth. The instructor will also explain and demonstrate these exercises in detail, allow students to try them, observe and give individual students corrections, and then allow students to workshop the material further on their own or in partnerships. After these progressions, the instructor takes the last portion of class to teach jazz phrases and combinations that integrate principles of technique, dynamics, musicality, and performance at an intermediate level. The students need time to process the choreography, especially since the rhythms, steps, transitions, and shapes are more complex than Dance 14. As it stands currently, the 80-minute class time does not allow for students to progress through a full jazz dance class with enough time to successfully process and perform the material. Adding the extra 40 minutes per class would give students more time to absorb both historical and movement material, receive instructor and peer feedback, and improve their skills and knowledge at a more consistent rate throughout the semester.

I. Catalog Description

This course is a continuation of Dance 14, building on the intermediate jazz dance techniques, styles, movement vocabulary, kinesiological awareness, and historical knowledge of jazz dance in America. The course introduces new skills and movement variations from various jazz styles. Combinations further explore dance expression in jazz with complex dance sequences, varied musicality, and improvisation. The technique studied investigates the use of rhythm, dynamics, space, and energy while disciplining the body and developing motor skills as a tool for creative self expression at an intermediate level. Historical studies on topics surrounding American jazz dance pioneers, codified styles, cultural influences, and current trends will be included.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Jump Into Jazz, Minda Goodman Krains and Esther Kan, Mayfield Publishing Co. © 2004;
2. All His Jazz: The Life And Death Of Bob Fosse, Martin Gottfried, Da Capo Press © 2003;
3. Jazz Dance: A History of the Roots and Branches, by Lindsay Guarino (Editor), Wendy Oliver (Editor), University Press of Florida; Reprint edition © 2015;
4. Anthology of American Jazz Dance, Gus Giordano, Orion Publishing House © 1978;

III. Course Objectives

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

1. Describe dance as a performing art and recognize the body as aesthetic form
2. Discuss the historical roots and cultural significance of jazz dance in America
3. Discuss artistic awareness and expression in jazz dance, and distinguish its unique qualities from other dance genres/forms
4. Critically analyze choreographic work through verbal discussion and written critique
5. Identify and explain different jazz styles/genres (i.e. Broadway Jazz, Lyrical Jazz, Street Jazz, etc.) and name some of their important pioneers and present-day choreographers
6. Apply Laban Movement Analysis terms and integrate LMA principles into both written and embodied coursework
7. Demonstrate self-expression through choreography and improvisation in jazz styles
8. Apply percussive and intricate aspects of jazz music into movement qualities at an intermediate level
9. Explain rhythmic structures in jazz music, and the shadings and dynamics of phrasing in relation to movement
10. Perform and refine technical skills learned in Dance 14 in more complex combinations
11. Demonstrate intermediate-level jazz dance technical skills (i.e. spotting in multiple pirouettes, off-vertical positions (layouts, hinges), variations on jumps/leaps, piqué turns; dancing with more precision, dynamic, clarity, and emotion by oneself and with others)
12. Memorize and perform intermediate-level jazz choreography and explore composition of phrases
13. Apply proper body alignment, structural placement, kinesiological awareness and injury prevention concepts to all warmup exercises and phrase work
14. Develop increased stamina, strength, flexibility, agility, and stylistic and performance versatility
15. Refine performance and auditioning skills for varied settings and contexts

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Other, Other (Specify)
Other Methods: Guided individual and group experience, Presentation of audio and visual examples of movements and music expression, Use of video recording and feedback, Use of handouts, textbooks, reading list

V. Course Content

% of Course	Topic
10.00%	Discussion of dance as aesthetic form and elements that distinguish jazz styles from other dance genres
10.00%	The history of jazz dance and its cultural significance in America and abroad, as well as current trends and notable choreographers
10.00%	Anatomy, kinesiology, Laban Movement Analysis, and injury prevention concepts
10.00%	Video/concert observation and critical analysis discussion (verbal and written)
10.00%	Musicality and different styles of music used for jazz dance
20.00%	Jazz technique at an intermediate level (i.e. multiple pirouettes, battements, leaps, off-vertical positions, traveling steps)
20.00%	Various jazz dance styles, aesthetics, improvisation, choreography retention, and performance skills at an intermediate level
10.00%	Collaborative projects with peers including improvisation exercises and exchange of compositional/choreographic ideas
100.00%	Total

Vb. Lab Content:

% of course	Topic
20.00%	Warm-up, stretching, conditioning, and body alignment exercises
50.00%	Continuing practice of jazz technique at an intermediate level
30.00%	Continuing practice of various jazz dance styles and choreographic phrases
100.00%	Total

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

Percentage	Evaluation Method
30 %	Class Participation
20 %	Exams/Tests - Midterm Exam: Practical and Written
20 %	Final exam - Final exams: Practical and Written
20 %	Papers - Dance concert reports
10 %	Written assignments
100 %	Total

VII. Sample Assignments:

Research paper:
Research paper (3-6 pages): Pick one artist, prominent figure, or group of people who played a role in developing jazz dance in America before the year 2000. Write about who they are/were, their historical and cultural upbringings, their ideas and contributions, why you specifically chose them, and what their impact on you and/or your community has been. Are there traces of their influence still practiced in jazz dance today? How do their backgrounds, styles, and contributions differ from other prominent jazz dance pioneers?

Video review:
Video review (2-5 pages): Locate a video clip of a performance, musical, audition, or class that contains jazz dance and occurred before the year 2000. Describe the context and content of the video. Discuss technical elements of jazz dance evident in the work (i.e. energetics, dynamics, plié, traveling, angular shapes, staccato movement, sharpness, direct address performance qualities). Who is the choreographer(s) and/or performer(s) and what is their aesthetic and cultural background? What draws you to the video content and what elements can you implement into your own dance and performance practice?

Reflection paper:
Reflection paper (2-4 pages): Identify 3-4 technical and/or stylistic concepts practiced in this course that you found challenging, and 2-4 concepts (regarding the specific course material or overall classroom experience) that you found fulfilling or gratifying. Reflect on your progress in this course over the semester and share your insights. What were areas of growth and potential areas of improvement? How do you plan to apply these learned concepts in the future, in dance practice or otherwise?

Dance Critique:
Students will go to a SMC dance production, Synapse, and write a dance concert report. In the report, students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles and include subjective interpretation of the concert.

VIII. Student Learning Outcomes

1. Discuss the historical and cultural roots of jazz dance, and its influence on American culture and international cultures
2. Critically analyze choreographic work and distinguish different styles of jazz dance
3. Identify jazz dance terminology and demonstrate intermediate-level jazz dance technique
4. Possess basic knowledge of anatomy, alignment, and injury prevention exercises
5. Employ the use of musicality, improvisation, and dynamic while executing jazz dance combinations at an intermediate level
6. Collaborate with peers to exchange technical feedback and compositional ideas
7. Identify individual artistic strengths and aesthetic preferences, and integrate these into both set phrase work and student choreographic projects
8. Develop greater confidence as an artist, creator, and critical thinker

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours	0.00

Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DANCE 15 or equivalent experience

Rationale

We are proposing to increase the hours of Dance 16 Advanced Modern Jazz Dance to two hours per class. Dance 16 is an advance-level course that builds upon Dance 15 Intermediate Modern Jazz Dance and demands deep kinesthetic understanding, body strength and endurance, advanced musicality and performance skills, and the ability to learn choreography quickly and efficiently. The instructor must take substantial time to review and correct students' basic body placement and alignment, muscular engagement and anatomy, and movement principles to maintain a safe and knowledgeable environment. The instructor needs 30-40 minutes to lead a comprehensive warmup that prepares students' bodies fully, stretches them properly, and prevents injuries, and cover historical aspect in depth. The instructor will also explain and demonstrate these exercises in detail, allow students to try them, observe and give individual students corrections, and then allow students to workshop the material further on their own or in partnerships. After these progressions, the instructor takes the last portion of class to teach stylized combinations that integrate principles of technique, dynamics, musicality, and performance at an advanced level. The students need time to process the choreography, especially since the rhythms, steps, transitions, and shapes are more complex than Dance 15. The combinations taught are also longer, more intricate, and more physically demanding than those in Dance 15. Additionally, Dance 16 students are expected to interpret the choreographic material given and perform it with their individual style to various types of music. As it stands currently, the 80-minute class time does not allow for students to progress through a full jazz dance class with enough time to successfully process and perform the material. Adding the extra 40 minutes per class would give students more time to absorb both historical and movement material, receive instructor and peer feedback, and improve their skills at a more consistent rate throughout the semester. These advanced-level students would also be better prepared for the professional dance industry if given more time to perfect and perform choreographic work in class.

I. Catalog Description

This course is a continuation of Dance 15, building on the advanced jazz dance techniques, styles, movement vocabulary, kinesiological awareness, and historical knowledge of jazz dance in America. The course focuses on advanced skills and movement variations from various jazz styles. Longer combinations further explore dance expression in jazz with complex dance sequences, intricate musicality, improvisation, and performance quality. The technique studied investigates the use of rhythm, dynamics, space, and energy while disciplining the body and developing motor skills as a tool for creative self expression at an advanced level. Historical studies on topics surrounding American jazz dance pioneers, codified styles, cultural influences, and current trends are included.

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

1. Jazz Dance Class, Gus Giordano, Princeton Book Co. © 1992;
2. Jump Into Jazz, Minda Goodman Krains and Esther Ka, Mayfield Publishing Co. © 2004, ISBN: -;
3. Jazz Dance: The Story Of American Vernacular Dance, Marshall Stearns, Da Capo Press © 1994, ISBN: -;

4. <u>Jazz Dance: A History of the Roots and Branches</u>, Guarino, L. & Oliver, W., University Press of Florida © 2015;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Describe dance as a performing art and recognize the body as aesthetic form
2. Discuss the historical roots and cultural significance of jazz dance in America
3. Discuss artistic awareness and expression in jazz dance, and distinguish its unique qualities from other dance genres/forms
4. Critically analyze choreographic work through verbal discussion and written critique
5. Identify and explain different jazz styles/genres (i.e. Broadway Jazz, Lyrical Jazz, Street Jazz, etc.) and name some of their important pioneers and present-day choreographers
6. Apply Laban Movement Analysis terms and integrate LMA principles into both written and embodied coursework
7. Demonstrate self-expression through choreography and improvisation in jazz styles
8. Explain rhythmic structures in jazz music, and the shadings and dynamics of phrasing in relation to movement
9. Apply percussive and intricate aspects of jazz music into movement qualities at an advanced level
10. Perform and refine technical skills learned in Dance 15 in longer, more complex dance combinations
11. Demonstrate advanced-level jazz dance technical skills (i.e. spotting in multiple pirouettes, off-vertical positions (layouts, hinges), variations on jumps/leaps, piqué turns; dancing with more precision, dynamic, clarity, and emotion by oneself and with others)
12. Memorize and perform advanced-level jazz choreography and explore composition of phrases
13. Apply proper body alignment, structural placement, kinesiological awareness and injury prevention concepts to all warmup exercises and phrase work
14. Develop increased stamina, strength, flexibility, agility, and stylistic and performance versatility
15. Refine performance and auditioning skills for varied settings and contexts

IV. Methods of Presentation:

Observation and Demonstration, Other (Specify), Lecture and Discussion, Group Work, Critique
Other Methods: Guided individual and group experiences, Presentation of audio and visual examples of movement and music expression, Performance of class assignments, Use of handouts, textbooks, reading list; use of video recording and feedback

V. Course Content

% of Course	Topic
10.00%	Discussion of dance as aesthetic form and elements that distinguish jazz styles from other dance genres
10.00%	The history of jazz dance and its cultural significance in America and abroad, as well as current trends and notable choreographers
10.00%	Video/concert observation and critical analysis discussion (verbal and written)
10.00%	Collaborative projects with peers including improvisation exercises and exchange of compositional/choreographic ideas
20.00%	Jazz technique at an advanced level (i.e. multiple pirouettes, battements, leaps, off-vertical positions, traveling steps)
10.00%	Musicality and different styles of music used for jazz dance at an advanced level
10.00%	Anatomy, kinesiology, Laban Movement Analysis, and injury prevention concepts

20.00%	Various jazz dance styles, aesthetics, improvisation, choreography retention, and performance skills at an advanced level
100.00%	Total

Vb. Lab Content:

% of course	Topic
20.00%	Warm-up, stretching, conditioning, and body alignment exercises
50.00%	Continuing practice of jazz technique at an advanced level
30.00%	Continuing practice of various jazz dance styles and choreographic phrases
100.00%	Total

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

Percentage	Evaluation Method
30 %	Class Participation
20 %	Exams/Tests - Midterm Exam: Practical/Technique and written Exams
30 %	Final exam - Technique and Written
20 %	Written assignments - Written assignments - Research, critical analysis, and reflection papers
100 %	Total

VII. Sample Assignments:

Concert critique:
Student will go to SMC dance productions, Synapse and Global Motion, and write a dance concert report. In the report, students will describe the relationship between the choreography and music, the use of costumes, lighting effect and their subjective interpretation of the concert. In addition, the movement style, quality, and compositional design will be analyzed.

Research paper:
Research paper (3-6 pages): Pick one artist, prominent figure, or group of people who played a role in developing jazz dance in America before the year 2000. Write about who they are/were, their historical and cultural upbringings, their ideas and contributions, why you specifically chose them, and what their impact on you and/or your community has been. Are there traces of their influence still practiced in jazz dance today? How do their backgrounds, styles, and contributions differ from other prominent jazz dance pioneers?

Video review:
Video review (2-5 pages): Locate a video clip of a performance, musical, audition, or class that contains jazz dance and occurred before the year 2000. Describe the context and content of the video. Discuss technical elements of jazz dance evident in the work (i.e. energetics, dynamics, plié, traveling, angular shapes, staccato movement, sharpness, direct address performance qualities). Who is the choreographer(s) and/or performer(s) and what is their aesthetic and cultural background? What draws you to the video content and what elements can you implement into your own dance and performance practice?

Reflection paper:
Reflection paper (2-4 pages): Identify 3-4 technical and/or stylistic concepts practiced in this course that you found challenging, and 2-4 concepts (regarding the specific course material or overall classroom experience) that you found fulfilling or gratifying. Reflect on your progress in this course over the semester

and share your insights. What were areas of growth and potential areas of improvement? How do you plan to apply these learned concepts in the future, in dance practice or otherwise?

VIII. Student Learning Outcomes
1. Discuss the historical and cultural roots of jazz dance, and its influence on American culture and international cultures
2. Critically analyze choreographic work and distinguish different styles of jazz dance as well as important choreographers in the field
3. Employ the use of complex musicality, varied improvisation techniques, and energetic and textural dynamics while executing jazz dance combinations at an advanced level
4. Identify individual artistic strengths and aesthetic preferences, and integrate these into both set phrase work and student choreographic projects

Santa Monica College
SUBSTANTIAL CHANGE: DANCE 17, Beginning Tap

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours	36.00

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

Rationale

We are proposing to increase the hours of Dance 17, Beginning Tap to two hours per class. Dance 17 is an introductory Tap course and a majority of the students enrolled are first-time or beginning-level dancers. The instructor must take substantial time to introduce basic tap technique and styles of musicality including rhythm tap and Broadway tab, along with body placement, alignment, and historical studies. The instructor needs 30-40 minutes to lead a comprehensive warm-up that prepares students' bodies fully and prevents injuries, demonstrate the movement sequence repetitively, and address the important figures from the Tap history. As the Tab class demands both physical technique and comprehensive musicality/rhythmical practices, the 80-minute class time does not allow for the beginning level of students to progress with enough time to successfully process and perform the class materials. Adding the extra 40 minutes for Dance 17 would give students more time to absorb the material, receive instructor and peer feedback, and improve their skills at a more consistent rate throughout the semester.

I. Catalog Description

This course introduces a beginning level of tap dance technique and styles (including rhythm tap and Broadway tap), information about the cultural and historical origins of tap, and current trends and applications of tap in concert dance and musical theater. Emphasis will be on fundamental skills and rhythms, time steps, flash footwork, short combinations, and styling. Basic music theory, including notes, bars, phrases, time signatures and song structure, is also covered as it directly relates to tap dance. Historical studies on topics surrounding tap dance pioneers, codified styles, cultural influences, and current trends are included.

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

1. Tap Dancing America: A Cultural History, Hill, Constance Valis, Oxford University Press © 2010;
2. Tap Dance Fundamentals, West Colleen, Kendall Hunt Publishing © 2011;
3. What the Eye Hears: A History of Tap Dancing, Brien Seiber, Farrar, Straus and Giroux © 2015;
4. Tapworks: A Tap Dictionary and Reference Manual 2nd ed, Fletcher, Beverly, Princeton Book Co © 2002;
5. Tap Roots: The Early History of Tap Dancing, Knowles, Mark, McFarland Publishing © 2002;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Describe dance as a performing art and recognize the body as aesthetic
2. Discuss the historical roots and cultural significance of tap dance in America and abroad
3. Discuss artistic awareness and expression in tap dance, and distinguish its unique qualities from other dance genres/forms
4. Critically analyze choreographic work through verbal discussion and written critique
5. Identify and explain different tap styles/genres (i.e. Broadway tap, rhythm tap) and name some of their important pioneers and present-day choreographers
6. Recognize and demonstrate tap vocabulary and technique at a beginning level

7. Apply concepts of body alignment, structural placement, and injury prevention to all preparatory exercises and phrase work at a beginning level
8. Discuss basic music theory and demonstrate sensitivity to musicality, phrasing, and style at a beginning level
9. Discuss the 32 bar chorus based on a standard jazz structure
10. Demonstrate accuracy in timing, rhythm, and coordination at a beginning level
11. Memorize and demonstrate movement combinations and choreography taught, as well as explore improvisation in tap styles at a beginning level
12. Develop increased stamina, strength, flexibility, agility, and stylistic and performance versatility

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Observation and Demonstration, Other (Specify), Critique, Group Work
Other Methods: Guided individual and group experiences, Presentation of audio and visual examples of movement and music expression, Performance of class assignments, Use of handouts, textbooks, reading list; use of video recording and feedback

V. Course Content

% of Course	Topic
10.00%	The history of tap dance and its cultural significance in America and abroad, as well as current trends and notable choreographers
25.00%	Tap vocabulary and tap technique at a beginning level (i.e. shuffle, flap, toe heel, ball-change, paddle, drawbacks, time steps)
10.00%	Discussion of music theory (notes, bars, phrases, time signatures, song structures)
10.00%	Discussion of dance as aesthetic form and elements that distinguish tap styles from other dance genres
10.00%	Video/concert observation and critical analysis discussion (verbal and written)
5.00%	Anatomy, kinesiology, and injury prevention concepts
20.00%	Various tap dance styles, aesthetics, improvisation, choreography retention, and performance skills
10.00%	Collaborative projects with peers including improvisation exercises and exchange of compositional/choreographic ideas
100.00%	Total

Vb. Lab Content:

% of course	Topic
10.00%	Warm-up, stretching, conditioning, body alignment, and weight-shifting exercises
10.00%	Continuing practice of rhythmic awareness, clarity, and sensitivity to tempo
50.00%	Continuing practice of tap technique at a beginning level
30.00%	Continuing practice of various tap dance styles and choreographic phrases
100.00%	Total

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

Percentage	Evaluation Method

20 %	Class Participation
20 %	Exams/Tests
20 %	Final Performance - Final projects (solo or group demonstrations)
20 %	Other - Concert attendance and critiques
20 %	Written assignments
100 %	Total

VII. Sample Assignments:

Dance Critque:
Student will go to SMC dance productions, Synapse and Global Motion, and write a dance critique. In a critique, students will describe the relationship between the choreography and music, the use of costumes, lighting effect and their own opinion towards the concert.

Research paper:
Research paper (3-6 pages): Pick one artist, prominent figure, or group of people who played a role in developing tap dance in America before the year 2000. Write about who they are/were, their historical and cultural upbringings, their ideas and contributions, why you specifically chose them, and what their impact on you and/or your community has been. Are there traces of their influence still practiced in tap dance today? How do their backgrounds, styles, and contributions differ from other prominent tap dance pioneers?

Video review:
Video review (2-5 pages): Locate a video clip of a performance, musical, audition, or class that contains tap dance and occurred before the year 2000. Describe the context and content of the video. Discuss technical elements of tap dance evident in the work (i.e. energetics, dynamics, rhythms, complexity of combinations, performance qualities). Who is the choreographer(s) and/or performer(s) and what is their aesthetic and cultural background? What draws you to the video content and what elements can you implement into your own dance and performance practice?

VIII. Student Learning Outcomes
1. Discuss the historical and cultural roots of tap dance, and its influence on American culture and international cultures
2. Critically analyze choreographic work and distinguish different styles of tap dance
3. Identify tap dance terminology and demonstrate correct tap dance technique skills at a beginning level
4. Describe basic music theory and employ the use of varied musicality, rhythm, syncopation and dynamic while executing tap dance combinations at a beginning level
5. Perform basic improvisation skills in tap dance idiom utilizing proper technique and individual artistic strengths and aesthetic preferences

Santa Monica College
SUBSTANTIAL CHANGE: DANCE 18, Intermediate Tap

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours	36.00

Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DANCE 17 or equivalent experience

Rationale

We are proposing to increase the hours of Dance 18, Intermediate Tap to two hours per class. Dance 18 is an intermediate Tap course and students need more time to study various styles of tap techniques in depth. The instructor must take substantial time to teach tap technique and styles of musicality including syncopated rhythm tap and Broadway tab choreography, along with body placement and alignment at an intermediate level. The instructor needs 30-40 minutes to lead a comprehensive warm-up that prepares students' bodies fully and prevents injuries, demonstrate the movement/choreographic sequences repetitively, and address the important figures from the Tap history. As the Tab class demands both physical technique and comprehensive musicality/rhythmical practices, the 80-minute class time does not allow for the intermediate level of students to progress/improve with enough time to successfully process and perform the class materials. Adding the extra 40 minutes for Dance 18 would give students more time to execute the material, receive instructor and peer feedback, and improve their skills at a more consistent rate throughout the semester.

I. Catalog Description

This course builds on DANCE 17 and focuses on intermediate-level tap dance technique, styles (including rhythm tap and Broadway tap), the cultural and historical origins of tap, and current trends and applications of tap in concert dance and musical theater. Students will focus on more complex steps, intricate, syncopated rhythms, tonal clarity, and speed. Different musical styles will be introduced relating rhythms, time signatures, and musical structures to tap styles. Emphasis will be on refining technical skills and executing more complex choreography while exploring elements of improvisation. Historical studies on topics surrounding tap dance pioneers, codified styles, cultural influences, and current trends are included.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Jazz Dance: The Story Of American Vernacular Dance, Marshall Stearns., Da Capo Press © 1994;
2. Tap Dance Fundamentals, West Colleen, Kendall Hunt Publishing © 2008;
3. Inside Tap: Technique and Improvisation for Today's Tap Dancer, Anita Feldman, Princeton Book Company © 1995;
4. What the Eye Hears: A History of Tap Dancing, Brian Seibert, Farrar, Straus and Giroux; Reprint edition © 2016;
5. Frank, Rusty E., Tap, the Greatest Tap Dance Stars and Their Stories 1900-1955.
6. International Tap Dance Association Newsletter

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Describe dance as a performing art and recognize the body as aesthetic form
2. Discuss the historical roots and cultural significance of tap dance in America and abroad

3. Discuss artistic awareness and expression in tap dance, and distinguish its unique qualities from other dance genres/forms
4. Critically analyze choreographic work through verbal discussion and written critique
5. Identify and explain different tap styles/genres (i.e. Broadway tap, rhythm tap) and name some of their important pioneers and present-day choreographers
6. Recognize and demonstrate tap vocabulary and technique at an intermediate level
7. Apply concepts of body alignment, structural placement, and injury prevention to all preparatory exercises and phrase work at an intermediate level
8. Discuss basic music theory and demonstrate sensitivity to musicality, rhythm, syncopation, phrasing, and style at an intermediate level
9. Discuss the 32 bar chorus based on a standard jazz structure
10. Demonstrate accuracy in timing, rhythm, and coordination at an intermediate level
11. Memorize and demonstrate movement combinations and choreography taught, as well as explore improvisation in tap styles at an intermediate level
12. Develop increased stamina, strength, flexibility, agility, and stylistic and performance versatility

IV. Methods of Presentation:

Critique, Lab, Lecture and Discussion, Observation and Demonstration, Other (Specify)
Other Methods: Video viewings, Use of textbook and handouts

V. Course Content

% of Course	Topic
10.00%	Dance as aesthetic form and elements that distinguish tap styles from other dance genres
10.00%	The history of tap dance and its cultural significance in America and abroad, as well as current trends and notable choreographers
10.00%	Music theory (notes, bars, phrases, time signatures, song structures)
10.00%	Video/concert observation and critical analysis (verbal and written)
5.00%	Anatomy, kinesiology, and injury prevention concepts
25.00%	Tap vocabulary and tap technique at an intermediate level (i.e. time steps, double & single wings, buffalo, pullbacks, toe stand, more complex and syncopated combinations)
20.00%	Various tap dance styles, aesthetics, improvisation, choreography retention, and performance skills
10.00%	Collaborative projects with peers including improvisation exercises and exchange of compositional/choreographic ideas
100.00%	Total

Vb. Lab Content:

% of course	Topic
10.00%	Warm-up, stretching, conditioning, body alignment, and weight-shifting exercises
10.00%	Continuing practice of rhythmic awareness, clarity, and sensitivity to tempo
50.00%	Continuing practice of tap technique at an intermediate level
30.00%	Continuing practice of various tap dance styles and choreographic phrases
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Participation
20 %	Exams/Tests
20 %	Written assignments
60 %	Total

VII. Sample Assignments:

Dance critique:
Student will go to SMC dance productions, Synapse and Folklorico, and write a dance critique. In a critique, students will describe the relationship between the choreography and music, the use of costumes, lighting effect and their own opinion towards the concert.

Essay:
Students will write an essay about Bill Robinson. In an essay, describe his major contribution as a tap dancer and his significance in breaking racial boundaries in New York.

Research paper (3-6 pages)::
Pick one artist, prominent figure, or group of people who played a role in developing tap dance in America before the year 2000. Write about who they are/were, their historical and cultural upbringings, their ideas and contributions, why you specifically chose them, and what their impact on you and/or your community has been. Are there traces of their influence still practiced in tap dance today? How do their backgrounds, styles, and contributions differ from other prominent tap dance pioneers?

Video review (2-5 pages)::
Locate a video clip of a performance, musical, audition, or class that contains tap dance and occurred before the year 2000. Describe the context and content of the video. Discuss technical elements of tap dance evident in the work (i.e. energetics, dynamics, rhythms, complexity of combinations, performance qualities). Who is the choreographer(s) and/or performer(s) and what is their aesthetic and cultural background? What draws you to the video content and what elements can you implement into your own dance and performance practice?

Choreographic exercise: :
In duets/trios, take one movement combination learned in class and alter the rhythms/syncopations/speeds as well as performance qualities to transform it. Perform the revised version for the class to musical accompaniment of your choice. Explain how changing compositional elements of the choreography changed your intention, or vice versa. Develop the piece into a longer form work (5-10 minutes) and film it for extra credit.

VIII. Student Learning Outcomes

1. Upon completion of this course, students will be able to demonstrate intermediate level tap dance skills with correct technique and theory. As assessed by: a) Observation of student work and oral queries made in class
2. Upon completion of this course, students will be able to perform intermediate improvisation skills that enhance critical/creative thinking, intermediate skills in tap dance movement patterns, combinations and use of musicality. As assessed by: a) Written exam and class project b) Demonstration of class materials c) Demonstration of improvisational skills and use of music
3. Understand the historical and cultural roots of tap dance, and its influence on American culture and international cultures
4. Critically analyze choreographic work and distinguish different styles of tap dance
5. Possess basic knowledge of anatomy, alignment, and injury prevention exercises for tap dance
6. Discuss basic music theory and employ the use of varied musicality, rhythm, syncopation and dynamic while executing tap dance combinations at an intermediate level
7. Collaborate with peers to exchange technical feedback and compositional ideas for choreographic projects

Santa Monica College
SUBSTANTIAL CHANGE: DANCE 55A, Dance Performance – Modern

Units:	4.00
Total Instructional Hours (usually 18 per unit):	234.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	9.00
Arranged:	4.00
Outside-of-Class Hours	0.00

Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Audition Required
Corequisite(s):	Dance 10 or any Ballet, World, or Modern Dance Course (Dance 11-29, 31-38, 41-46).

Rationale

Dance majors are required to take both 55A (contemporary dance performance) and 57A (world dance performance) to fulfill their requirements for the AA degree in dance. Each of these courses meet for a total of 9 hours/week. These hours comprise the rehearsal portion of the course but do not cover time spent in the theater (approximately 30 hours per class), and time spent performing outside of the theater at various campus events, director's work as a choreographer as well and the necessity to put in additional hours working with students, community events, high school recruitment events, and the American College Dance Association (approximately 30-40 hours). To compensate for the additional hours not included in 55A, we would live to add 4 hrs/week TBA. These additional hours (30 hours in the theater and 30-40 hours for campus events/outreach/recruitment) are also not included in the teaching hours of faculty members leading these courses. Therefore, adding 4 TBA hours to Dance 55A ensures instructional hours that are appropriately accounted for on behalf of students and faculty.

I.   Catalog Description

This course offers performance experience and is organized as a contemporary modern dance company with fully produced concerts and dance productions. Students participate as dancers and choreographers. Students explore artistic expression through learning movement composition and repertory from professional faculty, guest choreographers and student choreographers. Styles may include traditional modern, contemporary, postmodern fusion, contemporary ballet, contemporary jazz, hip-hop, performance art and mixed media. Students develop new vocabulary and creativity from related dance-theatre forms for personal artistic expression. Students will participate in community outreach by performing in local schools, campus wide activities, as well as American College Dance Association and other conferences. Students will also learn how to transfer a dance work from the rehearsal studio to a professional stage, using the elements of staging, lighting, scenery/props, and make-up for various styles of dance productions. The process of touring with a production, site selection and fundamentals of arts management will be introduced. This performance class is intended for dance majors. This performance class is intended for dance majors. Recommended dance experience in Dance 10 or any Ballet, World, or Modern Dance Course (Dance 11-29, 31, 32, 33a, 33b, 34a, 34b 41, 42, 43a, 43b, 44a, 44b, 60-63).

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Dance (Whitechapel: Documents of Contemporary Art), Lepecki, A. (Editor), Whitecahpel Gallery and the MIT Press © 2012;
2. Dance and Politics, Rebekah J. Kowal (Editor), Gerald Siegmund (Editor), Randy Martin (Editor), Oxford University Press © 2019;
3. www.drc-la.org Dance Resource Center of Los Angeles (live dance companies, opportunities)
4. www.dancetheaterworkshop.org Dance Theater Workshop, New York City (live dance companies, opportunities

5. www.americanchoreographyawards.com American Choreography Awards (film, video, television, misc)
6. www.answers4dancers.com (commercial dance/auditions, etc.)

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Describe and critique dance as a performing art
2. Analyze a range of dance aesthetics and choreographic forms
3. Perform a range of qualities and technical styles as required of various roles and choreography
4. Contribute to the process of designing costume, lighting, sets, props, and make-up as it relates to dance expression and performance in a modern dance company
5. Cultivate professionalism and self discipline through adherence to rehearsal protocol, schedule and commitments, and through respect to ensemble and production crew
6. Work cohesively with an ensemble, performing and creating with others and individually, supporting the overall production
7. Collaborate with various choreographers, work with diverse styles and approaches to developing modern contemporary dance repertory
8. Work with various designers, composers, and technicians, using appropriate terminology and time frames
9. Participate in the different steps of performance preparation including audition and casting, studio rehearsals, costume construction and fittings, music rehearsals and recording sessions, spacing, lighting, technical and dress rehearsals, previews, performances, and post production meetings
10. Demonstrate self confidence, poise, and range as a performing artist
11. Demonstrate respect for performance process as well as product
12. Apply new artistic exposure and information to audiences, i.e. enrich, entertain, educate, thereby enhancing the artistic life of the campus community and the community at large.
13. Mount a dance piece on stage implementing skills of spacing, stage dimensions, wings, and other theatrical elements.
14. Describe how lighting can influence the representation of time, place, mood, theme of a dance presented on stage
15. Apply theatrical stage make-up appropriate to specific role, character, costume, and style of a dance.

IIIb. Arranged Hours Objectives:
Upon completion of this course, the student will be able to:
1. Demonstrate skills to plan and oversee theatrical rehearsals specific to particular dance repertory, whether dramatic, cultural, abstract, historic, or regional.
2. Perform and organize outside of the theater at various campus events, community events, high school recruitment events, and the American College Dance Association
3. Work cohesively with an ensemble during the dress/tech rehearsals and performance at the theater, while professionally working/performing with others in the production.

IV. Methods of Presentation:
Observation and Demonstration, Other (Specify), Field Trips, Lecture and Discussion
Other Methods: Guided individual and group experiences, presentation of audio and visual examples of elements of dance production and performance, performance of class assignments, Student papers, observations, discussion, feedback, use of video recording and feedback, field trips to on and off campus performance venues

IVb. Arranged Hours Instructional Activities:
Other, Field Experience, Projects
Other Methods: Students will be performing at many different venues (outside of the theater) including campus events, community events, middle/high school recruitment events, and the American College Dance Association.

V. Course Content

% of Course	Topic
10.00%	The tools of rehearsal protocol in a professional environment
10.00%	Movement quality in dance expression in different roles and repertory works in a contemporary modern dance company
10.00%	Discussion of the relationship of music, costume, lighting, sets, props, and make-up to contemporary dance and choreographic expression
10.00%	Various choreographic form, structure and stylistic differences in a contemporary modern dance company
10.00%	Discussion of responsibility to schedules and commitments, and a sense of professionalism to self, ensemble, and production
10.00%	Specific protocol and terminology regarding modern dance performance and preparation: a. Audition and casting b. Studio rehearsals c. Costume design, construction, fitting, care d. Music selection, recording, rehearsals e. Stage rehearsals including spacing, lighting, tech and dress f. Previews, performances, and post production meetings g. Community outreach and conference attendance
15.00%	Various movement/choreographic styles and approaches in contemporary dance
15.00%	Collaboration with different designers, composers, and technicians, using appropriate terminology and time frames in a contemporary modern dance company
10.00%	Contemporary modern choreographic styles that are influenced by social, political and cultural contexts of a given period
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	All course content is lab content.
100.00%	Total

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

Percentage	Evaluation Method
40 %	Class Participation - Participation in all scheduled auditions, rehearsals, meetings photo/video sessions, performances, local school performances, outreach activities
20 %	Final exam
20 %	Projects - Completion of class assignments, projects and community outreach, conference attendance
20 %	Written assignments - Global Motion Dance Concert Report
100 %	Total

VII. Sample Assignments:
Essay:
1. Students will write a self-evaluation paper, sharing their experience as a performer and a

choreographer. In an essay, students will discuss how they collaborated with a guest artist and peers during the rehearsal times and on stage, as well as describe how this performing experience influenced them as an artist.

Dance Critique:

2. Students will go to a SMC dance production, Global Motion, and write a dance concert report. In the report, students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles and include subjective interpretation of the concert.

Portfolio:

Create a portfolio including the entire plan of dance production (rehearsal/tech schedules, props on stage specific to various styles of dance repertory, and marketing skills)Write a three to five page “crew report” of work completed on at least three crews necessary to staging this production (i.e. publicity, costume crew, stage crew, props, sound assembly, etc.)

VIII. Student Learning Outcomes

1. Demonstrate knowledge of performance preparation, theater protocol, and production elements that support the artistic intention of the choreographer.
2. Perform and/or create new works of Modern/Contemporary dance on stage in front of a live audience, with artistic integrity.
3. Demonstrate ability to work with different choreographers, new styles, and with an ensemble.

Santa Monica College
SUBSTANTIAL CHANGE: DANCE 57A, World Dance Performance

Units:	4.00
Total Instructional Hours (usually 18 per unit):	234.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	9.00
Arranged:	4.00
Outside-of-Class Hours	0.00

Transferability:	Transfers to CSU, UC
SMC GE Area:	Area V: Global Citizenship
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	Audition Required
Corequisite(s):	Dance 10 or any Ballet, World, or Modern Dance Course (Dance 11-29, 31-38, 41-46).

Rationale

Dance majors are required to take both 55A (contemporary dance performance) and 57A (world dance performance) to fulfill their requirements for the AA degree in dance. Each of these courses meet for a total of 9 hours/week. These hours comprise the rehearsal portion of the course but do not cover time spent in the theater (approximately 30 hours per class), and time spent performing outside of the theater at various campus events, director's work as a choreographer as well and the necessity to put in additional hours working with students, community events, high school recruitment events, and the American College Dance Association (approximately 30-40 hours). To compensate for the additional hours not included in 57A, we would live to add 4 hrs/week TBA. These additional hours (30 hours in the theater and 30-40 hours for campus events/outreach/recruitment) are also not included in the teaching hours of faculty members leading these courses. Therefore, adding 4 TBA hours to Dance 57A ensures instructional hours that are appropriately accounted for on behalf of students and faculty.

I. Catalog Description

This course offers performance experience in a world dance company. World dance forms are learned, refined, and presented in order to experience cultural identity, preservation, and global citizenship. Students audition as dancers and choreographers. Students rehearse and perform styles of world dances which may include African, Mexican, Asian, European, American, Jazz, Tap, Middle Eastern, and Latin. Students work with faculty choreographers, as well as professional guest choreographers. Students will participate in community outreach by performing in local schools, campus wide activities, as well as American College Dance Association and other conferences. Students will also learn how to transfer a dance work from the rehearsal studios to a professional stage, using the elements of staging, lighting, scenery/props, and make-up for various styles of dance productions. This performance class is intended for dance majors. Recommended dance experience in Dance 11-29, 31, 32, 33a, 33b, 34a, 34b 41, 42, 43a, 43b, 44a, 44b, 60-63.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
    1. Worlding Dance (Studies in International Performance), Leigh Foster, S. (Editor), Palgrave MacMillan © 2011, ISBN: 978-0230298385;
    2. Dance and Politics, Rebekah J. Kowal (Editor), Gerald Siegmund (Editor), Randy Martin (Editor), Oxford University Press © 2019;

III. Course Objectives

Upon completion of this course, the student will be able to:
    1. Describe and critique dance as a performing art
    2. Describe various world dance forms within their historical, cultural and political contexts

3. Rehearse and perform different world dance forms in their historic and cultural contexts and recognize stylistic differences between world dance forms
4. Demonstrate the different steps of performance preparation including audition and casting, studio rehearsals, costume construction and fittings, music rehearsals and recording sessions, spacing, lighting, technical and dress rehearsals, previews, performances, and post production meetings
5. Learn requirements for publicity, press relations, and information for the public including photo sessions, press releases, interviews, program information, art work for fliers and other media announcements, billboarding and mailing
6. Collaborate with various choreographers, analyze diverse world dance styles and how those styles are influenced socially, politically and culturally;
7. Work with different designers, composers, and technicians, using appropriate terminology and time frames
8. Bring new artistic exposure and information to audiences, i.e. enrich, entertain, educate, thereby enhancing the artistic life of the campus community and the community at large
9. Analyze a range of dance aesthetics and choreographic forms
10. Perform a range of qualities and technical styles as required of various roles and choreography
11. Contribute to the process of designing costume, lighting, sets, props, and make-up as it relates to dance expression and performance in a world dance company
12. Cultivate professionalism and self discipline through adherence to rehearsal protocol, schedule and commitments, and through respect to ensemble and production crew
13. Work cohesively with an ensemble, performing and creating with others and individually, supporting the overall production
14. Participate in the different steps of performance preparation including audition and casting, studio rehearsals, costume construction and fittings, music rehearsals and recording sessions, spacing, lighting, technical and dress rehearsals, previews, performances, and post production meetings
15. Apply theatrical stage make-up appropriate to specific role, character, costume, and style of a dance.
16. Describe how lighting can influence the representation of time, place, mood, theme of a dance presented on stage
17. Mount a dance piece on stage implementing skills of spacing, stage dimensions, wings, and other theatrical elements
18. Apply new artistic exposure and information to audiences, i.e. enrich, entertain, educate, thereby enhancing the artistic life of the campus community and the community at large
19. Recognize various aspects of fund raising, ticket sales, and community outreach.

IIIb. Arranged Hours Objectives:
Upon completion of this course, the student will be able to:
1. Demonstrate skills to plan and oversee theatrical rehearsals specific to particular dance repertory, whether dramatic, cultural, abstract, historic, or regional.
2. Perform and organize outside of the theater at various campus events, community events, high school recruitment events, and the American College Dance Association
3. Work cohesively with an ensemble during the dress/tech rehearsals and performance at the theater, while professionally working/performing with others in the production.

IV. Methods of Presentation:
Observation and Demonstration, Other, Other (Specify), Field Trips, Lecture and Discussion
Other Methods: Lecture demonstration

IVb. Arranged Hours Instructional Activities:
Field Experience, Projects, Other
Other Methods: Students will be performing at many different venues (outside of the theater) including campus events, community events, middle/high school recruitment events, and the American College Dance Association.

V. Course Content

% of Course	Topic
10.00%	The tools of rehearsal protocol in a professional environment
10.00%	Movement quality in dance expression in different roles and repertory works
10.00%	Discussion of the relationship of the world dance forms studied within historical, cultural and political contexts.
20.00%	Various choreographic form, structure and stylistic differences and analyze how these differences impact cultural identity
10.00%	Discussion of responsibility to schedules and commitments, and develop a sense of professionalism to self, ensemble, and production
10.00%	Specific protocol and terminology regarding performance and preparation: • Audition and casting • Studio rehearsals • Costume design, construction, fitting, care • Music selection, recording, rehearsals • Stage rehearsals including spacing, lighting, tech and dress • Previews, performances, and post production meetings • Community outreach and conference attendance
15.00%	Various movement/choreographic styles that are influenced by social, political and cultural contexts of a given period
15.00%	Collaboration with different designers, composers, and technicians, using appropriate terminology and time frames
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	All course content is lab content
100.00%	Total

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

Percentage	Evaluation Method
40 %	Class Participation - Participation in all scheduled auditions, rehearsals, meetings photo/video sessions, performances
20 %	Final exam
20 %	Projects - Completion of class assignments, projects and community outreach such as performance in local schools, campus wide activities, conference attendance
20 %	Written assignments - Synapse dance concert report
100 %	Total

VII. Sample Assignments:
Essay:
Students will write a self evaluation paper, sharing their experience as a performer and a choreographer. In an essay, students will discuss how they collaborated with a guest artist and peers during the rehearsal times and on stage, as well as describe how this performing experience influenced them as an artist.
Dance Critique:
Students will go to a SMC dance production, Synapse, and write a dance concert report. In the report,

students will describe the relationship between the choreography and music, the use of costumes, lighting effects, critically analyze different dance styles and include subjective interpretation of the concert.

VIII. Student Learning Outcomes

1. Discriminate between various world dance forms and their historic and cultural contexts.
2. Reenact both specific traditional and contemporary world dance styles.
3. Develop a structured framework for the dance performance process from audition, to rehearsal, to performance, to post production.
4. Perform and/or create new works of world dance forms on stage in front of a live audience, with artistic integrity.
5. Demonstrate knowledge of performance preparation, theater protocol, and production elements that support the artistic intention of the choreographer.
6. Demonstrate ability to work with different choreographers, new styles, and with an ensemble

Santa Monica College
SUBSTANTIAL CHANGE: DANCE 60, Fundamentals of Choreography: Dance Improvisation

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours	36.00

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

Rationale

For our curriculum to align with transfer to regional dance programs we need to specify which skills are offered in each section of our "Fundamentals of Choreography" sequence. This is not a major curriculum content change, but a clarification of what is taught in each section. In this first section we will be focusing on movement generation and developing artistic expression through improvisation, as stated in the course catalog description. As such, we are proposing to change our course title from "Fundamentals of Choreography I" to "Fundamentals of Choreography: Dance Improvisation," to better reflect the course content and allow for seamless transfer.

I. Catalog Description

This experiential movement course provides tools for developing personal artistic expression through movement, in support of composition and performance.Students will develop tools and techniques for creative movement generation through guided improvisational prompts and scores. This course encourages students to explore a range of movement possibilities, and to think broadly about individual expression. Appropriate for all levels, dance majors and non-majors.

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

1. The Body is a Clear Place: and Other Statements in Dance, Hawkins, Erick, Princeton Book Company © 2007;
2. The Creative Habit, Tharp, T , Simon and Schuster © 2006, ISBN: 9781480589834;
3. Group Motion in Practice: Collective Creation Through Dance Movement Improvisation, Brigitta Herrmann;Manfred Fischbeck;Elia A. Sinaiko;Anna Beresin , MacFarland and Company © 2018, ISBN: 978-1476672786;
4. The Place of Dance: A Somatic Guide to Dancing and Dance Making, Andrea Olsen, Wesleyan University Press © 2014, ISBN: 9780819574053;
5. William Forsythe: Improvisation Technologies: A Tool for the Analytical Dance Eye. Hatje Cantz, 2003 ed.

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Describe and analyze concepts of dance as art, and art as a universal (cross cultural and timeless) means of expression.
2. Develop individual creativity and expression through movement
3. Demonstrate understanding and creative application of the elements of dance through improvisational scores and exercises
4. Develop an awareness of one's own body, and apply somatic sensitivity to express inner imagery and kinetic impulses
5. Demonstrate the fundamentals of dance improvisation, alone and with others
6. Examine and interpret the relationship between dance/music/art
7. Gain experience and ease in numerous approaches and theories concerning improvisation

8. Expand range of movement possibilities and tools for new movement generation

IV. Methods of Presentation:

Other (Specify), Field Trips, Lecture and Discussion
Other Methods: Guided experiences in movement and musicality, Presentation of audio and visual examples, Use of video recording and feedback

V. Course Content

% of Course	Topic
10.00%	Intro to concepts of Dance as Art
10.00%	Movement as symbolic form
40.00%	Developing and Embodying Improvisational scores, with movement generation
10.00%	Somatic skills, movement expression
10.00%	Laban Movement Anaylsis- understanding of elements of Dance
10.00%	Dance – Music and Art relationship
10.00%	Observations, analysis and feedback
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	Improvisational process.
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Participation
20 %	Other - Demonstration of class concepts and skills
20 %	Projects - Completion of class assignments and projects
40 %	Written assignments - Participation in class presentations and completion of written assignments
100 %	Total

VII. Sample Assignments:

Creating Improvisational Scores :
Students will design and perform improvisation score derived from theoretical concepts of Laban Movement Analysis or Viewpoints.
Structuring Improvisation into Composition :
Students will generate solo and group phrases based on movement generation techniques learned in class, practicing the skill of transferring structuring improvisation into compositional form.

VIII. Student Learning Outcomes

1. The student will create expressive movement through improvisation, and organize these movements into a solo dance study (choreography).
2. The student will employ the elements of dance (shape, design, spatial relationships, breath/pulse, energy) involved in improvisation.
3. The student will discuss aesthetic concepts, and be able to analyze dance observed in live performance or on recordings.

Santa Monica College
SUBSTANTIAL CHANGE: DANCE 61, Fundamentals of Choreography: Composition 1

Units:	2.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	1.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours	36.00

Transferability:	Transfers to CSU, UC
Degree Applicability:	Credit - Degree Applicable
Skills Advisory(s):	DANCE 60 or equivalent experience

Rationale

For our curriculum to align with transfer to regional dance programs we need to specify which skills are offered in each section of our "Fundamentals of Choreography" sequence. This is not a major curriculum content change, but a clarification of what is offered in each section. This section focuses on the principles of compositional craft, including motif and phrase development, spatial design, and architecture of bodies in space, as stated in the course catalog description. As such, we are proposing to change our course title from "Fundamentals of Choreography I" to "Fundamentals of Choreography: Composition I," to better reflect the course content and allow for seamless transfer.

I. Catalog Description

This course introduces students to the fundamentals of dance choreography and the principles of compositional craft. Students will explore tools for movement invention, motif and phrase development, spatial design, and architecture of bodies in space through creative process. Course content centers on the creation of dance choreography as a form of human expression through application of formal design elements, and development of a unique creative voice. Solo and Group forms are explored. Methods of learning include guided movement studies, solo and group presentations, viewing of live and recorded concert dance, peer feedback, and discussion. *See counselor regarding transfer credit limitations.

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

1. The Intimate Act of Choreography, Blom, Lynne and Chaplin, L. Tarin:, University of Pittsburgh Press © 1982;
2. Dance Composition Basics , Pamela Anderson Sofras , Human Kinetics © 2020;
3. Dramaturgy in Motion: At Work on Dance and Movement Performance University of Wisconsin Press , 1, Katherine Profeta , University of Wisconsin Press © 2015;
4. The Body is a Clear Place: and Other Statements in Dance, Hawkins, Erick, Princeton Book Company © 2007;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Describe and analyze the artistic vision of noted choreographers' world-wide, in particular, in modern/contemporary dance.
2. Recognize and discuss styles of choreography that have been used in the U.S. and abroad to express aspects of human experience, as well as current trends.
3. Employ the use of motif, phrase development, and choreographic arc to movement studies.
4. Construct movement studies that utilize basic forms and compositional tools on one, two, or more dancers.
5. Create solo and small group choreography with movement and form necessary to express the intention of the dance.

6. Direct small groups through improvisational prompts.
7. Recognize, analyze, and discuss the integrity of movement and form when observing one's own choreography, as well as the choreography of others
8. Explore unique personal movement with improvisational tools to create material for choreographic works.
9. Apply basic understanding of Laban Movement Analysis as it relates to the architecture of bodies in space, time, and effort.
10. Expand movement vocabulary by working with props, spoken word, and fine art.
11. Examine the relationship of dance to music and sound score.

IV. Methods of Presentation:

Other (Specify), Field Trips, Lecture and Discussion
Other Methods: Guided experiences in movement and musicality, Presentation of audio and visual examples, Use of video recording and feedback

V. Course Content

% of Course	Topic
10.00%	Intro and analysis of other artistic/choreographic visions
10.00%	Historic styles and current trends
20.00%	Developmental process
10.00%	Direct small groups in improvisational prompts.
15.00%	Form/compose on one, two, or more dancers
15.00%	Dance study (choreography) for small ensemble
10.00%	Relationship of music and sound to dance
10.00%	Observations, analysis and feedback
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	Choreographic process
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Participation - Participation, active and involved
20 %	Other - Demonstration of class concepts and skills
20 %	Projects - Completion of class assignments and projects
40 %	Written assignments - Participation in class presentations and completion of written assignments
100 %	Total

VII. Sample Assignments:

Composition :
Students will create a solo or duet composition (2-3 minute length) based on a specific theme that they choose to portray through movement. Students can use the music, props, spoken words, and costumes for the class presentation.

Choreography Proposal:
Choreography Proposal: This is a written proposal of your final project. In the proposal, you will include your choreographic intention, title, length of the piece, choice of the music, number of dancers, storyline (if applicable), props (if applicable).

VIII. Student Learning Outcomes

1. The student will create expressive movement vocabulary (with contrast and variation) with or on other dancers, and arrange movement into a cohesive whole to create a dance composition for/with small ensemble.
2. The student will employ the elements of dance (shape, design, spatial relationships, breath/pulse, energy) involved in dance making.
3. The student will describe styles of choreography, methods of composition, and analyze choreographic work in relation to historic significance and currency in the field.

Santa Monica College
SUBSTANTIAL CHANGE: DANCE 75, Dance for Children: Creative Dance in the Pre-K and Elementary Classroom *(same as ECE 75)*

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

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

Rationale
Non-sub change and DE for emergency only.

I. Catalog Description
This course, the study of developmentally appropriate creative movement experiences for children, gives students methods to guide creativity in the pre-K and elementary classroom and to develop dance lessons tied to specific subject areas. Students gain knowledge of the movement aspect of child development and how to use creative dance to research and teach subject matter across the pre- K and elementary curriculum. It covers the role of movement in developing children's physical, motor, emotional, and cognitive skills, and includes workshops and field experience in planning and implementing appropriate creative experiences with young children.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Dancing Core Curriculum in the Elementary Classroom, Kupka, Nancy, Book Mart © 2009;
2. First Steps in Teaching Creative Dance to Children, Joyce, Mary, Mayfield Publishing Company © 1980;
3. Teaching Children Dance , 3rd, Cone, T., Cone, S., Human Kinetics © 2012;
4. Implementing the National Dance Education Standards, Meyer, F., SHAPE America - Society of Health and Physical Educators © 2010;
5. Gilbert, Anne Green; Creative Dance For All Ages, The American Alliance for Health, Physical Education, Recreation, and Dance, Reston, Virginia, 1992

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Develop lesson plans appropriate to the Pre-K through elementary school age levels that teach creativity and utilize creative movement with curriculum.
2. Develop teaching strategies for Pre-K through elementary school children with a specific focus on appropriate age-related expectations including age-appropriate limit-setting techniques.
3. Analyze and discuss aesthetic elements and the contribution of dance to educational objectives.
4. Discuss, analyze, and illustrate creative dance as universal language and expression of human experience.
5. Describe, as they apply to each age group addressed within the course, the four elements of dance: shape, space, time, and energy.
6. Develop and demonstrate movement sequences for individual body parts and large muscle groups noting the physical developmental levels of children ranging from Pre-K through elementary school.
7. Learn and apply methods of exploring and enhancing core subject matter area across the curriculum for children pre-K through 6th grade through movement.

8. Discuss and implement the California Visual and Performing Arts State Framework as well as applicable California State Standards regarding Pre-K through elementary school domains of childhood.
9. Prepare and teach a creative dance lesson related to a specific subject matter area including application of appropriate developmental expectations.
10. Demonstrate research skills, critical analysis, creative thinking, and problem solving.

IV. Methods of Presentation:

Discussion, Field Trips, Lecture and Discussion, Observation and Demonstration, Projects, Other Methods: -Guided experiences in movement and musicality. -Presentation of visual examples.

V. Course Content

% of Course	Topic
10.00%	Identify and describe specific age-related behaviors regarding the physical, cognitive, social/emotional and creative developmental domains of Pre-K through elementary children.
10.00%	Develop movements based on the elements of dance including which movements are appropriate for younger verses older children
10.00%	Study and develop movement sequences based on various rhythmic patterns
10.00%	Create structured improvisation using songs, stories, poetry and imagery incorporating knowledge of age-appropriate materials.
10.00%	Develop locomotor (traveling movements) and non-locomotor (axial) movement phrases.
20.00%	Research and implement a curricular lesson plan using dance movement.
20.00%	Develop and team-teach a lesson plan in a classroom, school site or community center geared toward the age-level of the children within the particular site.
10.00%	Analyze and evaluate student teaching practices noting the differences between what is appropriate for a younger verses an older child.
100.00%	Total

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

Percentage	Evaluation Method
20 %	Class Participation
20 %	Oral Presentation
20 %	Portfolios
20 %	Projects
20 %	Written assignments
100 %	Total

VII. Sample Assignments:
1. Written Assignment:

Movement Directives –Select four directives using shape, four directives using space, four movement directives using time, and four movement directives using energy. Type them out exactly as you will teach them.

2. Written Assignment
Curriculum Concert/Culminating Dance - Select any subject matter area in the pre-K or elementary curriculum-math, science, language arts, social science, the arts. Explain/discuss your specific selection, the vocabulary and the content. Structure a Culminating Creative Dance based on the subject matter with at least three or more distinct parts: 1) Beginning Shape(s), 2) Middle Parts that move in place; then movements traveling through space, 3) Ending Shape(s).

VIII. Student Learning Outcomes
1. Understand the benefits of dance movement education in terms of physical, cognitive, and affective development in children.
2. Utilize vocabulary integral to dance movement in education
3. Design creative movement experiences appropriate for children pre-K through 6th grade
4. Enhance core subject matter across the curriculum with children pre-K through 6th grade

Prerequisite / Corequisite Checklist and Worksheet: ECE 23
Prerequisite: Early Childhood Education 21: Observation and Assessment

Other prerequisites, corequisites, and advisories also required for this course:
Early Childhood Education 49: Curriculum and Strategies for Children with Special Needs

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:
In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, …)
  Complete the Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question) ECE 23
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Address the educational needs of a specific child by implementing support strategies within the young child's everyday schedule, routines and play.
B)	Collaborate with co-workers and parents (when appropriate) in a culturally sensitive, relationship-based, professional manner
C)	Demonstrate the ability to receive both direct and reflective supervision related to effective team-problem solving, sensitive and responsive interaction with team members, including families when appropriate, reflection on one's own practice, and ability to respond to constructive criticism/feedback from family and other IEP/IFSP team members in an appropriate manner.

EXIT SKILLS (objectives) FOR (the prerequisite course) ECE 21
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Apply knowledge of typical and atypical development to interpret observation and assessment data and collaborate with families and staff to design differentiated instruction to respond to students' needs.
2.	Demonstrate understanding of intervention processes, such as the ability to use observation and assessment in decision making for instruction, referral, and early intervention.
3.	Identify logistical challenges, biases, and preconceptions about observing and assessing children.
4.	Demonstrate effective communication practices that include cultural and linguistic responsiveness.

modified 09/26/2012

		ENTRANCE SKILLS FOR (23)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (21)	1	X	X	X					
	2	X							
	3		X	X					
	4		X	X					
	5								
	6								
	7								
	8								

Santa Monica College
SUBSTANTIAL CHANGE: EARLY CHILDHOOD EDUCATION 23, Practicum In Early Intervention/Special Education

Units:	5.00
Total Instructional Hours (usually 18 per unit):	162.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	3.00
Outside-of-Class Hours	108.00

Transferability:	Transfers to CSU
CSU GE Area:	E - Lifelong Understanding and Self-Development
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	ECE 45 and ECE 49 ECE 21

Rationale

This course is being updated to better reflect industry language and the breadth of course content, and to reestablish ECE 21 as a prerequisite course.

I.   Catalog Description

Under guided supervision, this course provides students with fieldwork experience working with infants, toddlers and/or young children with exceptionalities. Students will gain practical experience that reinforces connections between theory and practice, develops professional behaviors, and builds a comprehensive understanding of service provision for young children with exceptional abilities and needs and their families. Course work focuses on employing evidence-based practice to meet the individual needs of children in a variety of early intervention and educational settings. These include natural environments, self-contained special education classrooms, and full inclusion classrooms. Students will function in the role of an early intervention or special education assistant in professional partnership with a supervising teacher/early intervention specialist. Students will be required to complete a total of 90 hours, (30 days/1 day equals 3 or more hours) at their approved practicum site. Students must bring evidence of a current SMC Livescan form and a TB test clearance on the first day of class.

II.   Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
   1. Children with Special Needs, Lessons for Early Childhood Professionals, Kostelnik, Onaga, Rohde, Whiren, Teachers College Press © 2002;
   2. An Activity-Based Approach to Early Intervention, 4, Johnson PhD., JoAnn, Rhan PhD., Naomi, Bricker PhD., Diane, Brookes Publishing Co © 2015, ISBN: 978-1-59857-801-0;
   3. Building Blocks for Teaching Preschoolers with Special Needs, 3, Sandall, Susan R., Schwartz, Ilene S., Joseph, Gail E., Gauvreau, Ariane N.,, Brookes Publishing Co © 2019, ISBN: 9781681253411;

III.   Course Objectives

Upon completion of this course, the student will be able to:
   1. Under supervision, identify the needs of a specific infant, toddler or young child with exceptionalities based upon ongoing observation, consultation with his/her family and other significant adults in the child's life as appropriate.
   2. Address the educational needs of a specific child by implementing support strategies within the young child's everyday schedule, routines and play.
   3. Employ strategies that facilitate social interaction between children with exceptionalities and their peers.

4. Implement language facilitation strategies that support communicative interactions for children with speech and language delays.
5. Collaborate with co-workers and parents (when appropriate) in a culturally sensitive, relationship-based, professional manner.
6. Recognize and practice the importance of confidentiality and maintaining appropriate professional boundaries when working with young children with exceptionalities and their families.
7. Demonstrate the ability to receive both direct and reflective supervision related to effective team-problem solving, sensitive and responsive interaction with team members, including families when appropriate, reflection on one's own practice, and ability to respond to constructive criticism/feedback from family and other IEP/IFSP team members in an appropriate manner.
8. Demonstrate self-reflection that includes planning for professional development and ethical practices in early intervention/special education.
9. Assist in documenting observations and recording data related to children's IEP or IFSP objectives

IIIb. Arranged Hours Objectives:
Upon completion of this course, the student will be able to:
1. In collaboration with the early intervention and/or special education team, develop and implement curriculum modifications and instructional support strategies and plans that address IEP or IFSP objectives for a child at their fieldwork site .
2. Collaborate effectively with early intervention/education team members at their fieldwork site. The effectiveness of students' collaborative efforts will be based on observation and written evaluations conducted by both the mentor teacher and SMC fieldwork supervisor.

IV. Methods of Presentation:
Field Experience, Group Work, Lecture and Discussion, Visiting Lecturers, Other (Specify), Online instructor-provided resources, Other
Other Methods: Case study analysis, video recording of students in fieldwork site and analysis of performance.

IVb. Arranged Hours Instructional Activities:
Observation and Demonstration, Field Experience, Other (Specify), Other
Other Methods: Video recording of and reflection on student-child interactions at fieldwork site and development and implementation of instructional support plans

V. Course Content

% of Course	Topic
25.00%	Conferencing, video recording analysis, and feedback
30.00%	Instructional support/strategies planning and implementation
30.00%	Issues in the field
10.00%	Case studies and discussions on specific disabilities/diagnoses
5.00%	Professional development plan
100.00%	Total

Vb. Lab Content:

% of course	Topic
30.00%	Data collection based on observation and IEP/IFSP Goals
30.00%	Classroom observation, collaboration, and reflection
30.00%	Instructional support plans based on IEP/IFSP goals and objectives

10.00%	Reflection/Practicum Progress
100.00%	Total

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

Percentage	Evaluation Method
20 %	Homework - Discussion boards, small group discussions/projects, peer feedback
50 %	Other - 40% Fieldwork evaluations (includes mentor/supervisor midterm and final evaluations worth 20% each) 10% Self-evaluation and reflection
30 %	Written assignments - Case study analysis, reflection assignments, development of instructional plans, professional portfolio
100 %	Total

VII. Sample Assignments:

Curriculum Modification Planning Form:

Applying Curriculum Modifications Select one of the children/case studies that we have covered in the course thus far. Focus on information related to when the child was between 3 – 6 years of age. Imagine the child you selected will be entering your pre-school classroom next month. Based on what you know about your classroom activities, routines and expectations, and what you know about the child, identify three classroom activities for which you think this child would need modifications to fully participate. Use the Curriculum Modification Planning Form to document the activities which require modifications. Describe the modifications you will use and what they will look like in your classroom. Alternative: If you feel like you have enough experiential knowledge and objective information to complete a Curriculum Modification Planning Form for your proposed focus child, complete the form for your focus child.

Professional Portfolio:

As a culminating activity in this course, students are required to develop a professional portfolio (or add to their current portfolio). The purpose of a portfolio is to compile and organize documentation that reflects who you are as an educator and the skills you have in a way that can be used for future professional endeavors. In this class, the focus has been on knowledge, mindsets and skills related to supporting the development and learning of young children with exceptional needs in early learning environments. This should be represented in your portfolio. The portfolio must contain the following • Your philosophy of teaching/education statement • Current resume • Documentation of Instructional Planning: This documentation can include anything that evidences your ability to observe, assess, plan for and implement curricular modifications and specific instructional strategies to support access, participation and progress for a child with exceptional abilities and needs in the context of a classroom or other early learning environment. • Description of SMC's Early Intervention / Special Education Certificate Program • Copy of currently held relevant certificate(s)

VIII. Student Learning Outcomes

1. In collaboration with the early intervention and/or special education team, develop and implement curriculum modifications and instructional support strategies and plans that address IEP or IFSP objectives for a child at their fieldwork site .
2. Collaborate effectively with early intervention/education team members at their fieldwork site. The effectiveness of students' collaborative efforts will be based on observation and written evaluations conducted by both the mentor teacher and SMC fieldwork supervisor.

Santa Monica College
SUBSTANTIAL CHANGE: KINESIOLOGY PHYSICAL EDUCATION 14A, Beginning Distance Running/Cross Country

Units:	1.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	0.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours	0.00

Transferability:	Transfers to CSU, UC
CSU GE Area:	E - Lifelong Understanding and Self-Development
Degree Applicability:	Credit - Degree Applicable

Rationale
Given the wide range of knowledge and abilities among those interested in distance running, to best educate the students, the department needs to establish a progressive sequence of cross country classes. This "A" level will ensure students have the abilities necessary for the "B" level class.

I. Catalog Description
This course is designed to teach proper running biomechanics, stretching and other basic injury prevention techniques, and the rules and scoring for cross country races. The course will also help students develop the cardiovascular endurance necessary for distance running

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Daniels' Running Formula, 2nd, Daniels, Jack, Human Kinetics © 2005;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Describe proper technique drills needed to improve running form.
2. Recognize proper running mechanics.
3. Recall cross country team scoring and rules.
4. Explain basic injury prevention and rehabilitation plans.

IV. Methods of Presentation:
Lecture and Discussion, Other (Specify)
Other Methods: Handouts; Demonstrations of physical techniques by the instructor, guest speakers or other athletes; Student participation in training exercises.

V. Course Content

% of Course	Topic
10.00%	Warmup/ Equipment/ Proper Attire
10.00%	Rules and Scoring for Cross Country Races
15.00%	Injury Prevention/ Foam Rolling/ Flexibility Drills
15.00%	Long Distance Running Technique Form Drills
10.00%	Flat Surface Running Form

10.00%	Up and Down Hill Running Form
20.00%	Introduction to Cardiovascular Endurance Buildup Strategies
10.00%	Cooldown/ Abdominal Conditioning
100.00%	Total

Vb. Lab Content:

% of course	Topic
100.00%	This course is lab-based.
100.00%	Total

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

Percentage	Evaluation Method
60 %	Class Participation - Student's attendance and demonstration of effort and desire to work.
30 %	Exams/Tests - Pre and Post-testing to evaluate enhanced conditioning and skill development.
10 %	Final exam - Written exam of training techniques.
100 %	Total

VII. Sample Assignments:
Sample Assignment #1:
1. Students watch a video of a race and must describe three typical biomechanical flaws seen in the runners.
Sample Assignment #2:
.2. Students are presented with a case history and an injury common to long distance runners and required to explain a basic prevention and rehabilitation program for a runner suffering from this type of injury. &nbsp;
Sample Assignment #3:
3. Students are required to run for at least one mile without stopping while demonstrating proper running form.

VIII. Student Learning Outcomes
1. Students will be able to describe proper biomechanics for distance running.
2. Students will be able to explain injury prevention and rehabilitation plans.

DE Application
5. Course: DE for non-DE course: ANIM 30 - Intermediate 3D Animation

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Delivery Method

- Fully Online

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

1a. Instructor - Student Interaction
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments.

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

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

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom.

Throughout the course of the semester, students can help each other out by posting replies and engage in the discussion boards. Students will post and discuss projects and research in the discussion board.

Students will post and discuss their projects. Midterm and Finals presentations will be recorded with feedback from students and the instructor for developmental feedback. Students will be required to give qualitative responses to other students. This is for the presentation and collaborative portion of the class.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed-Interactions

Discussion Boards
This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be for instructor and peer feedback on course material as well as general class communication.
Percentage of Online Course Hours 10.00

Online Lecture
Lecture content will be delivered both in HTML format that is compliant for accessibility and in video recordings.
Percentage of Online Course Hours 30.00

Project Presentation
Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.
Percentage of Online Course Hours 40.00

Study and/or Review Sessions
A live weekly Q&A session will be conducted to provide instructor feedback on the current project. These sessions will be recorded and captioned for students who are unable to attend. Students also be asked to provide qualitative feedback or questions during these sessions as part of their participation grade.
Percentage of Online Course Hours 20.00

2. Organization of Content

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

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

3. Assessments

Participation
Percent of Grade 10.00
Students will be required to post an introduction at the start of the semester, and be asked to provide qualitative feedback on the discussion boards or during live Q&A sessions.

Projects
Percent of Grade 60.00
Students will complete six projects over the course of the semester, each representing 10% of the final grade. Students shall submit digital files for each project, including the completed project file as well as weekly in-progress work. Instructor feedback will be provided directly through the online learning platform.

Final Project
Percent of Grade 30.00
Students will submit an individual final project applying all of the principles learned over the course of the semester. The instructor shall review and grade the submission within a week.

4. Instructor's Technical Qualifications

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

5. Student Support Services

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Course Objective:
Apply the principles of animation to biped and quadruped characters.

Sample Assignment:
Create a 200 frame animation of a biped character running and jumping.

Online Process:

Students will read and watch the lecture notes and video demonstrations that are posted in the online course - the course notes shall be accessible and the videos shall have transcripts. Then they will complete the assignment by downloading the provided files and using the techniques outlined in the lecture content.

Discussions with the instructor and other students will be done to assure understanding and mastery of the required skills. This will be accomplished through discussion boards and video conferencing tools. Students will submit the final file or hyperlink to the online course, and the instructor will give feedback and post grades within 48 hours.

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: ANIM 85 - Animation Studio

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

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

1b. Student - Student Interaction:

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

Throughout the course of the semester, students can help each other out by posting replies and engaging in the discussion boards. Students will post and discuss projects and research in the discussion boards.

Midterm and Final presentations will be recorded with feedback from students and the instructor for developmental feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting.

1c. Student - Content Interaction:

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

1d. Distance Ed-Interactions

Discussion Boards
Discussion boards will be for instructor and peer feedback on course material as well as general class communication.
Percentage of Online Course Hours 10.00

Study and/or Review Sessions
A weekly review session will be conducted to provide instructor and peer feedback on student progress. These sessions will be recorded and captioned for students who are unable to attend. Students will provide qualitative feedback or questions during these sessions as part of their participation grade.
Percentage of Online Course Hours 50.00

Project Presentation
In addition to the weekly review sessions, students will be required to make formal presentations at set intervals throughout the semester. These presentations will be graded and both instructor and peer feedback will be given.
Percentage of Online Course Hours 40.00

2. Organization of Content

The instructor will 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.

3. Assessments

Participation
Percent of Grade 30.00
Students are required to post and reply to a specified number of student posts in the discussion boards. In addition, students are expected to give regular feedback to peers during weekly review sessions.

Written Assignment
Percent of Grade 10.00
Students will digitally submit an individual resume and cover letter in response to a current entry-level job posting.

Midterm Presentation
Percent of Grade 30.00
Students will submit a presentation of work-in-progress. Instructor and peer feedback will be provided in real-time, and midterm grades will be completed within a week.

Final Presentation
Percent of Grade 30.00

Students will submit a curated final presentation of work completed throughout the semester. Instructor and peer feedback will be provided in real-time, and final grades will be completed within a week.

4. Instructor's Technical Qualifications

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

5. Student Support Services

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Course Objective:

Create content that reflects the entry-level skill set necessary for a chosen aspect of 2D or 3D animation production.

Sample Assignment:

Submit an original work for inclusion in your final portfolio.

Online Process:

Students will complete the assignment by uploading a link to their online portfolio showcasing the new content. Discussions with the instructor and other students through discussion boards and video conferencing tools will provide feedback on the work. The instructor post grades within 48 hours.

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: DMPOST 60 - Post-Production Studio

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Delivery Method

- Fully Online

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

1a. Instructor - Student Interaction
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom.
Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board.
Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed-Interactions

Discussion Boards

This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.
Percentage of Online Course Hours 20.00

Online Lecture
Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.
Percentage of Online Course Hours 30.00

Project Presentation
Students are required to present multiple projects for grading. This will be done with video presentations which are submitted for evaluation and are based on lecture content.
Percentage of Online Course Hours 50.00

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

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

3. Assessments

Discussion Boards
Percent of Grade 20.00
Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.

Projects
Percent of Grade 50.00
Students shall submit portfolio edited projects. The submission is digital and ready for inclusion in a digital portfolio at the end of class.

Final Project
Percent of Grade 30.00
The final portfolio will highlight the best work of the student and will be presented as an edited reel posted on the student's personal online site.

4. Instructor's Technical Qualifications
The instructor should receive training or be familiar with the college's learning management system. This includes all the required technology for online delivery such as building the course and communication tools

such as discussion boards. They should also be aware of the technical support available for faculty and the knowledge to ensure the material and course content is accessible.

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

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

7. Representative Online Lesson or Activity
Course Objective:
Develop editorial skills to demonstrate proficiency in creating a scene between actors.

Sample Assignment:
Students will edit a scripted scene between two actors with supplied material and cut two versions which shows how the same material and dialog can result in two completely different emotional outcomes.

Online Process:
Students will read or listen to lectures and demonstrations which are posted in the online course - the handouts shall be accessible and the videos shall have transcripts. Then they will draft from their computers using the techniques demonstrated and discussed in lectures. Pin ups or discussions with the instructor and other students will be done periodically to assure understanding and mastery of the skill. This is accomplished through discussion boards or conferencing tools such as ConferNow. In addition, the final project is to be documented by submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

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: ECE 23 - Practicum In Early Intervention/Special Education

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Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

The instructor will send a pre-course welcome letter 1-2 weeks before the course begins with information about the course, procedures for the first day of class, and how the instructor will communicate with students. The instructor will provide an instructor introduction and an introduction to course navigation. There will be multiple, frequent and on-going opportunities for communication between the instructor and students via LMS and other online tools (e.g. threaded discussions, announcements, emails, and video chats) throughout the course. Individualized communications can be initiated by either the instructor or the student as needed.The instructor will provide guidance to students by using grading rubrics, and offer individualized feedback and suggestions to support successful completion of course and practicum requirements and/or improve student performance. The instructor will post weekly announcements including reminders of upcoming due dates, information about department and campus activities, and other items related to the course, student-life and professional development and career opportunities. The instructor will offer physical and virtual office hours via video conferencing, chat and phone as needed. The instructor will conduct one on one student conferences to discuss midterm and final mentor/supervisor and student-self evaluations.

1b. Student - Student Interaction:

Students will interact weekly with peers through asynchronous discussion and small group activities throughout the course. Most discussion boards require comments to 2 classmates. Discussion boards will be graded not only on content but on the quality of peer-to-peer interaction to foster a supportive collegial learning environment. A Student Lounge Discussion Board and/or a Weekly Check-in will provide students opportunities to communicate regarding everyday life and non-course topics. Small group activities, debates, and/or peer review of assignment drafts will be offered periodically (i.e. 2-4) times during the course. Students will also be encouraged to connect with one another using LMS communication tools to form study groups, learning pods and reflect on fieldwork experiences.

1c. Student - Content Interaction:

Students will interact with course content on a weekly basis through readings, videos, discussions and reflective assignments. Students will also contribute to content through opportunities to research, reflect on, share and inquire about how theory relates to their fieldwork experiences.

1d. Distance Ed-Interactions

Discussion Boards
Students will engage in weekly discussions related to course material, practicum experiences, and the application of theory to practice. Weekly discussions will promote student-teacher and student-student interaction. Discussions require students to post responses to questions about material and/or their response to it, review and comment on peer responses, and reflect on their learning. Periodic small group discussions on case studies, challenges in the field and other student-identified topics of interest offer additional opportunities for exchanging ideas with instructor and peers.
Percentage of Online Course Hours 40.00

Online Lecture
Online lecture will consist of review of lecture notes/slide presentations, text and video commentary from the instructor and/or other instructional sources.
Percentage of Online Course Hours 10.00

Videos
Students will view and reflect on videos related to course material, including illustrative video case studies.
Percentage of Online Course Hours 10.00

Written assignments
Students will review assigned reading and instructional material in order to apply course theory and concepts to practice through the development of instructional plans and reflective essays.
Percentage of Online Course Hours 30.00

Peer Feedback
Student will give, receive and respond to peer feedback on instructional plans, collaborative assignments and as part of discussions.
Percentage of Online Course Hours 10.00

2. Organization of Content
The course will be divided into weekly modules, including an assignment and objective page outlining required activities. Weekly activities will align with anticipated progression of fieldwork experiences and include observations, reflective writing/journaling, readings, video presentations, applied assignments and discussion boards, and midterm and final conferences with the mentor teacher and SMC fieldwork supervisor.

3. Assessments

Reflective Journals/ Writing
Percent of Grade 10.00
Students will submit weekly reflective assignments related to fieldwork experiences and the application of theory to practice. Guidelines for reflective assignments will be clearly delineated and a grading rubric will outline expectations for assessment.

Written Assignments
Percent of Grade 20.00

Students will submit a variety of written assignments including analysis of case studies, documentation of observations, and development of instructional plans. Guidelines for written assignments will be clearly delineated, grading rubrics will outline expectations for assessment, and constructive feedback from instructor will be provided on draft submissions as needed.

Threaded Discussions
Percent of Grade 20.00
Students will engage in weekly discussion boards with peers on topics related to the integration and application of course material. Guidelines for each discussion board will be clearly delineated and a grading rubric will outline expectations for assessment, including peer to peer interaction.

Fieldwork Evaluation (Midterm)
Percent of Grade 25.00
Students will review and reflect on a midterm evaluation conducted by the mentor teacher and/or SMC supervisor that assesses the students' professionalism and skill level in early intervention/special education competency areas. Students will submit a corresponding midterm self-evaluation identifying their current skill level in competency areas and a growth plan for development of professional skills with guidance from their mentor teacher and/or SMC supervisor. Detailed guidelines for self-evaluation, including delineation of competency areas, will be provided and individual feedback on evaluations discussed during midterm conferences.

Fieldwork Evaluation (Final)
Percent of Grade 25.00
Students will review and reflect on a final evaluation conducted by the mentor teacher and/or SMC supervisor that assesses the students' professionalism and skill level in early intervention/special education competency areas. Students will submit a corresponding final self-evaluation identifying their current skill level in competency areas, progress on midterm grown plan, and future professional development goals with guidance from their mentor teacher and/or SMC supervisor. Detailed guidelines for self-evaluation, including delineation of competency areas, will be provided and individual feedback on evaluations discussed during final conferences.

4. Instructor's Technical Qualifications

Instructors should have completed training on the learning management system in place at the college, be familiar with the tools available in the LMS, and be able to use them efficiently. The instructor should also be knowledgeable of accessibility resources on and off-campus, able to implement best practice guidelines for online pedagogy and willing to stay current on technology to enhance student learning as technology changes every day.

5. Student Support Services

Links to be integrated into the online course include:The department website, Center for Wellness and Well-Being, Campus Police, Office for Students with Disabilities, Title IX statement, Learning Environment Statement, SMC DREAM Program and DACA statement, Veteran Resource Center, ECE Teacher Resource Room, Child Development Training Consortium, Library Resources, Scholarships, Academic Counseling, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, California Early Childhood Educator Competencies, SMC Reading Lab, and the SMC Writing Lab.

6. Accessibility Requirements

Course design will adhere to California Community College Distance Education Guidelines, CA Code 11135 and Section 508 of the Rehabilitation Act. This includes closed captioning of all videos and video lectures, following principles for Universal Design when formatting LMS pages, PDFs and other web-based documents, using descriptive Alt-text for images and graphics, and ensuring links to external websites are descriptive and provide accurate information about the linked content. Consultation with accessibility experts from the Office of Students with Disabilities and/or Distance Education Team will occur when additional accommodations are needed or questions arise.

7. Representative Online Lesson or Activity

Objective: Demonstrate self-reflection that includes planning for professional development and ethical practices for working in early intervention.

Use the guidance found in "How to Develop a Philosophy of Teaching: Early Childhood Education," to write a philosophy of teaching statement for early childhood education. If you already have a personal philosophy of education statement, consider if and how you might adapt it to explicitly address beliefs and practices related to supporting children with exceptionalities in early education environments.

Initial Post: Post your philosophy of teaching to the threaded discussion board. If you are uploading a document, be sure it is a Word Document or PDF file.

Peer Response: Please review the philosophy of teaching statement of your assigned peers. When reviewing and responding to your peers' statements consider the following: Does the statement evidence who this person is as a teacher? Are this person's beliefs about education and teaching clear? Are this person's educational/teaching practices clear? What appreciations can you offer? What do you wonder about or what are you curious about?   What suggestions, if any, do you have for your peers and on what are you basing those suggestions?

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: ECE 901 - Introduction to Early Care and Education

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Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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 facetime 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 will occur 3-4 times during the course.
Asynchronous Threaded Discussion will occur 1-2 times each week.
The course will include a Virtual Student Lounge with student-led discussions on 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

Threaded Discussions
Threaded Discussions related to content topics
Percentage of Online Course Hours 35.00

Online Lecture
Narrative with embedded web links and video links if applicable
Percentage of Online Course Hours 17.00

Videos
Students will view videos related to content.
Percentage of Online Course Hours 25.00

Written assignments
anecdotal observations
journal entries
Percentage of Online Course Hours 23.00

2. Organization of Content

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

3. Assessments

Small Group Assignments
Percent of Grade 25.00
Students will complete a minimum of 2 small group assignments. Scored by rubric.

Weekly Threaded Discussions (both verbal and written)
Percent of Grade 50.00
Discussion Assignment Rubric

Written Reflection and Position Statements
Percent of Grade 25.00
After reading articles or other content tools, students will complete written reflection of draft personal position statements, scored by rubric.

4. Instructor's Technical Qualifications

Instructors should have completed training on the learning management system in place and received the appropriate certification, be knowledgeable of accessibility resources on and off-campus, be familiar with Canvas tools, and engage in continued professional development related to online teaching.

5. Student Support Services

Department website, Center for Wellness & Well-being, 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 Resources

6. Accessibility Requirements

Videos will be closed captioned. PDF documents will be converted to a CANVAS page, when appropriate. Pages will use the Rich Text Editor and the embedded accessibility checker to verify compliance. Images will have alt text.

7. Representative Online Lesson or Activity

Threaded Discussion
Initial Response Due Thursday by 11:59 pm

Instructions:
1. Visit the MyPlate for Preschoolers website, sponsored by the United States Department of Agriculture.
2. Review each of the links on the left-hand side of the page.
3. Using information from this website, design a 1-day meal plan for a 3-5-year-old (active) boy or girl. This should be a unique meal plan that reflects your home culture and food preferences. Do not copy an existing plan from the website. Assume that the child is a picky eater (as many preschoolers are). Be sure to include a plan for breakfast, a morning snack, lunch, an afternoon snack, and dinner. Also, tell us what they will drink with each meal.
4. Post your meal plan to this page.
In 1-2 paragraphs, share data from MyPlate that supports your menu planning choices.

Response to Classmates Due Sunday by 11:59 pm
You must post your initial response before you will be able to view a classmate's posts.

Respond to at least 2 classmates' original post. Your responses should be approximately 1-2 full paragraphs in length and must include the following...
1. Do you agree or disagree with your classmate's selections and evidence? Why?
2. Do you feel that this meal plan addresses the nutritional needs of preschool age children? Why or why not?
3. Does the plan accommodate a child who is a prickly eater? Why or why not?
4. What suggestions can you make to improve this meal plan?

Be sure to check back in on the discussion regularly to respond to any questions to you and to read the responses to any questions you have asked.

Note: Your grade for all discussions will be based on the DISCUSSION RUBRIC. Visit the Grades section to view the rubric.

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: ENGL 300 - Advanced Writing and Critical Thinking in the Disciplines

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Delivery Method

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

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

1a. Instructor - Student Interaction
The instructor will be in regular contact with students:
There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and our goal is to respond to all questions within 24 hours.

The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) at the beginning of every week, and during the week as needed, and will also send all announcements via email.

The instructor will respond to students' comments and questions via discussion boards, email, and the mail option on the LMS.

The instructor's contact information will be located both on the syllabus and in the introduction discussion.

The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses.

During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and key points.

The instructor will provide feedback to students individually as well as to the entire class. For example, the instructor may post a general feedback message to the class about a topic, or a common issue occurring in assignment submissions, or skills assessments via announcements or discussions. Additionally, individual feedback will occur via assignments comments, writing assessments, LMS messaging, conferencing, and office hour visits.

The instructor will also host weekly, online office hours where students can meet them to address any questions or concerns they may have. Instructors will also provide recorded info sessions for projects or pre-recorded lessons.

Students will receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

Students interact with course materials several times a week. Each module will have an overview, with all the expectations, goals, and dates listed for that module explained. Within each module, students will read assigned material, including pages in the LMS; watch instructor's lectures and multimedia video lectures; and view web content. The instructor will provide a range of assignments and activities to address different learning styles. Other assignments may ask students to research a topic and report back to the class via discussion board or other method. Students will submit assignments and activities for feedback, revision and peer review of essays and other writing assignments.

1d. Distance Ed-Interactions

Online Lecture
Students will participate in online lectures.
Percentage of Online Course Hours 15.00

Videos
Students will view online lectures, videos, and listen to podcasts related to the content, skills and projects covered in the course.
Percentage of Online Course Hours 15.00

Discussion
Instructor will post a topical/critical question related to the module content; students will respond to that question, and each other's responses.
Percentage of Online Course Hours 10.00

Project Presentation
Students will post a group presentation of one of the assigned readings or topics.
Percentage of Online Course Hours 10.00

Written assignments
Students will post 2-3 essays in different genres, respond to online feedback, and revise their writing
Percentage of Online Course Hours 30.00

Threaded Discussions
Students will post critical questions regarding the assigned readings and participate in discussions related to the questions raised by classmates.
Percentage of Online Course Hours 10.00

Exams
Students will take online quizzes on assigned readings and lecture content.
Percentage of Online Course Hours 10.00

2. Organization of Content

Content is organized into modules based on semester weeks. Objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages; external websites and texts; audio (with transcripts); captioned videos; and images with alternative text. Remedial and advanced learning activities are provided, including reflective writing, supplemental materials, and self-check quizzes. A typical instructional module includes (1) written assignment directions / multimedia references; (2) support materials; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies.

Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course. There will be opportunities to participate in synchronous office hours and live demos as well as recorded demonstrations. Content pages will include links to recorded lessons or other content (via Zoom or other recording tools) and YouTube videos placed along with text and images. Students will use Discussion boards to show work in progress and give/get feedback from other students and the instructor. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, will be used to create student-centered learning. There will also be links provided on a regular basis that will bring students' attention to current events that have relevance to the course.

3. Assessments

Class Participation
Percent of Grade 10.00
Active participation in Threaded Discussion including thoughtful, substantive responses to classmates' writing

Exams
Percent of Grade 15.00
Online quizzes about reading and final exam analyzing a particular text

Presentation
Percent of Grade 15.00
Online presentation on one of the readings or topics.

Written Responses to Readings
Percent of Grade 20.00
Well-written, coherent responses to Discussion prompts

Essays
Percent of Grade 40.00
Two 2-3 page essays, One 3-4 page essay

4. Instructor's Technical Qualifications

Instructors will need proficiency in the learning management system, video conferencing software and various other tools to produce video recorded lessons/content. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other trainings. Instructors will need to know how to use web-based technologies to create slideshows, screencasts, and captioned videos. An instructor may need support from the IT department, distance education department, teaching excellence center, instructors who have experience teaching online, and the LMS support hotline.

5. Student Support Services

The instructor will provide information about and links to online and on-ground tutoring services, financial aid, counselling, special programs, emotional support center, the library, and the learning management system help features. These resources will not only be presented, but also incorporated into introductory assignments (e.g. introductions and/or quizzes or other introductory activities).

6. Accessibility Requirements

The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. Each module will have the same format/structure. The content pages will consistently use heading styles. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background. Hyperlinks will be embedded. Links will lead to internal material whenever possible. Only acronyms will be written in all-caps letters. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.

7. Representative Online Lesson or Activity

Course Objective: Upon satisfactory completion of the course students will be able to describe and analyze formal elements of design.

Each group will select one project discussed in the Speculative Everything reading for their day and will present it to the class using Keynote, Prezi, or FlipGrid. Your presentation should include:

•   a formal analysis of the work (what does it look like? how is it situated in space?)

•   background of designers

•   work's reception

•   critical analysis (what trends/styles/media/genres is this project working with/against? what is its purpose? what are its values? where would it fit on Dunne and Raby's A/B list? or does it belong on its own list? why do Dunne and Raby include it? what does it illustrate about their argument?)

The purpose of this presentation is to dig deeper into the text and follow through on its many gestures to outside works. You are sharing information with your classmates. When planning your presentation, consider what information you would like to have about other projects in the book.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application
3. Course: NON-Substantial Change: FASHN 12 - Fashion Show Production

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Delivery Method

- Fully Online

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

1b. Student - Student Interaction:

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

For class assignments, Students can post questions to a public forum. This will allow students to assist one another as well as monitored guidance from the instructor.

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 instructions.

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

Tests will be implemented through SMC Course management software.

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

1d. Distance Ed-Interactions

Discussion Boards

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

Percentage of Online Course Hours 10.00

Videos

Students will watch weekly demonstration videos with the encouragement to ask questions/post comments based on the entire video, or at a specific time stamp moment in each video. As other students see those comments, they can discuss among one another. For class assignments, Students can post questions to a public forum. This will allow students to assist one another as well as monitored guidance from the instructor. For example, asking the class "What are the elements of stage lighting". 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.

Percentage of Online Course Hours 75.00

Project Presentation

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

Percentage of Online Course Hours 10.00

Peer Feedback

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

Percentage of Online Course Hours 5.00

2. Organization of Content

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

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

3. Assessments

2 part final exam

Percent of Grade 20.00

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

Participation in online class discussions and critiques

Percent of Grade 30.00

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

Project Presentaion

Percent of Grade 30.00

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

Peer Feedback

Percent of Grade 10.00

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

4. Instructor's Technical Qualifications

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

5. Student Support Services

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

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

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

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

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Using Zoom and Canvas students will will work together in assigned teams to develop, prepare and present a professional- level fashion show.

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: GAME 10 - Game Design Studio 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 contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom.

Throughout the course of the semester, students can help each other out by posting replies and engaging in the discussion boards. Students will post and discuss projects and research in the discussion boards.

Midterm and Final presentations will be recorded with feedback from students and the instructor for developmental feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (written and transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed-Interactions

Online Lecture
Lecture content will be delivered both in HTML format that is compliant for accessibility and in captioned video recordings.
Percentage of Online Course Hours 35.00

Project Presentation
Students are required to complete and present several projects based on the lecture and class notes content.
Percentage of Online Course Hours 35.00

Study and/or Review Sessions
A live weekly Q&A session will be conducted to provide instructor feedback on the current project. These sessions will be recorded and captioned for students who are unable to attend. Students will also be asked to provide qualitative feedback or questions during these sessions as part of their participation grade.
Percentage of Online Course Hours 20.00

Discussion
This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be for instructor and peer feedback on course material as well as general class communication.
Percentage of Online Course Hours 10.00

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

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

3. Assessments

Participation
Percent of Grade 20.00
Students will be required to post an introduction at the start of the semester, and be asked to provide qualitative feedback on the discussion boards or during live Q&A sessions, and complete exercises as part of their participation grade.

Written Assignments
Percent of Grade 20.00
Students shall submit written game design documentation and analysis of game systems. Instructor feedback will be provided directly through the online learning platform.

Projects
Percent of Grade 60.00

Students will submit three group prototyping projects applying principles learned in the course. Instructor feedback will be provided directly through the online learning platform.

4. Instructor's Technical Qualifications

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

5. Student Support Services

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Course Objective:
Build playable prototypes of original tabletop games.

Project:
Working as a group, develop a functioning tabletop prototype based on an original game concept developed by the team. Present the results online to the rest of the class.

Online Process:
Students will read and watch the lecture notes and video demonstrations that are posted in the online course - the course notes shall be accessible and the videos shall have transcripts. Then they will complete the assignment by downloading provided files and using the techniques outlined in the lecture content. Discussions with the instructor and other students will be done to assure understanding and mastery of the required skills. This will be accomplished through discussion boards and video conferencing tools. Students will submit the final file or hyperlink to the online course, and the instructor will give feedback and post grades within 48 hours.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

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

DE Application
5. Course: DE for non-DE course: GR DES 44 - Publication and Page Design 2

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:

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

Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board.

Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:

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

1d. Distance Ed-Interactions

Discussion Boards
This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.
Percentage of Online Course Hours 40.00

Online Lecture
Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.
Percentage of Online Course Hours 30.00

Project Presentation
Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedbacks. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.
Percentage of Online Course Hours 20.00

Videos
Demonstrations of specific modeling of sketching or other skills for class. Videos shall be captioned.
Percentage of Online Course Hours 10.00

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

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

3. Assessments

Presentations
Percent of Grade 20.00
Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.

Discussion Boards
Percent of Grade 20.00
Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.

Class Exercises
Percent of Grade 30.00
Students will work together or individually on small skill building exercises such as research, design, justify, and articulate their work using human-centered design principles and screen-based interaction patterns. These exercises directly relate to the class topics and projects. Each student submits final deliverables. Instructor shall review and grade the submissions within a week.

Projects
Percent of Grade 30.00
Students shall submit midterm and final projects in the medium specified in the rubric for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.

4. Instructor's Technical Qualifications

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

5. Student Support Services

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

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Course Objective: Design and product a print project using desired fonts, styles, margins, indents, etc

Lesson/Activity: Students will design a set of Museum Pole Banners and corresponding Digital Save-The-Date interactive PDF postcard. The goal is to design and produce a set of Pole Banners design files and a Save-The-Date digital postcard for any museum or art gallery show. The Save-The-Date will be finalized for digital format (Interactive PDF) and must include at least two interactive elements in the form of hyperlinks, slide shows, audio and/or video playback. The designs must look like they are from a single voice.

Online Process: Students will read or listen to lectures and demonstrations which are posted in the online course. Handouts shall be accessible and the videos shall have transcripts.

Students will complete assignment from their computers using techniques in these lectures/demonstrations. Feedback from the instructor and other students will be done periodically to assure understanding and mastery of the skill. This will be done through discussion boards, written and audio and/or video feedback on assignments from the professor, peer review, and conferencing tools.

In addition, the final project is to be documented and submitting to the online course. Instructors will give feedback within a week and grades will be posted shortly thereafter.

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: IXD 330 - Interaction Design Studio 2

Delivery Method

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

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

1a. Instructor - Student Interaction
The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in contact with the students. Each week the instructor will post announcements, reminders, or notes regarding assignments. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Regular discussion boards will be posted, and the instructor will provide comments, input, and feedback just as in a traditional classroom setting. Additionally, constructive feedback will be provided on the homework in a time-frame adequate for students to adjust for the next assignment. The instructor will promptly respond to communication from students via email, the "General Questions" discussion board, and any other communication media used.

1b. Student - Student Interaction:
Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, students are asked to introduce themselves and reply to at least two other students in class. From the beginning, a sense of belonging and community is established in the online classroom.

Throughout the course of the semester, students can help each other out by posting replies and engage in a discussion in the "General Questions" discussion board.

Students will post and discuss projects and research in the discussion boards. Presentations will be recorded and posted on the discussion boards with feedback from students and the instructor for developmental feedback and final presentation feedback. The presentations will be within a specific time limit and are given parameters for what should be seen in the video. The instructor will use the online course system to record and transcribe for posting. Students will be required to give qualitative responses to a minimum of 4 other students (when a student already has 4 responses the student will look for another project to comment on, so every student gets feedback). This is for the presentation and collaborative portion of class.

1c. Student - Content Interaction:
The classroom is organized into weekly course modules. Each weekly module consists of: learning objectives for each module, lectures (handouts or transcribed recordings), weekly discussion boards which reinforce the weekly concepts, and a reminder on what is due or what progress should be made during the week on the student work or projects.

1d. Distance Ed-Interactions

Discussion Boards
This is a critical component and will comprise discussions on topics and student projects. Discussion boards will be where projects are posted for feedback, a board for general questions for class communication, and instructor feedback.
Percentage of Online Course Hours 40.00

Online Lecture
Lecture Topics will be done in either (or both) written files which are compliant for accessibility or video presentations which are captioned or a combination of both.
Percentage of Online Course Hours 30.00

Videos
Videos will demonstrate the critical processes and interactions which require illustration in a time-based medium.
Percentage of Online Course Hours 10.00

Project Presentation
Students are required to present all projects for grading. This will be done with video presentations which are provided to the class for review, questions, and feedback. Students will be required to provide qualitative feedback or questions and the presenter is required to respond as part of the presentation grade.
Percentage of Online Course Hours 20.00

2. Organization of Content
The instructor will lecture, demonstrate and give inspirational images or videos for students to use for project development. Rubrics are used to clarify instructor requirements for assignments. The online course system is sufficient in providing for these. Content is organized according to major content headings in the syllabus. Each module clearly states what the objectives are, and the assignments are consistent with the topic for that week.
Due dates are given at the beginning of class to allow time for scheduling to complete the project. Assignments are given spaced through the semester. Materials needed for all projects are given at the beginning of the semester, so students have ample time to purchase what is needed and to be transparent on the cost. Low cost alternative solutions are given or considered.

3. Assessments

Presentations
Percent of Grade 20.00
Using a rubric to establish project parameters, students present projects by the due date. Instructor and class feedback is done within a week. Students grades shall be posted within a week of presentations.

Discussion Boards
Percent of Grade 20.00
Weekly discussions will be posted. Students are required to post and reply to a specified number of student posts. Posts are due by one date and responses are due a few days later. Instructors are to grade and post this category each week.

Class Exercises
Percent of Grade 20.00
Students will work together or individually on small skill building exercises such as ideation, storyboarding, user testing. These exercises directly relate to the class topics and project. Deliverables are submitted by each student. Instructor shall review and grade the submissions within a week.

Projects
Percent of Grade 40.00
Students shall submit midterm and final projects in the medium specified in the rubric for each project. The submission is digital and ready for inclusion in a digital portfolio at the end of class.

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

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

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

7. Representative Online Lesson or Activity
Course Objective:

Conduct user-testing sessions to develop further iterations of a project.

Sample Assignment:

Heuristic evaluation: Using templates and other resources provided students will conduct heuristic evaluations of the prototypes created by their peers. They will produce a detailed analysis of the user interface and user experience following the existing industry-standard guidelines.

Online Process:

Students will read or listen to lectures, reading assignments and demonstrations which are posted in the online course - the handouts shall be accessible, and the videos shall have transcripts. Students will use their computers to complete the homework and the class projects utilizing the techniques demonstrated and discussed in lectures. Using an online platform students will organize in groups and create the project deliverables. This is accomplished through discussion boards or conferencing tools. The resulting documents will be submitted via an online learning platform. Instructors will give feedback within a week and grades will be posted shortly thereafter.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application
5. Course: DE for non-DE course: KIN PE 19C - Fitness - Body Level Exercises

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Delivery Method

- Fully Online

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

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

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

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

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

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

A typical week may look like the following:
Monday: Module becomes available containing the following information:
Weekly overview that may contain the week's deadlines, activities, workouts, links to reading materials, video demonstrations, etc.,
Presentation of new lesson content based on course objectives, delivered through content pages, videos, images, hyperlinks to external materials, articles, etc.,
Introduction to aspects of bodyweight exercises, cardiovascular training, anatomy and exercise physiology, that will be focused on that week,
Presentation of Discussion threads tied to week's topic, and
Presentation of the week's assessments with clear instructions and due dates.
Wednesday: Zoom office hours
Thursday: Initial response to threaded discussion due
Sunday:
Journal entries due with workout summaries, and
Replies to classmates in threaded Discussion due.

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

1d. Distance Ed-Interactions

Online Lecture
Lesson Presentations (lectures, videos, demonstrations, articles, etc.)
Percentage of Online Course Hours 40.00

Project Presentation
Group Projects
Percentage of Online Course Hours 5.00

Written assignments
Assessments (assignments, quizzes, final exam/project)
Percentage of Online Course Hours 5.00

Threaded Discussions
Graded weekly discussions
Percentage of Online Course Hours 10.00

Other (describe)
Journal Entries/Workouts
Percentage of Online Course Hours 40.00

2. Organization of Content
Content will be organized in weekly Modules within LMS. Each module will contain instructor-provided material that may include, but is not limited to:
- Lessons tied to the learning objectives (delivered through content pages, videos, images, hyperlinks to external materials, articles, etc.),
- Instructions for the week's workouts,
- Discussion of components of lifestyle fitness,
- Anatomy review of the targeted muscles, and
- Instructions for submitting week's assessment(s),

Each weekly Module will also contain opportunities for interaction with the lesson material, between students and with the instructor via (not an exhaustive list):
- Discussion thread(s) related to the topic(s) of the week,
- Journal entry with a summary of the week's workouts, containing objective and subjective information, and
- Some form of assessment (assignment, group project, quiz, etc.) that may vary from week to week.

3. Assessments

Participation through Journal entries and Workouts
Percent of Grade 30.00
Weekly journal entries that document two weekly workouts, including video uploads and workout tracking app summaries that the instructor will review and provide feedback weekly.

Participation through Discussion Response and Participation through Peer replies
Percent of Grade 20.00

Initial responses to Discussion threads aimed at having students interact with the instructional material in a classroom-like environment. Replies to peer discussion-thread responses, aimed at building community through comments and the exchange of ideas.

Assessments/Assignments
Percent of Grade 25.00
- Self-assessments that will target bodyweight exercises, cardiovascular training, anatomy, heart rate, and calorie counting, and will require video uploads of student's performance, as well as a self-analysis to verify the level of understanding of the material, - Quizzes used to measure the effectiveness of the lessons and student learning, and - Formative written assignments and/or group projects that require students to apply their knowledge of cardiovascular and bodyweight exercises, anatomy, nutrition and exercise physiology, in a variety of ways.

Final Project
Percent of Grade 25.00
Summative Final Lifestyle Fitness Plan: To demonstrate the understanding of concepts discussed and practiced in class, students will present a week-long training program specific to their fitness goals and fitness level, using aerobic, calisthenic and plyometric exercises. Throughout the semester, students will be asked to perform activities and complete assignments that will build towards the Final Project.

4. Instructor's Technical Qualifications
Instructor should receive training on LMS in place, as well as know where and how to access technical support available for faculty. Instructor should also be knowledgeable in making the content universally accessible.

5. Student Support Services
The following links are provided under the Student Support Resources tab in the Syllabus:
Center for Students with Disabilities
Campus-Wide Assistive Technologies
Technology Resources for SMC Students
StudentLingo
Center for Health and Wellbeing (310-434-4503) is an excellent resource that provides short-term mental health services, community referrals, and a 24/7 emotional support line for students (800-691-6003). Or, if the situation is an emergency, you may contact the SMC police department (310-434-4300 or the SMC LiveSafe app).
SMC library website
SMC library online catalogue
Tutoring Services
Financial Aid & Scholarship Office
Counseling Department
Veterans' Resource Center
Food Security Programs
Student Equity Center
Care & Prevention Team
Sexual Violence Response & Prevention
Transportation at SMC
Housing Resources

6. Accessibility Requirements

The course will be created using formatting that ensures the content is accessible for students with disabilities and who might be using assistive technology (AT). A LMS Rich Content Editor (RCE) can help to correctly format content so that AT can interpret the information. Some accessibility strategies include, but are not limited to, the following:

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

7. Representative Online Lesson or Activity

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

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

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

Distance Education Quality

Quality Assurance

- 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 12 - Emergency Care And Water Safety

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Delivery Method

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

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

1a. Instructor - Student Interaction
The instructor and student will engage in a variety of communication exchanges. Instructor-initiated forms of communication may include, but are not limited to:
- Welcome letter emailed to student 1-2 weeks before course begins with detailed instructions on when the course begins, how to log in and where to start, how to contact the instructor and response time, what technology is required, what materials are required, along with other pertinent information that may be relevant as circumstances change,
- Learning Management System, such as Canvas, shall include a Home Page tailored to the first week of class that contains instructor contact information, syllabus, clear instructions for using the content that may include a brief orientation, and a clear message as to where to login to start the class, as well as a list of the synchronous meeting dates and times (if applicable),
- Weekly Announcements in LMS with brief overview of the week, reminders, important course information, news, occasional instructor videos, etc.
- Weekly Virtual Office hours provided via Zoom conferencing to be determined by instructor,
- Comments by instructor in weekly Discussion threads that facilitate interaction between instructor and students
- Posting responses to questions or comments offered in Course Q&A discussion thread as they appear,
- Feedback in Gradebook on student's work in assignments, quizzes, exams, discussions, that may include but is not limited to written comments within rubrics, video uploads/voice messages, delivered within one week of each due date,
- Weekly lessons containing content on accident prevention, care for common injuries, emergency procedures for responding to accidents or sudden illness, as well as the principals for water rescues and teaching water safety,
- Email and LMS Inbox messages with course related information, feedback, and comments, as needed.

Student-initiated forms of communication between student and instructor may include, but are not limited to:
- Email and LMS inbox messages to instructor with questions, comments, and other information as needed,
- Chats within graded posts to weekly Discussion threads tied to course objectives,
- Optional posts to Course Q&A, with questions, comments, or concerns,
- Optional participation in weekly Virtual Office hours,
- Submission of assignments, quizzes, group work, etc., by weekly due dates.

1b. Student - Student Interaction:

Students will interact with each other by:

- Participation in weekly graded discussions where students are evaluated on their answers to multiple questions related to First Aid and CPR scenarios, and Water Safety.
- Posting and responding to classmates' questions or concerns in the Course Q&A Discussion thread,
- Working with different partners to complete practical exams in which they demonstrate first aid and CPR techniques via teleconference or pre-recorded video, to be evaluated by an instructor,
- Working in groups on projects that are linked to the course objectives, for example: creating swim lesson plans,
- LMS Inbox messages to fellow classmates as needed, and
- Optional participation in non-graded practice scenarios and study sessions in the Virtual Student Café threaded discussions.

1c. Student - Content Interaction:

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

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

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

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

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

A typical week may look like the following:

Monday: Module becomes available containing the following information:
- Weekly overview that may contain the week's deadlines, activities, lesson, links to reading materials, etc.,
- Presentation of new lesson content based on course objectives, delivered through content pages, American Red Cross videos, images, PowerPoint presentations, hyperlinks to external materials, articles, etc.,
- Instructor video lesson Introducing week's proper rescue protocol/water safety lesson,
- Presentation of graded Discussion threads tied to week's topic, and
- Presentation of the week's assessments with clear instructions and due dates.
Wednesday: Virtual Office hours
Thursday: Initial response to graded discussion due.

Friday: Some Fridays will be designated as Video Conference meeting days to practice rescues using CPR mannequin or first aid supplies, or to discuss water rescues and water safety lessons, with cameras on and instructor guidance.

Sunday:

- Weekly quiz due,
- Any assessments posted during the week due,
- Replies to classmates within threaded discussion(s) due, and
- Students' video(s) of skill(s) due.

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

1d. Distance Ed-Interactions

Online Lecture
lectures, Instructor-created videos, ARC videos, demonstrations, articles, etc.
Percentage of Online Course Hours 35.00

Written assignments
weekly quizzes, student skill video uploads with description/analysis, et.
Percentage of Online Course Hours 10.00

Exams
Group and Individual Practical/written exams
Percentage of Online Course Hours 25.00

Threaded Discussions
Graded discussions with initial responses and peer replies
Percentage of Online Course Hours 15.00

Other (describe)
Group Assignments
Percentage of Online Course Hours 15.00

2. Organization of Content
Content will be organized in weekly Modules within LMS. Each module will contain instructor-provided material that may include, but is not limited to:
- Lessons tied to the learning objectives (delivered through LMS' content pages, videos, images, hyperlinks to external materials, articles, etc.),
- Instructor/ARC Video demonstration(s) of the rescue technique/water safety lesson introduced that week, and
- Instructions for submitting week's assessment(s),

Each weekly Module will also contain opportunities for interaction with the lesson material, among students and between students and instructor via (not an exhaustive list):
- Discussion thread(s) related to the topic(s) of the week,
- A variety of assessments (written or video assignments, group projects, quizzes, etc.) that may vary from week to week, and
- Optional entire class-, small group- or individual- video conference for real-time demonstration and review of

skills.

In order to practice different rescue skills, students should acquire a CPR mannequin. An economical version is available at:
 https://www.shopheart.org/cpr-anytime-kit-adult-child?
utm_source=GoogleShopping&utm_medium=GoogleCSE&utm_campaign=CSE&gclid=Cj0KCQjwqfz6BRD8ARIsA

Students will need to gather or purchase first aid training supplies, as well:
https://www.mcrmedical.com/product/FTK1-First-Aid-Training-Kit.html?
gclid=Cj0KCQjwqfz6BRD8ARIsAIXQCf0SSxz7MDSIBXmYpzLD5kCUYC8KT-hY85r-
7fnMPVDTA2ucAoGdOY8aAqkPEALw_wcB

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

3. Assessments

Assignments
Percent of Grade 30.00
Written assignments such as weekly chapter quizzes, skills video uploads, small group projects, etc. Work submitted through LMS.

Written Exams
Percent of Grade 20.00
Timed, graded Multiple choice exams delivered via LMS

Individual Practical Exams
Percent of Grade 15.00
Assessed by instructor via one-on-one video conference or via pre-recorded video of execution of skill(s).

Group Practical Exams
Percent of Grade 20.00
Multiple rescuer skills assessed via video conference or via pre-recorded video. Each student will be graded on their individual performance, quality of communication and overall knowledge of proper skills.

Participation
Percent of Grade 15.00
Active participation in weekly, small group/class discussion threads and active engagement throughout live, Video Conference practice sessions, if applicable.

4. Instructor's Technical Qualifications
Instructor must be trained and certified as a First Aid/CPR Instructor and as a Water Safety Instructor with the American Red Cross; furthermore, they must maintain up-to-date knowledge as to the current certification requirements put forth by the Red Cross regarding Distance Education.
Instructor should also receive training on LMS in place, as well as know where and how to access technical support available for faculty. Instructor must be knowledgeable in making course material universally accessible.

5. Student Support Services

The following links are provided under the Student Support Resources tab in the Syllabus:
- Center for Students with Disabilities
- Campus-Wide Assistive Technologies
- Technology Resources for SMC Students
- StudentLingo
- Center for Health and Wellbeing (310-434-4503) is an excellent resource that provides short-term mental health services, community referrals, and a 24/7 emotional support line for students (800-691-6003). Or, if the situation is an emergency, you may contact the SMC police department (310-434-4300 or the SMC LiveSafe app).
- SMC library website
- SMC library online catalogue
- Tutoring Services
- Financial Aid & Scholarship Office
- Counseling Department
- Veterans' Resource Center
- Food Security Programs
- Student Equity Center
- Care & Prevention Team
- Sexual Violence Response & Prevention
- Transportation at SMC
- Housing Resources

6. Accessibility Requirements

The course will be created using formatting that ensures the content is accessible for students with disabilities and who might be using assistive technology (AT). A LMS Rich Content Editor (RCE) can help to correctly format content so that AT can interpret the information. - Some accessibility strategies include, but are not limited to, the following:
- Consistently using headings with HTML tags that assist screen-reader devices to identify the headers,
- Creating bullet and number lists correctly, by utilizing the RCE's list and outline creator,
- Creating descriptive hyperlinks and avoiding URLs,
- Creating tables with proper headings,
- Applying colors appropriately, for contrast and meaning,
- Including descriptive alternative text with every image, and
- Creating accessible videos by ensuring that visuals are understandable, audio is clear, and all videos have accurate captions.

7. Representative Online Lesson or Activity

Online lesson for Water Safety:

Students will watch a video selected by the instructor of a 9-year-old child swimming front crawl. Students will need to ascertain the child's level within the Learn-to-Swim Program and proceed to write a block plan for the swimmer as well as a lesson plan that will offer drills and instruction to improve specific form.

Students will be graded on their ability to place the swimmer within the correct Learn-to-Swim level, note problems with the front crawl mechanics and effectively write a lesson plan that corrects mechanical errors using proper progressions for front crawl improvement.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

DE Application
5. Course: DE for non-DE course: SST NC 904 - Sustainability Assessment

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Delivery Method

- Fully Online

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

1a. Instructor - Student Interaction
Expectations for instructor and student interaction will be clearly defined and provided to students at the start of the semester. There will be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor will regularly initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, and projects. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.

1b. Student - Student Interaction:
1. Students are expected to participate with each other in group projects, individual projects shared with the class, and communications via email, discussion forums and boards, and project feedback.
2. During the first week of school, students will be required to introduce themselves via video or written post on the board.
3. Weekly discussion forums will be held and a guide for discussion posts will be provided.

1c. Student - Content Interaction:
1. The course is organized into weekly modules that cover basic sustainability issues and one type of assessment: waste, energy, water, pollution prevention, forensic audits. The modules will include lecture materials (PowerPoint, PDFs, Word, Excel, and/or videos), reading materials, a discussion forum, resources (websites, articles, videos) and information about any scheduled guest speakers. 2. Students will be provided with or shown how to use every day items to conduct the assessments such a gallon size storage bag/produce bag to measure the water flow from a faucet. 3. Students will use provided checklists to conduct the assessments. 4. Students will create a report with recommendations based on their assessments. 5. The reports will shared with the class and uploaded for discussion and feedback. 5. Students can provide feedback, lessons learned, resources on the discussion board and/or during the forums. 6. Students working as a group will create online survey/polls to measure SMC students' attitude toward sustainability and share a report and recommendations.

1d. Distance Ed-Interactions

Online Lecture
Weekly lecture presented in PowerPoint, Word, PDF, Excel and/or Video.
Percentage of Online Course Hours 25.00

Project Presentation
Students perform assessments, make recommendations and present recommendations to the class (PowerPoint and/or video). Class feedback is incorporated into final report.
Percentage of Online Course Hours 25.00

Discussion
Class will discuss the results and provide recommendations based on an online survey/poll to measure students' attitudes toward sustainability.
Percentage of Online Course Hours 15.00

Discussion Boards
Students will post weekly comments regarding the weekly discussion topic and post a response to a classmate's post.
Percentage of Online Course Hours 10.00

Written assignments
Students will submit a final assessment report that includes recommendations and resources.
Percentage of Online Course Hours 25.00

2. Organization of Content
The course is organized into weekly modules in Canvas that include class expectations, learning objectives, online lecture materials (PowerPoint, Word, Excel, PDF and/or video), assignments, resources (links to websites, articles, videos), discussion boards.

3. Assessments

Assessment Report Presentation
Percent of Grade 25.00
Individual Project Presentation: Student performs audits/assessments, makes recommendations and presents findings to the class (PowerPoint and/or video). Class feedback is incorporated into the final assessment report.

Survey Results Discussion
Percent of Grade 25.00
Discussion: Students will be put into small groups to create an online survey/poll to measure students' attitude toward sustainability. The results will be discussed as a class and recommendations developed.

Assessment Report - Written Assignment
Percent of Grade 25.00
Written Assignment: Students will submit a final assessment report.

Discussion Forums

Percent of Grade 25.00
Discussion Forums: Students will post weekly comments regarding the weekly discussion topic and post a response to a classmate's post.

4. Instructor's Technical Qualifications
An instructor should be an individual qualified to teach at the community college level. They should have a basic knowledge and skill set related to online instruction including the use of Zoom and Canvas.

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

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

7. Representative Online Lesson or Activity
Objective: Measuring Water Efficiency - identify indoor and outdoor plumbing fixtures, determine their efficiency level, provide recommendations for improvement.
Due: on XX
Discussion Forum: Share with our class your water assessment tools, results and recommendations.
Activity: You will create a water measuring flow bag to measure the flow of the faucets at your home, campus or business to determine if they are water-efficient. If not, provide the recommendations to improve efficiency and include resources to make the changes.
1. Watch the video for how to create a water measuring flow bag posted in Canvas.
2. You'll need a gallon storage bag or produce bag, a ruler, and a pen/sharpie.
3. Following the instructions on the video and in Canvas, mark the bag to indicate various water levels.
4. Take a picture of your bag.
5. Measure the flow of the faucet and mark it on the bag.
6. Is it above the efficient marker? Does it meet the state plumbing code? Is it leaking?
7. Write down observations.
8. Post picture of bag, post picture of bag with water level marked, post observations and recommendations to discussion board.
9. Comment on at least one class member's post about resources or other observations and why you think these should be considered.

Distance Education Quality
Quality Assurance

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

Additional Considerations

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

approval procedures.

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

DE Application
9. Course: DE for Emergencies Only: ECE NC 900 - Early Childhood Education Communication Skills

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Delivery Method

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

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

1a. Instructor - Student Interaction
The 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. This will include information on how students will participate in the course on an as needed basis, as they need support and assistance with their coursework from other classes or with other areas of ECE professional development. 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 (individualized).

1b. Student - Student Interaction:
This is a noncredit student support course. If students from like courses need assistance with similar assignments or issues there will be opportunities for synchronous and asynchronous interactions through discussion assignments related to their needs via teleconference or LMS.
The course will include a Virtual Student Lounge with student-led discussions on non-course topics.

1c. Student - Content Interaction:
As students have support needs, they may interact with course content and the instructor through assigned readings, videos, discussions and/or reflective assignments.

1d. Distance Ed-Interactions

Chat Rooms
Students will engage in communal problem solving using a Virtual Cafe, or student message board.
Percentage of Online Course Hours 15.00

Study and/or Review Sessions
Students will participate in synchronous study/review sessions or meet with the instructor for assignment support and feedback via teleconferencing.
Percentage of Online Course Hours 70.00

Discussion
Students may participate in online discussion boards related to their particular course or assignments if there is a need from asynchronous interactions.
Percentage of Online Course Hours 15.00

2. Organization of Content
The course will utilize teleconferencing and LMS technologies to engage with students as they need support services regarding their assignments from other classes or other ECE professional development. An LMS shell will be maintained with an Instructor's Office, Learning Resources, and a Virtual Cafe. Students will utilize the Inbox or Virtual Office to request support from the Instructor, which will be provided synchronously through teleconferencing options or asynchronously through the LMS via chat features or a discussion board.

3. Assessments

Participation in Support Activities with Instructor
Percent of Grade 90.00
Students will be determined to make substantial progress toward course requirements by participating in teleconferencing and online interactions with the course instructor related to their requested area of support. This might include assistance with a particular assignment, learning new study skills or strategies for successful course taking, or other students needs related to the ECE field.

Participation in Virtual Cafe
Percent of Grade 10.00
Assessed by students participation and engagement in the Virtual Cafe, where they may engage in communal problem solving related to their courses or any other self-identified needs.

4. Instructor's Technical Qualifications
Instructors should have completed training on the learning management system in place and received the appropriate
certification, be knowledgable of accessibility resources on and off-campus, be familiar with the LMS tools, and engage in continued professional development related to online teaching.

5. Student Support Services
Department website, Center for Wellness & Well-being, 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 Resources

6. Accessibility Requirements
Any videos used will be closed captioned. PDF documents will be converted to a LMS page, when appropriate. Pages will use the Rich Text Editor and the embedded accessibility checker to verify compliance. Images will have alt text.

7. Representative Online Lesson or Activity
Develop and Refine a Philosophy of Education

Students will submit their assignment prompt from their ECE course to the ECE 900 instructor via the

Instructor's Virtual Office Discussion. In addition, they should indicate 1) questions that they have or challenges they are experiencing related to the prompt and 2) a draft of the work they have completed on the assignment to date, and 3) whether they prefer synchronous or asynchronous support (include your availability if requesting a synchronous meeting via Zoom).

The instructor will respond within 24-hours with either a Zoom meeting invitation or information about where to locate an asynchronous discussion board created for this request.

Distance Education Quality
Quality Assurance

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

Additional Considerations

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

Distance Education Application – RUSS 2

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.
> - 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 regularly communicate important class information to 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, trade roles, and vary dialogs with their own information, 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 to find out about famous Russians or learn about geography, weather, culture, and similar 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. Specifically, 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.

- 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.

-be assigned to look up visual images of new vocabulary words and contribute them to the class to create a collaborative slide show.

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

- 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.

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

- pursue additional assignments created by the instructor in the course management system, including self-correcting quizzes

-Students will present a musical selection to the class w/ relevant information on performers'/composer's biographies, musical genre, a small excerpt of lyrics if they exist, and a personal opinion about why this music was chosen

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	Example of a student-student interaction through an assignment (writing 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.	30%

Speaking activities	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.	35%
Video and listening activities	activities will include reading the Voice of America Russian service's news program, "News [of the USA] in a Minute," which publishes a daily video with Russian subtitles. The news items are familiar and include names of people well known to Americans, geographical areas, and cognates (Конгресс [Kongress] = Congress). 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.	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 2 will cover the remaining five chapters of the textbook and students will work towards increasing autonomy in the language, including the ability to inquire, choose the appropriate level of formality, express opinions, and explore complexity.

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 inside and outside of class

5. Student Support Services

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

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.

Objective:
To give students the opportunity to develop the ability to find information on line in Russian developed in Russian 1 to use Russian as a medium of learning, satisfy their curiosity and grow in their knowledge of the language, and acquire skills to teach themselves.
1. find a work of music from any genre, look up information about the performer, composer, or someone essential to this music, report on when they were born (and died if relevant), the genre of music, and why you like this music. show a video and provide the url.
2. visit a Russian-language news site or that site's Instagram page and find a headline; present it with the image given and a citation in word or googledocs, and provide glosses, and read the headline. combine w/ other students' headlines, weather reports, etc. over time combine w/ Today in History in Russian.

Distance Education Quality
Quality Assurance

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

Additional Considerations

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

Distance Education Application – SPAN 11

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 using email, Voice Thread, and other communication methods deemed appropriate and necessary (i.e. phone, chat, etc.)
Students will interact with the instructor via one synchronous weekly meeting and during virtual office hours, as well as asynchronously, via recorded video lessons. The instructor will provide frequent individual feedback to student work: written activities in the discussion forums, oral, listening practice assignments, Voice Thread oral discussions. In addition, the instructor will hold weekly virtual office hours to be more accessible and promote effective synchronous and asynchronous interaction. Lastly, the instructor will communicate frequently important class information to their students via class Announcements (oral or written) in the course management system and email.

1b. Student - Student Interaction:
Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities. *Examples may include assignments where students are asked to review their peers' papers.*

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

Student-student interaction will happen frequently. Each week students will be required to participate in an asynchronous discussion forum either written using the LMS discussion forums. The instructor will initiate the thread by posting a question related to the week's cultural topic. Students' initial post will be due by Friday and replies on two other students' postings will be due by Sunday. Comments/or replies should be a kindly-worded constructive response, showing some original thinking, and including students' own insight/perspectives. Students will additionally use these asynchronous forums to communicate with each other throughout the course regarding other material and assignments.
Student-student interactions will also take place during the weekly synchronous class meetings, in which they will be divided in groups participate to practice their speaking skills.
Students will also interact with other in the final oral presentation via VoiceThread. They will be required to watch their classmates' work and post comments on two presentations.
Students will also interact with their classmates via a virtual café type "chat" room created in the format of a discussion forum in the LMS where they can ask questions and share resources relevant to the class content.

1c. Student - Content Interaction:
Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles.

Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

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

> Students will have weekly interaction with the course content through the assigned weekly activities. Every week students will participate in a discussion forum where they will be given a prompt as a continuation to the topic studied in the synchronous meeting. Students will watch videos on grammar and cultural content and will submit practice quizzes to show mastery of the content. During the synchronous meetings there will be activities such as Kahoots, so the class can review the grammar content together.

1d. Distance Ed-Interactions

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

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

Interaction Activity	Brief Description	% of online course hours
Videos	Every week students will watch authentic videos of talks, interviews, etc. in which they will be exposed to different Spanish dialects and registers. Students will complete a worksheet composed of a variety of activities on critical thinking skills to reflect on the content of the videos.	20
Quizzes	On the LMS they will learn vocabulary and grammar through video tutorials as a participation grade. As homework on the school LMS, students will be assigned video comprehension activities to test grammar accuracy, use of specific vocabulary and cultural awareness and analysis.	15
Written Assignments	Students will write two compositions and will read a short novel and submit a final written report with reading comprehension questions.	20
Threaded Discussion and peer feedback	On the LMS discussion forums, students will answer prompts on cultural topics and go more in depth with the topics seen in class. They will also interact with peers by posting comments on their posts.	20
Exams	Students will take a cumulative exam at the end of the semester	25%

2. Organization of Content

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

> The course will be organized by weekly modules containing content pages with a variety of activities to be completed each week by a specific deadline. Each module will be broken down into smaller units containing an overview page or instructor video of the tasks to be completed within the week.
>
> The material is presented through LMS and other technological tools synchronously and asynchronously. Content pages will include links to recorded lessons or other content and videos placed along with text and images. Modules will have a consistently structured and sequenced pattern to allow students to better anticipate and manage their workload. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided.
>
> Spanish 11 covers content from and OER textbook designed specifically for Spanish heritage speakers. The content of the textbook is divided into chapters, each with its own cultural, grammar, and vocabulary focus.

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
15	Lab Activities	Students will submit 15 hours of lab activities: pronunciation activities via VoiceThread, Listening activities via the LMS assignment feature.
20	Compositions	There will be 2 compositions. One a creative writing text and the second one, they will compose a formal email applying the grammar and vocabulary learned in class.
20	Weekly Threaded discussions	Students will participate three times weekly in a threaded discussion. They will engage with the course content and interact with their classmates.
20	Weekly Grammar Quizzes	Students will watch and study three grammar lessons, then they will be given practice exercises, and finally take a quiz to demonstrate mastery of the grammar topics.
25	Final exam	There will be a final exam that will assess student's mastery of the new vocabulary and key concepts presented in the synchronous meetings.

4. Instructor's Technical Qualifications

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

> The instructor must be knowledgeable of the features offered by the Learning Management System in place.
> - ConferNow to give lessons or to host office hours
> - 3C Media to upload and post videos
> - Zoom or other video conference program to conduct synchronous class meetings and office hours
> - The Chat feature in the LMS to communicate with students
> - Create weekly modules and pages to organize course content
> - Create announcements and discussion forums
> - Learning Management System Gradebook knowledge to manage students' grades
> - Create assignments requiring online submissions.
> - Use VoiceThread and other applications to create activities and offer support to students in case of technical difficulties
> - The remote language lab and be the contact person in case students experience technical difficulties

5. Student Support Services

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

> The instructor will provide information about and links to SMC key services for students: Financial Aid, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Campus Police, Title IX office, and the library. Also, links to counseling, health center, bookstore, scholarships, Modern Language Tutoring Center, Latino Center/Black Collegians. There will also be links and information about the college's LMS help features and the textbook's LMS help features.

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

6. Accessibility Requirements

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

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

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

7. Representative Online Lesson or Activity

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

Objective: Students will demonstrate an understanding of formal and informal register and will therefore converse with relative correctness in a semi-formal setting.
Assignment: Oral Presentation
Students will select and episode of the podcast *Radio Ambulante* and will prepare an oral presentation using VoiceThread. This application allows them to use video while at the same time narrating power point slides, pdf documents, etc. Students will analyze the episode and provide connections with the topics covered in class related to the Hispanic/Latinx community. Students will need to use a formal register appropriate in the academic setting.

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

Distance Education Application – TH ART 21

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.

Announcements: Weekly or more frequently
Assignments: Instructor feedback on weekly/daily rehearsal reports sent out by students.
Zoom class meetings 1 time/week providing real-time instruction. Sessions are recorded and sent to students who cannot attend real-time class meetings. Recorded zoom meetings for those who prefer to learn asynchronously. Canvas, documents, videos, and support materials. Shared documents and videos on Google Drive or Dropbox.
Small group emails
Virtual Office hours

1b. Student - Student Interaction:
Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities*. Examples may include assignments where students are asked to review their peers' papers.*

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

Student to student emails
Small Group email biweekly
Daily/weekly participation in Zoom meetings to discuss project progress and answer questions.

1c. Student - Content Interaction:
Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided to address a number of learning styles. Instructional goals require that students frequently (several times per week) interact with online course materials. Examples of assignments include: *discussion boards, lecture materials (notes/videos), self-check quizzes, leaning objectives linked to course work, writing assignments, among others).*

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

Student- content interaction would happen multiple times a week, using a variety of learning activities.
Instructional videos and links on skills and use and understanding of skills available throughout course.
Photo, Video and Zoom submissions by students demonstrating understanding the basics of the course including sketching, research, painting techniques, paint mixing.
Threaded discussion and/or one-on-one Q & A via Zoom with Instructor
Writing and drawing assignments demonstrating observational and analytical feedback to viewing departmental productions.

1d. Distance Ed-Interactions

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

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

Lectures including recorded demonstrations by instructor	30%
Posting and sharing of work (progress and final projects)	40%
Communicating with Instructor (discussion of project progress)	20%
Documenting production feedback (written and in sketch form)	10%

2. Organization of Content

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

Canvas Assignments/Pages/Modules with topics and instructions for projects, discussion, etc.
Assignments due as scheduled

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
30%	Painting Projects	Periodic feedback and critique from instructor during projects and of final result submitted projects via photograph on canvas. Grades posted to canvas.
20%	Sketchbook	feedback on sketching progress during zoom sessions. Students submit photos of sketchbook fro discussion and critique periodically over semester based on posted due dates. Grades given for level of success in completing posted requirements.
10%	Participation	Grades given for posting and contributing to discussion board. Observation/evaluation of student interaction with instructor and other students
10%	Attendance	One-on one meetings with instructor periodically throughout semester to discuss student progress and personal goals for the class
30%	Production Reviews	Students submit written assignments in response to observing departmental productions.

4. Instructor's Technical Qualifications

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

Master's Degree in Theatre Arts Proficiency in Canvas, Zoom, Audio and Video Platforms and Editing Software (Canva, or equivalent), Presentation Software (Google Slides/ PowerPoint/ Keynote, etc.)

Proficiency in drafting software for theater. Current examples include Vectorworks or Autocad. Basic rendering skills in Sketchup.	

5. Student Support Services

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

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

6. Accessibility Requirements

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

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

7. Representative Online Lesson or Activity

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

Provide notes posted in canvas prior to weekly meeting for students to transfer to sketchbooks on the different painting techniques we will cover over the semester. Grade check of sketchbooks during zoom session (or students post to canvas for those not "attending" weekly Zoom session.) Grades will be posted in Canvas. Recorded discussion of techniques addressing further explanation and discussion of techniques with students. Recorded demonstration by instructor executing techniques and project guidelines. Afterwards, students demonstrate these painting techniques on the provided flats and receive real-time instructor feedback. (For those students not at weekly Zoom session, video of them executing techniques will be posted to canvas for instructor feedback)

Distance Education Quality

Quality Assurance

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

Additional Considerations

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

Administrative Regulation
Chapter 4 – Academic Affairs

AR 4350   GRADUATION REQUIREMENTS

Graduation Requirements

Petition for Graduation

A petition for graduation must be submitted for approval during the semester in which the student expects to complete the requirements for graduation. Filing dates and petitions for graduation are available on the Admissions and Records webpage. Per AR 4356, the College is authorized under Title 5 Section 55063 and 55072, to confer upon a student a degree or certificate of achievement without requiring the student to first petition for conferral. Students are cautioned that receipt of a degree may impact their eligibility to receive continued financial aid; however, students may appeal the loss of financial aid due to the receipt of the degree.

Students who complete the requirements during the winter session will graduate the following spring.
Students who will complete at most 8 units to meet the requirements for graduation in the summer, must petition by the prior Spring deadline to participate in the graduation ceremony.

Associate Degree
Graduation from Santa Monica College with an Associate Degree (Associate of Arts, Associate of Science, Associate in Arts for Transfer, or an Associate in Science for Transfer) requires successful completion of 60 applicable units with a "C" (2.0) or better GPA. Any course taken on a "pass-no pass" basis with a grade of "P" shall count toward the degree applicable units provided a "P" is equivalent to a "C" or better. Requirements include the following: (1) a minimum of 12 units in residency at Santa Monica College; (2) relevant general education requirements (3) the major coursework or area of emphasis and (4) electives (if relevant).

Students pursuing an Associate of Arts or an Associate of Science degree must complete at least 50% of the units required in the major or area of emphasis   at Santa Monica College.   All major coursework must be completed with a "C" or better grade.

Per California Education Code, Section 66055.8, students admitted to the SMC registered nursing program who have previously earned a Bachelor's degree or higher at a U.S. regionally accredited college or university are not required to complete SMC general education requirements. However, Baccalaureate and Post Baccalaureate courses may not meet the nursing program's curriculum requirements. Students should consult a nursing counselor for further information.

Associates Degree for Transfer (ADT) to CSU

Students pursuing an Associate in Arts for Transfer or an Associate in Science for Transfer may complete the major coursework or area of emphasis and general education requirements at any U.S. regionally accredited college or university. There is no minimum unit requirement to be completed at Santa Monica College for the major or area of emphasis or general education, but a minimum of 12-units in residency must be completed at Santa Monica College. Students must also complete the California State University Certification Pattern (CSU GE) (including Area 1C) or Intersegmental General Education Transfer Curriculum (IGETC) pattern. All coursework in the area of emphasis must be completed with a "C" or better grade.

Baccalaureate Degree

Graduation from Santa Monica College with a Baccalaureate Degree requires successful completion of 120 degree-applicable units with a "C" (2.0) or better GPA. Any course taken on a "pass-no pass" basis with a grade of "P" shall count toward the degree applicable units provided a "P" is equivalent to a "C" or better. Requirements include the following: (1) General Education; (2) area of emphasis; and (3) electives (if relevant). At least 50% of the units required for the area of emphasis must be completed at Santa Monica College.

Certificate of Achievement

Per ARs 4354, 4354.1, and 4354.2, graduation from Santa Monica College with a Certificate of Achievement requires successful completion of the appropriate coursework in the major or area of emphasis with a "C" (2.0) or better GPA. At least 50% of the units required must be completed at Santa Monica College, or in the case of the Intersegmental General Education Transfer Curriculum (IGETC), or the California State University General Education Certification Pattern (CSU GE) at least 50% of the units must be completed at any combination of California Community College(s).

Credit Allowed

1.   U.S. Regionally Accredited Colleges and Universities:

All degree-applicable coursework (including appropriate upper division, and graduate level coursework, and) that is completed at a regionally accredited college or university is allowed provided it meets or exceeds SMC graduation requirements. If a college is newly regionally accredited, coursework completed at that institution within the two years preceding its formal accreditation will be accepted in fulfillment of graduation requirements.

2.   Conversion of Quarter Units to Semester Units
To convert quarter units to semester units, divide the total number of quarter units by 1.5.

3.   Military Service Credit
a. Basic Service Credit: Service credit may be used in fulfillment of graduation requirements Separation papers (DD214) indicating dates of entrance and separation must be provided to the Admissions and Records Office to determine the number of units SMC will award. A maximum of **9** units may be awarded on the basis of service alone:

   1.   5units for basic training
   2.   Up to 4 units based on service time (1 unit for each six months of service time).
       - 3 of these 9 units satisfy the Area E requirement for the California State University General Education Certification Pattern (CSU GE).

b. Educational Experiences in the Armed Forces: Credit may be awarded in fulfillment of graduation requirements for military courses and training received while in the Armed Services, provided a recommendation for college credit has been made and recorded in the American Council on Education's (ACE). *Guide to the Evaluation of Educational Experience in the Armed Services*. The appropriate Admissions and Records staff will determine the applicability of said courses toward general education, and toward the major or area of emphasis in consultation with the appropriate department chair. Courses deemed not applicable toward general education or the major or area of emphasis may be used as elective units.

Students must provide their DD 214 to receive Basic Service Credit and CSU GE area E credit. An official Joint Services Transcript or Air Force and Air National Guard (CCAF) Transcript is required for course specific credit. Students with military records prior to 1974 should consult with Veterans Office or Admissions Office for credit options based on other military records.

4. Credit for Advanced Placement (AP) Exams
Students may receive credit for Advanced Placement (AP) exams as approved by the Curriculum Committee, published in the college catalog and noted in AR 4314. Course credit will not be granted where it duplicates previous college course work. Students must request that their official AP reports be sent directly from The College Board to the Admissions and Records Office. AP results may be evaluated by a counselor or an SMC Admissions Evaluator to determine applicability for specific requirements. Students must petition for credit directly to the Admissions and Records Office.

5. College Level Examination Program (CLEP)
Students may receive credit for College Level Examination Program (CLEP) exams as approved by the Curriculum Committee, published in the college catalog and noted in AR 4314. A maximum of 30 units of credit may be allowed for CLEP examinations. Course credit will not be granted where it duplicates previous college course work.

Students must request that their official CLEP score reports be sent directly from The College Board to the Admissions and Records Office. CLEP results may be evaluated by a counselor or an SMC Admissions Evaluator to determine applicability for specific requirements. Students must petition for credit directly to the Admissions and Records Office.

6. International Baccalaureate (IB) Exams
Students may receive credit for International Baccalaureate (IB) exams as approved by the Curriculum Committee, published in the college catalog and noted in AR 4314. Course credit will not be granted where it duplicates previous college course work.
Students must request that their official IB score reports be sent directly from The International Baccalaureate Organization to the Admissions and Records Office. IB results may be evaluated by a counselor or an SMC Admissions Evaluator to determine applicability for specific requirements. Students must petition for credit directly to the Admissions and Records Office.

7. Supporting Documents
Whenever units are allowed or requirements have been met by coursework other than that taken at Santa Monica College, supporting documents must be maintained in the student's permanent file. Such documentation includes (but is not limited to): official transcripts, military service separation papers, foreign credit evaluations etc.

<u>Credit Not Allowed</u>

Coursework not acceptable in fulfillment of graduation requirements includes:
- Basic skills/developmental coursework as noted in the SMC catalog or as determined when evaluating non-SMC coursework.

<u>Institutional Accreditation</u>
As a general rule, only coursework from a regionally-accredited college or university may be used in fulfillment of a Santa Monica College degree or certificate.
Coursework from non-regionally accredited colleges or universities may be considered as prescribed below, and subject to approval from the Dean of Enrollment Services.

1.   Credit from non-regionally accredited colleges and universities
        a. Before a record from a non-regionally accredited college or university   is evaluated:
                (1) The student must have earned at least 30 units at an accredited college or university of which 12 units must be in residence at Santa Monica College.
                (2) The average GPA in those courses attempted must be at least a 2.0.
                (3) The student must file the "*Use of Non-Accredited Coursework Petition*" with the Admissions and Records Office, indicating which coursework is to be evaluated.
                (4) The Admissions and Records Office must have on file an official transcript of the coursework **to be evaluated** showing subjects, grades, and units.
        b.   Courses completed with a "C" or better grade will be considered for credit. Any course taken on a "pass-no pass" basis with a grade of "P" shall count toward the degree applicable units provided a "P" is equivalent to a "C" or better. Grades and grade points will not be figured in the computation of the grade point average at SMC.
        c.   The total credit awarded for non-regionally accredited coursework will be limited to 15 units, except as noted below:
                (1) Religion or theology courses will not be accepted.
                (2)
        . A registered nurse, who has a current California nursing license, may be granted 30 units of college credit from a non-regionally accredited college or university as prescribed below**:**
                (i) All other graduation requirements have been met; the student has successfully completed 30 units of regular college coursework; and the student has met the 12 units in residence requirement.
                (ii) Credit given to the student for his or her previous registered nursing coursework will meet the major requirements.
                (iii) Credit will be listed on the transcript by subject field and units allowed.
                (iv) If coursework at the non-regionally accredited college or university appears to duplicate that completed at an accredited college or university, a reduction of credit will be made.
                (v) Credit will not be granted for private, non-regionally accredited correspondence courses.
                (vi) Records from colleges or universities that are not fully accredited will be reviewed by the Dean of Enrollment Services. Some may qualify on the same basis as fully accredited colleges and universities.
        d.   Regardless of the number of units awarded for non-accredited coursework, students must complete at least 50% of the units required for the major or area of emphasis for the degree or certificate at Santa Monica College.

Official Transcripts and Test Score Reports

Official transcripts and test score reports from all relevant institutions/sources must be on file with the Admissions and Records Office at the time the graduation petition is submitted. Official transcripts/scores must be submitted to Santa Monica College directly by the source institution. Transcripts/test scores from students will not be accepted.

Reference: Education Code Sections , 66746-66749, 78205, 70901, 78040-78043; Title 5, Section , , , 55063, 55072, 55022, 55052, 55002, 55062, 55070, 55009, 40500, 40402, 40403, 55061

Reviewed and/or Updated: 4/29/2003, 7/22/08, 5/17/11, 12/3/13, 3/1/17