SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda
Wednesday, December 2, 2020, 3:00 p.m.
Zoom Meeting:
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96056200010

Or iPhone one-tap (US Toll): +16699006833,96056200010# or +12532158782,96056200010#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
Meeting ID: 960 5620 0010
International numbers available: https://cccconfer.zoom.us/u/adDgOeebJX

Or Skype for Business (Lync):
SIP:96056200010@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)
2.   ACCTG 31A Excel for Accounting
3.   ACCTG 31B Advanced Excel for Accounting
4.   ECE 45 Introduction to Children with Special Needs
5.   ECE 49 Curriculum and Strategies for Children with Special Needs
6.   ENGL 10 Race and Ethnicity in Literature of the U.S.
7.   ENGL 18 Children's Literature
8.   HIST 21 History of Russia
9.   KIN PE 14B Intermediate Distance Running/Cross Country
10.   KIN PE 14C Advanced Distance Running/Cross Country
11.   MEDIA 10 Media, Gender, and Race
12.   PHILOS 6 Philosophy Of Science
13.   PHILOS 23 Philosophy Of Religion
14.   PHILOS 24 Philosophy In Literature
15.   PHILOS 48 Nonviolent Resistance
16.   PHYSCS 6 General Physics 1 with Lab
17.   PHYSCS 7 General Physics 2 with Lab
18.   PHYSCS 8 Calculus-based General Physics 1 with Lab
19.   PHYSCS 9 Calculus-based General Physics 2 with Lab
20.   PHYSCS 14 Introductory Physics with Lab
21.   PHYSCS 20 Preparation for Calculus-Based Physics
22.   PHYSCS 21 Mechanics with Lab
23.   PHYSCS 22 Electricity and Magnetism with Lab
24.   PHYSCS 23 Fluids, Waves, Thermodynamics, Optics with Lab
25.   PHYSCS 24 Modern Physics with Lab
26.   POL SC 1 American and California Politics
27.   POL SC 8 The Modern Far East
28.   POL SC 11 World Affairs And The United Nations
29.   POL SC 14 Middle East Government And Politics
30.   POL SC 31 Introduction to Public Policy
31.   POL SC 47 International Politics Seminar
32.   TH ART 18A Technical Theatre Production Workshop
33.   TH ART 18B Technical Theatre Production Workshop
34.   TH ART 26 Introduction To Stage Costuming
35.   TH ART 28A Beginning Stage Make-Up
36.   WGS 20 Gender, Feminisms, and Social Movements: A Global Approach

VII. Action Items

(Consent Agenda: Program Maps)

(Courses: New)

(Programs: Revisions)
ccc. Changes to degrees and certificates as a result of courses considered on this agenda
ddd. Dance AA Degree 116

- Increase of "Performance Courses" from 6 units to 7 units, increasing of overall degree units from 29 to 30 (both changes due to increased units for DANCE 55A and DANCE 57A, effective Fall 2021, passed at Curriculum Committee 11/18/20

eee. General Science AA Degree 118

- Add ACCTG 45/BUS 45 to GROUP A: MATHEMATICS
  - All math courses on the SMC GE pattern have always been a part of the math requirement for the degree; correcting oversight of ACCTG 45/BUS 45 being left off
- Reduce total Area of Emphasis units requirement from 20 to 18
  - Lab is not a requirement, causing frequent issues with student completion of the degree (where students have taken six 3 unit courses, meeting all other major requirements)

VIII. New Business

IX. Old Business

X. Adjournment

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

SANTA MONICA COLLEGE
ACADEMIC
SENATE

1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Minutes
Wednesday, November 18, 2020, 3:00 p.m.
Zoom Meeting

Members Present:

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

Members Absent:

Sharlene Joachim	Kelsey Molle (A.S.)

Others Present:

Luis Andrade	Rachel Demski	Beatriz Magallon	Christine Schultz
Krista Ankeny	Judith Douglas	Elisa Meyer	Tara Shima
Wynn Armstrong	Chris Fria	Marissa Moreno	Howard Stahl
Sara Brewer	Nancy Grass	Maxim Safioulline	Vanessa Van Wormer
Natalia Cascino	Jon Michael Huls	Salvador Santana	Sal Veas
Victoria Charles	Jae Lee		

(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 3:05 pm. Motion to approve the agenda with revision to MUSIC 31 to be corrected to MUSIC 33 (VI. 26.) in the Consent Agenda for cross-listing with ETH ST 35, and pulling ECE 23 (VII. I.) substantial change from the agenda; we will still review and vote on the DE application.
Motion made by: Scott Silverman; **Seconded by:** Briana Simmons
The motion passed unanimously.

II. **Public Comments**
None

III. **Announcements**
None

IV. **Approval of Minutes**
Motion to approve the minutes of November 4 with no revisions.
Motion made by: Esau Tovar; **Seconded by:** Scott Silverman
The motion passed unanimously.

V. Chair's Report

The Chair announced that there was one more meeting left for the semester on December 2. Any remaining DE proposals for courses that will be offered for the first time in the spring will be reviewed at this meeting. We will break for the winter session and then the Committee will resume the first week of the spring semester.

She thanked the Curriculum Committee Members for their hard work and commitment in the summer and the fall.

VI. Information Items

1. Redesign of the Student Experience
Guido praised Sheila for her help with maps. The Redesign team is still working with META to get maps integrated into the system; in the interim, counselors have requested maps to review and use with students, and so the Redesign team will distribute maps to the counselors.

(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 33	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

Motion to approve the consent agenda of cross-listing of courses (VI. 6. Through VI. 33.) for submittal

for new CSUGE Area F with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Sasha King
The motion passed unanimously.

VII. Action Items

(Courses: New)
a.   BUS 7B Sustainability Reporting in Business
Motion to approve BUS 7B with revision to add an Accounting Minimum Qualification, change in title to "Sustainability Reporting in Business" and addition to the first sentence of the catalog course description to add "and other organizations": "This course provides an introduction to the voluntary process of sustainability reporting in business and other organizations."
Motion made by: Susan Caggiano; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

(Courses: Substantial Changes)
All substantial changes effective Fall 2021
b.   DANCE 14 Beginning Jazz
  • 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
c.   DANCE 15 Intermediate Jazz
  • Changed: Hours and Units (from 3 lab hours, 1 unit to 1 lecture hour/3 lab hours, 2 units), Course Name (was "Intermediate Modern Jazz") Course Description, SLOs, Course Objectives, Course Content, Lab Content, Methods of Evaluation, Assignments
d.   DANCE 16 Advanced Jazz
  • Changed: Hours and Units (from 3 lab hours, 1 unit to 1 lecture hour/3 lab hours, 2 units), Course Name (was "Advanced Modern Jazz") Course Description, SLOs, Course Objectives, Course Content, Lab Content, Textbooks, Methods of Presentation, Methods of Evaluation, Assignments
e.   DANCE 17 Beginning Tap
  • Changed: Hours and Units (from 3 lab hours, 1 unit to 1 lecture hour/3 lab hours, 2 units), Course Description, SLOs, Course Content, Lab Content, Textbooks, Methods of Presentation, Assignments
f.   DANCE 18 Intermediate Tap
  • Changed: Hours and Units (from 3 lab hours, 1 unit to 1 lecture hour/3 lab hours, 2 units), Course Description, SLOs, Course Objectives, Methods of Evaluation, Lab Content, Assignments
Motion to approve changes to DANCE 14 (VII. b.), DANCE 15 (VII. c.), DANCE 16 (VII. d.), DANCE 17 (VII. e.), and DANCE 18 (VII. f.) as a block with no additional revisions.
Motion made by: Jason Beardsley; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously.

g.   DANCE 55A Dance Performance Modern
  • Changed: Hours and Units (from 9 lab hours, 3 units to 9 lab hours, 4 arranged hours, 4 units), Course Description, SLOs, Course Objectives, Arranged Hour Objectives, Arranged Hour Instructional Activities, Course Content, Textbooks, Assignments
h.   DANCE 57A World Dance Performance
  • Changed: Hours and Units (from 9 lab hours, 3 units to 9 lab hours, 4 arranged hours, 4 units), Course Description, SLOs, Course Objectives, Arranged Hour Objectives, Arranged Hour Instructional Activities, Course Content, Textbooks, Assignments
Motion to approve changes to DANCE 55A (VII. g.) and DANCE 57A (VII. h.) as a block with no additional revisions.
Motion made by: Estela Narrie; **Seconded by:** Jamar London
The motion passed unanimously.

i.   DANCE 60 Fundamentals of Choreography: Dance Improvisation
  • Changed: Course Name (was "Fundamentals of Choreography I"), Course Description, SLOs, Course Content, Course Objectives, Lab Content, Textbooks, Assignments

j. DANCE 61 Fundamentals of Choreography: Composition 1
    •   Changed: Course Name (was "Fundamentals of Choreography 2"), Course Description, SLOs, Course Content, Course Objectives, Methods of Evaluation, Textbooks, Assignments
k. DANCE 75/ECE 75 Dance for Children: Creative Dance in the Pre-K and Elementary Classroom
    •   Changed Course Name: (was "The Teaching of Dance for Children")
        Motion to approve changes to DANCE 60 (VII. i.), DANCE 61 (VII. j.), and DANCE 75/ECE 75 (VII. k.) as a block with no additional revisions to DANCE 60 and DANCE 61, and revision to update textbooks post-meeting for DANCE 75/ECE 75.
        Motion made by: Estela Narrie; **Seconded by:** Esau Tovar
        The motion passed unanimously.

l. ~~ECE 23 Practicum In Early Intervention/Special Education~~

m. KIN PE 14A Beginning Distance Running/Cross Country
    •   Changed Course Number (was KIN PE 14), Course Name (was "Cross Country")
        Motion to approve changes to KIN PE 14A with revision to update textbook to more recent edition, and removal of "attendance" from Methods of Evaluation.
        Motion made by: Jason Beardsley; **Seconded by:** Brandon Reilly
        The motion passed unanimously.

(Courses: Distance Education)
n. ANIM 20 Intermediate 2D Animation
o. ANIM 30 Intermediate 3D Animation (Representative DE Application)
p. ANIM 36 3D Texturing & Rendering
q. ANIM 40 Character Design
r. ANIM 80 Visual Development Studio
s. ANIM 85 Animation Studio (Representative DE Application)
    Motion to approve distance education for ANIM 20 (VII. n.), ANIM 30 (VII. o.), ANIM 36 (VII. p.), ANIM 40 (VII. q.), ANIM 80 (VII. r.), and ANIM 85 (VII. s.) as a block with no revisions.
    Motion made by: Guido Davis Del Piccolo; **Seconded by:** Aurélie Chevant-Aksoy
    The motion passed unanimously.

t. BUS 7B Sustainability Reporting in Business (Representative DE Application)
    Motion to approve distance education for BUS 7B with no revisions.
    Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman
    The motion passed unanimously.

u. COM ST 12 Persuasion
v. COM ST 16 Fundamentals of Small Group Discussion
    Motion to approve distance education for COM ST 12 (VII. u.) and COM ST 16 (VII. v.) as a block with no revisions.
    Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
    The motion passed unanimously.

w. DMPOST 20 Digital Audio Editing
x. DMPOST 21 Digital Audio for Games
y. DMPOST 60 Post-Production Studio (Representative DE Application)
    Motion to approve distance education for DMPOST 20 (VII. w.), DMPOST 21 (VII. x.), and DMPOST 60 (VII. y.) as a block with no revisions.
    Motion made by: Susan Caggiano; **Seconded by:** Sheila Cordova
    The motion passed unanimously.

z. ECE 23 Practicum in Early Intervention/Special Education (Representative DE Application)
    Motion to approve distance education for ECE 23 with no revisions.
    Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano
    The motion passed unanimously. *(Guido Davis Del Piccolo not present for motion.)*

aa. **ECE 901 Introduction to Early Care and Education (Representative DE Application)**
bb. ECE 902 Culturally Relevant Curriculum
cc. ECE 903 Early Care Licensing and Workforce Readiness
Motion to approve distance education for ECE 901 (VII. aa.), ECE 902 (VII. bb.), and ECE 903 (VII. cc.) as a block with no revisions.
Motion made by: Audra Wells; **Seconded by:** Jamar London
The motion passed unanimously. *(Guido Davis Del Piccolo not present for motion.)*

dd. **ENGL 300 Advanced Writing and Critical Thinking in the Disciplines (Representative DE Application)**
ee. ENGL 34 Afro-American Literature
ff. ENGL 41 Introduction To Asian American Literature
gg. ENGL 59 Lesbian and Gay Literature
Motion to approve distance education for ENGL 300 (VII. dd.), ENGL 34 (VII. ee.), ENGL 41 (VII. ff.), and ENGL 59 (VII. gg.) as a block with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously.

hh. **FASHN 12 Fashion Show Production (Representative DE Application)**
ii. FASHN 17 Apparel Collection Design and Production
jj. FASHN 19 Fashion Marketing
Motion to approve distance education for FASHN 12 (VII. hh.), FASHN 17 (VII. ii.), and FASHN 19 (VII. jj.) as a block with revisions to interactions (reduction of video 75%) to reflect other FASHN interaction percentages, and change proposals from Fully Online to Emergency Distance Education.
Motion made by: Jamar Lodnon; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously.

kk. **GAME 10 Game Design Studio 1 (Representative DE Application)**
Motion to approve distance education for GAME 10 with no revisions.
Motion made by: Guido Davis Del Piccolo; **Seconded by:** Jason Beardsley
The motion passed unanimously.

ll. **GR DES 44 Publication and Page Design 2 (Representative DE Application)**
mm. **IXD 330 Interaction Design Studio 2 (Representative DE Application)**
nn. IXD 360 Product Design
oo. IXD 430 Interaction Design Studio 3
pp. IXD 470 Interaction Design Senior Studio
qq. IXD 480 Design for the Future
Motion to approve distance education for GR DES 44 (VII. ll.), IXD 330 (VII. mm.), IXD 360 (VII. nn.), IXD 430 (VII. oo.), IXD 470 (VII. pp.), and IXD 480 (VII. qq.) as a block with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Scott Silverman
The motion passed unanimously.

rr. **KIN PE 19C Fitness Body Level Exercises (Representative DE Application)**
ss. **PRO CR 12 Emergency Care and Water Safety (Representative DE Application)**
Motion to approve distance education for KIN PE 19C (VII. rr.) and PRO CR 12 (VII. ss.) as a block with no revisions.
Motion made by: Audra Wells; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously.

tt. SOCIOL 31 Latinas/os in Contemporary Society
Motion to approve distance education for SOCIOL 31 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

uu. **SST 904 Sustainability Assessment (Representative DE Application)**
vv. SST 906 Introduction to Clean Technologies

Motion to approve distance education for SST 904 (VII. uu.) and SST 906 (VII. vv.) as a block with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Audra Wells
The motion passed unanimously.

ww. RES TH 29 Neonatal and Pediatric Respiratory Therapy
xx. RES TH 30 Adult Critical Care Monitoring and Diagnostics
yy. RES TH 70 Respiratory Pathophysiology
Motion to approve distance education for RES TH 29 (VII. ww.), RES TH 30 (VII. xx.), and RES TH 70 (VII. yy.) as a block with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

(Courses: Approved for Online During Emergency Contexts Only)
zz. ECE 900 Early Childhood Education Communication Skills (Representative DE Application)
Motion to approve distance education for ECE 900 with no revisions.
Motion made by: Audra Wells; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously. *(Guido Davis Del Piccolo not present for vote.)*

aaa. KIN PE 10C Advanced Fitness Lab
Motion to approve distance education for KIN PE 10C with no revisions.
Motion made by: Sasha King; **Seconded by:** Jacqueline Monge
The motion passed unanimously.

bbb. RUSS 2 Elementary Russian II (Representative DE Application)
ccc. SPAN 11 Spanish for Heritage Speakers I (Representative DE Application)
Motion to approve distance education for RUSS 2 (VII. bbb.) and SPAN 11 (VII. ccc.) as a block with no revisions.
Motion made by: Garen Baghdasarian; **Seconded by:** Jacqueline Monge
The motion passed unanimously. *(Guido Davis Del Piccolo not present for vote.)*

ddd. TH ART 21 Scenic Painting Techniques (Representative DE Application)
eee. TH ART 23 Projection and Lighting Design
fff. TH ART 25 Introduction to Theatrical Sound
Motion to approve distance education for TH ART 21 (VII. ddd.), TH ART 23 (VII. eee.), and TH ART 25 (VII. fff.) as a block with no revisions.
Motion made by: Aurélie Chevant-Aksoy; **Seconded by:** Susan Caggiano
The motion passed unanimously. *(Guido Davis Del Piccolo not present for vote.)*

VIII. New Business
- Credit for Prior Learning – Guest Speaker: Howard Stahl
Credit for Prior Learning (CPL) is a fairly new Chancellor's Office mandate; the college is required to adopt regulations and policies to give credit for prior learning, including military service, industry certifications, and workforce experience. CPL is a recognition by the Chancellor's Office of the varying backgrounds our students come from, including prior experience and knowledge they may arrive with. For example, why should we require a student who knows more about networking than graduates to take CS 70? If a student has credentials, previously they counted for nothing; whereas a student who took an AP class, received credit for that work. This also gives us the opportunity to be more welcoming and the possibility of enrolling students who otherwise may not have attended, as they can get credit for their background.

The Board of Trustees will adopt a policy, Esau is currently working on the Administrative Regulations, and once everything is approved, it will be in faculty purview. If, say, an industry exam matches course content, it would be greatly beneficial for faculty to consider awarding credit. It's not about reinventing the wheel – the foundation already exists with credit for exams. Employers are providing educational opportunities in a way they never were previously. This is huge for our CE

students who have industry experience.

Jason is developing a work group. We need Curriculum Committee oversight on a form that identifies an exam, military course, and/or portfolio review, and map it to a C-ID and then map that to a course at SMC. If someone has a Microsoft certification that shows a high level of aptitude with Word, Excel, Access, that student could get credit for CIS 30, 32, or 37. There will also need to be a form for students to fill out, similar to a course substitution request. However, CPL has major implications for transfer, as we don't know yet if those institutions will accept the credit. A key component of the student form will be making the transfer restrictions clear.

- AR 4350 In-Residence Course Requirement
  Currently, SMC requires students to complete 50% of their degree or certificate of achievement coursework at SMC (in residence) to be granted the degree or certificate. However, Title 5 only requires 12 units in residency for degrees, and does not specify a residency requirement for certificates. When granting credit for coursework at other institutions, the major coursework goes to faculty to review and approve granting of credits. Many faculty members agree that the 50% in-residence requirement, when the courses at other institutions are considered equivalent to SMC, is not equitable.

  The hesitation in the past was granting of a degree if major coursework had not been completed at SMC – ex: a student could earn a degree in Chemistry without taking a Chemistry course here. However, the alternative is for students to repeat coursework they've already completed at another institution, for courses that are already considered equivalent. The 50% requirement is an inequitable and unnecessary obstacle for students to complete their programs.

  A bigger question is what, if any, in-residence requirement should be required for Certificates of Achievement, as Title 5 does not address this. The administrative regulation will be taken to the Student Affairs Committee; they want to get the support of the Curriculum Committee.

  The Curriculum Committee unanimously supports a recommendation to lower the 50% unit in-residence requirement for Associates Degrees and Certificates of Achievement in an effort to support student success and promote equitable practices.

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
Motion to adjourn the meeting at 5:06 pm.
Motion made by: Scott Silverman; **Seconded by:** Jason Beardsley
The motion passed unanimously.

	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? -- YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
Business Information Worker 2 AS / CoA								**SMC GE**			
SEMESTER 1	ENGL 1		GE	IV A		3	9				
	CIS 1	1	PR		YES	3	9			YES	
	OFTECH 1	2	PR		YES	3	9			YES	
	BUS 62	3	PR			3	9				
	MATH		GE	IV B		3	9				
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	CIS 37	1	PR			3	9	CIS 1 / 25 WPM			
	CIS 39	2	PR			3	9	CIS 1			
	BUS 32	3	PR			3	9		ENGL 1 or BUS 1 (P)		
	CIS 30	4	PR			3	9	CIS 1 or CIS 4		YES	
	COUNS 12		EL			1	3			YES	
	OFTECH 33	5	PR			2	6				
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	CIS 32	1	PR			3	9				
	CIS 36M	2	PR			1	3				
	GE		GE	I / GC		3	9				
	BUS 35	3	PR			3	9				
	ACCTG 1 or 21		EL/Advisory			5	15			YES	Recommended ACCTG 1
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	GE		GE	III		3	9				Recommended ENGL 2 for transfer options
	GE		GE	II B / GC		3	9				
	CIS 35A or 35B	1	PR			3	9			YES	
	CIS 38	2	PR			3	9			YES	
	GE		GE	II A / GC		3	9				
	TOTAL Semester 4					**15**	**45**				

OVERALL COMMENTS:
"The Business Information Worker I Certificate of Achievement is a prerequisite to the Business Information Worker II AS/CofA. Therefore, this map is designed for completion of the Business Information Worker I Certificate of Achievement during the first year. The second year allows completion of the Business Information Worker II AS/CofA"
Noncredit Pathway Opportunities: Business Essentials Level 1 – BUS NC 901, 902; Customer Service – BUS NC 911, 912; Receptionist – BUS NC 911 and CIS NC 902, 903. These are noncredit certificates of completion that can serve as a bridge into for-credit coursework in this discipline. Refer to www.smc.edu/noncredit for more information.

This course sequence (program map) is for COUNSELOR USE ONLY. It is meant to assist in the preparation of student educational plans. Do NOT distribute this document to students.

	Insurance Professional AS / CoA						SMC GE			
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? -- YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1										
ENGL 1 or 31		GE	IV A		3	9				Recommended ENGL 1
BUS 1	3	PR / GE	II B	YES	3	9			YES	
COUNS 20		EL			3	9			YES	
BUS 15	1	PR			2	6				
BUS 16	2	PR			3	9				
TOTAL Semester 1					14	42				
SEMESTER 2										
BUS 5	3	PR			3	9			YES	
BUS 17	1	PR			3	9				
BUS 18	2	PR			3	9				
MATH		GE	IV B		3	9				
GE		GE	II A / GC		3	9			YES	
EL		EL			1	3				
TOTAL Semester 2					16	48				
SEMESTER 3										
CIS 30 or ACCTG 31A	2	PR			3	9	CIS 4 for CIS 30; ACCTG 1 or 21 for ACCTG 31A		YES	
BUS 32	1	PR			3	9		ENGL 1 or BUS 31 (P)		
GE		GE	I / GC		3	9				
EL		EL			3	9			YES	
EL		EL			3	9				
TOTAL Semester 3					15	45				
SEMESTER 4										
GE		GE	III		3	9			YES	Recommended ENGL 2 for transfer options
ACCTG 1 or 21	1	PR		YES	5	15				
EL		EL			3	9			YES	
EL		EL			3	9				
EL		EL			1	3				
TOTAL Semester 4					15	45				

OVERALL COMMENTS: This map allows for completion of the Insurance Specialist CofA in first year. Noncredit Pathway Opportunities: Business Essentials Level 1 – BUS NC 901, 902; Customer Service – BUS NC 911, 912; Receptionist – BUS NC 911 and CIS NC 902, 903. These are noncredit certificates of completion that can serve as a

	Management Leadership AS / CoA							SMC GE			
	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? -- YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1	ENGL 1 or 31		GE	IV A		3	9				Recommended ENGL 1
	BUS 1	1	PR / GE	II B	YES	3	9			YES	
	COUNS 20		EL			3	9				
	MATH		GE	IV B		3	9				
	BUS 5	2	PR			3	9			YES	
	TOTAL Semester 1					15	45				
SEMESTER 2	BUS 65	1	PR		YES	3	9				
	BUS 32	2	PR			3	9		ENGL 1 or 31 (P)		
	GE		GE	II A / GC		3	9			YES	
	EL		EL			3	9			YES	
	EL		EL			3	9				
	TOTAL Semester 2					15	45				
SEMESTER 3	RE	1	RE			3	9				
	RE	2	RE			3	9				
	GE		GE	I / GC		3	9				
	EL		EL			3	9			YES	
	EL		EL			3	9			YES	
	TOTAL Semester 3					15	45				
SEMESTER 4	GE		GE	III		3	9				Recommended ENGL 2 for transfer options
	RE	1	RE			3	9				
	RE	2	RE			3	9				
	EL		EL			3	9			YES	
	EL		EL			3	9			YES	
	TOTAL Semester 4					15	45				

OVERALL COMMENTS:
Noncredit Pathway Opportunities: Business Essentials Level 1 – BUS NC 901, 902; Customer Service – BUS NC 911, 912; Receptionist – BUS NC 911 and CIS NC 902, 903. These are noncredit certificates of completion that can serve as a bridge into for-credit coursework in this discipline. Refer to www.smc.edu/noncredit for more information.

	Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Sequence Order	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intersession Option? -- YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
	Sales and Promotion AS / CoA						**SMC GE**				
SEMESTER 1	ENGL 1 or 31		GE	IV A		3	9				Recommended ENGL 1
	BUS 1	1	PR / GE	II B	YES	3	9			YES	
	COUNS 20		EL			3	9			YES	
	MATH		GE	IV B		3	9				
	BUS 20	2	PR			3	9				
	TOTAL Semester 1					**15**	**45**				
SEMESTER 2	BUS 28	1	PR			3	9			YES	
	BUS 23	2	PR			3	9				
	GE		GE	II A / GC		3	9			YES	
	EL		EL			3	9				
	EL		EL			3	9				
	TOTAL Semester 2					**15**	**45**				
SEMESTER 3	BUS 22	2	PR			3	9				
	BUS 34	1	PR			3	9			YES	
	GE		GE	I / GC		3	9				
	EL		EL			3	9				
	EL		EL			3	9			YES	
	TOTAL Semester 3					**15**	**45**				
SEMESTER 4	GE		GE	III		3	9				Recommended ENGL 2 for transfer options
	RE	2	RE			3	9				
	BUS 32	1	PR			3	9		ENGL 1 or 31 (P)		
	EL		EL			3	9			YES	
	EL		EL			3	9			YES	
	TOTAL Semester 4					**15**	**45**				

OVERALL COMMENTS: Noncredit Pathway
Opportunities: Business Essentials Level 1 – BUS NC 901, 902; Customer Service – BUS NC 911, 912; Receptionist – BUS NC 911 and CIS NC 902, 903. These are noncredit certificates of completion that can serve as a bridge into for-credit coursework in this discipline. Refer to www.smc.edu/noncredit for more information.

Santa Monica College
NEW COURSE: BUSINESS 34B, Digital Marketing Applications *(same as CIS 70)*

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:	*All programs which include CIS 70:* • Business Associate in Science (AS) • Computer Business Applications AS/Certificate of Achievement • Entrepreneurship Certificate of Achievement • Marketing Certificate of Achievement • Sales and Promotion AS/Certificate of Achievement • Social Media Assistant Certificate of Achievement • Website Software Specialist AS/Certificate of Achievement
Skills Advisory(s):	CIS 1

Rationale
We are cross listing CIS 70 as BUS 34B, and it is the same course. We are doing this so that the BUS 34B course is listed with the other Digital Marketing courses BUS 34A and BUS 34C in Business as well as CIS courses. These three Digital Marketing courses in the BUS 34 series (34A, B and C) are the core courses for our proposed Digital Marketing certificate, and this cross-listing will enable students to see and access all 3 classes in the Business class schedule.

I. Catalog Description
Digital marketing enables an individual or business to promote an organization, brand, product or service using a variety of online marketing strategies: content marketing, social media marketing, search engine marketing and e-marketing. Numerous tools and applications are utilized to deliver these strategies, such as a content management system; blogging; content creators and editors for images, posts and videos; crowdsourcing; podcasting; RSS feed and directories; social media business accounts and ad managers, like Facebook Ad Manager; search engine advertising, like Google Ads; SEO techniques and tools; third party tracking and analytics tools, such as Google Analytics; email and direct message marketing; and event promotion. This course provides the skills to use these tools and applications for a successful digital marketing campaign.

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. eMarketing: The Essential Guide to Marketing in a Digital World 6th ed, 6, Rob Stokes and the Minds of Quirk, Quirk Education Pty (Ltd) © 2018, ISBN: 978-0-620-78058-2;

III. Course Objectives
Upon completion of this course, the student will be able to:
1. Understand components of a digital marketing campaign
2. Create a content management system
3. Build and use a blog as a tool for content marketing
4. Search, create and edit images, posts and video for content
5. Utilize crowdsourcing for content development
6. Create a podcast and work with RSS feed and directories

7. Create social media business accounts: Facebook, Twitter, Instagram, Pinterest, LinkedIn, Snapchat
8. Create a YouTube channel for video sharing and upload/edit with YouTube Studio
9. Utilize a social media and marketing management tool to manage social media business accounts
10. Utilize social media ad managers, such as Facebook Ad Manager, to advertise on social media accounts
11. Understand and implement search engine marketing, such as Google Ads, and pay-per-click (PPC) advertising
12. Understand and implement on-page SEO techniques, such as keywords and keywords tools, site structure, naming convention, meta tags and alt text as well as off-page SEO techniques, such as backlinks, to improve search engine results and avoid black hat techniques
13. Understand and implement third party tracking and analytics tools, like Google Analytics, to monitor website performance
14. Utilize email and direct message marketing
15. Utilize event promotion for marketing

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Projects, Other: 1. Videos, Online instructor-provided resources

V. Course Content

% of Course	Topic
4.00%	Reviewing components of a digital marketing campaign and identifying a subject (organization, brand, product or service)
12.00%	Creating a Wix content management system with a blog
8.00%	Building a podcast and working with RSS and directories
30.00%	Building social media business accounts (Facebook, Twitter, Instagram, Pinterest, LinkedIn, Snapchat), a video sharing account (YouTube Channel) and a social media management account (Hootsuite)
12.00%	Creating and editing images, posts and videos with Adobe Spark, Vimeo and YouTube Studio and utilizing crowdsourcing
8.00%	Utilizing social media ad managers, such as Facebook Ad Manager
6.00%	Utilizing search engine marketing, such as Google Ads
6.00%	Utilizing SEO techniques and tools
8.00%	Reviewing third party tracking and analytics tools, such as Google Analytics
6.00%	Utilizing email, direct message and event promotion for marketing
100.00%	Total

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

Percentage	Evaluation Method
15 %	Final Project
20 %	Other - Peer/group discussions and reviews
65 %	Projects

100 %	Total

VII. Sample Assignments:

Create a Podcast with Buzzsprout:

1. 5 POINTS Create a podcast audio file using Voice Recorder (PC) or Quick Time Player (Mac) or another audio recorder that you prefer. If these are not available, search your computer for the default audio recorder and use that. This is a test episode for loading at the podcast host, Buzzsprout. This can be an interview, a topic, an opinion, a review etc. The episode must be related to your subject and a minimum of 1 minute to a maximum of 3 minutes. You will want to introduce the name of the Episode and yourself and any guests. You may want to explain your subject and the different topics you will be discussing and possible guests in future episodes of the show. Speak informally but clearly and loudly enough so that ALL dialogue can be understood. Test and re-record the episode until you are satisfied with its content. Rename the episode. Be sure to save the episode to a folder you can find. With Voice Recorder for PC, right click on the episode in the menu and select Open File Location to find the file. 2. Go to buzzsprout.com, click Get Started and create an account. Select "I'm a new podcaster" when prompted. 3. 3 POINTS In the Website tab go to Color and Background and select a Color and/or a Background image. In Social Media Links add your Facebook page URL. In Change URL check (if needed) Enable Custom Buzzsprout Web Address and Save the default website address. 4. 5 POINTS In Podcast Settings you MUST confirm or add: Podcast Title, Podcast Description, an image to Podcast Artwork (YouTube Channel Art or another thumbnail image), one Category in Apple Podcast Category (you can also Add Optional Categories), Episode Limit - set to Show All Episodes, Your Website Address (your Wix website address), Contact Email and Keywords. 5. 5 POINTS In Episodes click Upload a New Episode 6. 5 POINTS In Episode Details enter: Episode Title, Episode Description, Episode Artwork (if desired), Season 1-Episode 1-Full. More Episode Settings: Artist/Guest, Summary (copy of Description, if desired), Custom Episode Webpage (if needed), Tags, Be sure to PUBLISH IMMEDIATELY on right side menu so your episode is available for this assignment. Click Save Episode Details. NOTE: In Episodes click on the Episode title to edit/delete each episode. When you return to Episodes from main menu, you see all of your Episodes and the Share, Stats and Edit buttons are located under each episode. Chapter Markers have been added to the Episode Details area, so you can mark sections for your listeners to jump through an episode. Create a Video Soundbite, Sharing options, Downloading an MP3 file and Embedding the episode are located under Promote this Episode. 7. 2 POINTS In Players – Customize Your Players select Single Episode Player and customize your player settings. You must PUBLISH your episode to view Players. 8. In Players Option 1 - Separate player for each episode, click Copy embed code. Go to your Blog website in Wix Website Editor. In the ABOUT page, use the Add - More - HTML iframe and click Enter Code to paste your podcast player code and add your Podcast Large Player to your site (resize/move the object to display your player). OR To embed your entire podcast in Wix, go to Buzzsprout - Directories - RSS Feed and COPY the RSS Feed for your podcast. Then, go to your Wix Website Editor, go to ADD-Music-iTunes Button- click Add To Site for Wix Podcast Player. A new page, Podcast, is added to your Wix website. Click Settings - Connect RSS - Insert RSS Feed link and paste your saved RSS Feed from Buzzsprout. SAVE and PUBLISH your website changes. 9. In your Buzzsprout Website tab copy your Podcast website URL (from step #3). Check the URL in another tab to confirm it is correct. Return to our course in Canvas and click SUBMIT ASSIGNMENT in this assignment link. In the Website URL tab, paste your URL into the box next to Website URL:. Then click SUBMIT ASSIGNMENT.

Create a YouTube Channel:

4 POINTS Add your You Tube Channel Art related to your subject that you created using Canva. 2. 4 POINTS TOTAL Subscribe to 2 Channels related to your subject (2 POINTS EACH). Be sure your settings are adjusted to turn OFF privacy for subscriptions (see Step 9). 3. 5 POINTS Create at least 1 Playlist. Add one video to your playlist. 4. 3 POINTS In HOME create a Section for Created Playlists. 5. 3 POINTS In HOME set a Featured Channel. 6. 2 POINTS In ABOUT set Location to United States. 7. 2 POINTS In ABOUT create a Description. 8. 2 POINTS In ABOUT add a Link to your Facebook Page. 9. In Channel Settings turn OFF "Discussion" tab so it does not show as a channel tab and turn OFF "Keep all my subscriptions private" and "Keep all my saved playlists private". To find the Channel Settings go to My Channel - Customize Channel - click the settings icon (looks like a sprocket and is left of the opaque

Subscribe button). Turn OFF the Discussion tab from the channel menu (Home, Videos, Playlists, Channels, About). I left mine ON in the video, however I want you to set Discussion to OFF. And in Privacy, turn OFF "Keep all my subscriptions private" and "Keep all my saved playlists private". Other channels will return the favor by showing your channel in their subscriptions and your playlists. It increases the audience for all channels. 10. Click View As: select New Visitor. Then, copy the Channel URL directly from the browser when you are in your YouTube Channel. Please be sure that the word 'channel' is in the URL and that you are not at a video or another location. Check the URL in another tab to confirm it is correct. Return to our course in Canvas and click SUBMIT ASSIGNMENT in this assignment link. In the Website URL tab, paste your YouTube channel's URL into the box next to Website URL:. Then click SUBMIT ASSIGNMENT.

VIII. Student Learning Outcomes

1. Utilizing content marketing, social media marketing, search engine marketing and e-marketing tools and applications, students will build a digital marketing campaign to promote an organization, brand, product or service online.
2. Formulate, build, and deploy a podcast that is designed to be syndicated utilizing RSS feeds on an episodic basis.

Santa Monica College
SUBSTANTIAL CHANGE: BUSINESS 34A, Introduction to Digital Marketing

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

We are updating the course number and title as well as the catalog description to reflect changes in the digital marketing landscape since course creation. Digital marketing includes several marketing channels instead of only the social media channel. The Outcomes, Objectives and Content remain similar to the legacy with updates reflecting the broader focus of digital marketing. The course numbering change to 34A allows for the Digital Marketing courses 34A, B and C to be offered in the BUS 34 series. These are the core courses for our proposed Digital Marketing certificate.

I. Catalog Description

This course introduces students to digital marketing. Students will learn how to develop and implement various digital marketing channels, such as search-engine optimization (SEO), search engine marketing (SEM), social media marketing, pay per click (PPC) advertising, affiliate marketing, email marketing and content marketing. The course will emphasize the strategic role of digital marketing in traditional marketing; its impact on the customer experience; and how to track its effectiveness.

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. Digital Marketing Essentials , 1, Jeff Larson & Stuart Draper, Edify Publishing © 2019, ISBN: 978-0998713816;
2. . *Social Media Examiner Blog*, SocialMediaExaminer.com Volume
3. . *HubSpot Blog*, blog.HubSpot.com Volume
4. . *HootSuite Blog*, blog.HootSuite.com Volume

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Demonstrate an understanding of the foundations of digital marketing.
2. Identify major digital marketing channels and how to implement these channels as part of a marketing strategy.
3. Demonstrate an understanding of how digital marketing activities align with business objectives.
4. Demonstrate an understanding of how digital marketing channels impact the customer experience.
5. Analyze the effectiveness of tracking methods for different digital marketing channels.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Projects, Online instructor-provided resources

V. Course Content

% of Course	Topic
40.00%	Understanding the digital marketing channel mix

25.00%	Implementing digital marketing channels into the marketing strategy and its role related to business objectives
15.00%	Understanding how digital marketing channels impact the customer experience
15.00%	Understanding digital marketing tracking mechanisms and tools
5.00%	Understanding ethics in digital marketing
100.00%	Total

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

Percentage	Evaluation Method
50 %	Exams/Tests - Quizzes and exams
10 %	Other - Peer/group discussions and reviews
40 %	Projects - Case Studies and projects
100 %	Total

VII. Sample Assignments:

Search Engine Marketing Group Discussion:
Analyze a company's use of search engine marketing. Participate in a group discussion to identify how search engine marketing has impacted the customer engagement for the business.

Digital Marketing Strategies and Metrics Case Study:
Review a case study about a company's integration of digital marketing into its business. Detail how digital marketing was incorporated into the company's marketing strategy and what tools were used. Identify the digital marketing metrics that were tracked and what tools were used to track these metrics.

VIII. Student Learning Outcomes

1. Demonstrate knowledge of how a digital marketing channel can grow brand awareness, generate leads and conversions and foster customer relationships.
2. Demonstrate knowledge of how digital marketing channels are used in a marketing campaign.
3. Demonstrate a level of engagement in the subject matter that reveals their 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 marketing and their personal lives.

Santa Monica College
SUBSTANTIAL CHANGE: BUSINESS 72, Organizational Management and Leadership

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
Updated objectives and Course Content

I. Catalog Description

This course examines the special case of detailed planning and implementation of management decisions in strategic business units. Attention is focused on three areas: developing action plans and implementation strategies; developing awareness of the contingencies to be considered in taking strategic actions, and investigating how different academic disciplines interpret the leadership phenomenon. This course highlights key criteria used in assessing the viability of an organizational action plan, and the role of leadership in managing constructive change processes.

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. SmartBook 2.0, McGraw Hill Connect, SmartBook 2.0, McGraw -Hill © 2021;
2. Organizational Behavior: Emerging Knowledge, Global Reality, 9, Steve L. McShane and Mary Ann Von Glinow, McGraw Hill, McGraw-Hill © 2021, ISBN: 9781260799552;

III. Course Objectives

Upon completion of this course, the student will be able to:
1. Distinguish between organizational behavior, management, leadership, and organizations.
2. Define personality and discuss how personality factors relate to workplace behavior and performance.
3. Describe the self-concept characteristics and processes, and explain how each affects an individual's behavior and well-being.
4. Explain how emotions and cognition influence attitudes and behavior.
5. Define employee motivation and engagement.
6. Identify individual-, team-, and organizational-level performance-based rewards.
7. Describe the elements of rational decision making.
8. Discuss the benefits and limitations of teams, and explain why employees join informal groups.
9. Explain why communication is important in organizations, and discuss influences on effective communication.
10. Describe power and influence in organizations.
11. Define conflict and identify its positive and negative consequences in the workplace.
12. Review activities in the negotiation preparation, process, and setting that improve negotiation effectiveness.
13. Analyze the role of leadership in managing constructive change processes.
14. Describe elements of transformational leadership and why they are important for organizational change.
15. Describe types of coordination in organizational structures.
16. Describe elements of organizational culture and discuss the importance of organizational subcultures.

17. Discuss the reasons why resistance may occur during organizational change.

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

V. Course Content

% of Course	Topic
8.00%	Organizational Management & Leadership
8.00%	Individual Behavior and Processes
7.00%	Perceiving Self and Others in Organization
8.00%	Workplace Emotions, Attitudes and Stress
8.00%	Foundations of Employee Motivation
8.00%	Applied Performance Practices
8.00%	Decision Making and Creativity
8.00%	Team Dynamics and Communication
9.00%	Power, Influence, Conflict and Negotiation in the Workplace
10.00%	Leadership in Organizational Settings
8.00%	Designing Organizational Structures
10.00%	Organizational Culture and Change
100.00%	Total

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

Percentage	Evaluation Method
10 %	Class Participation
40 %	Exams/Tests - Exams/Tests (5-8 exams/tests)
20 %	Homework - Exercises and activities.
10 %	Oral Presentation - Organizational Leadership & Behavior Case Study presentation
20 %	Projects - Case Studies and Navigation
100 %	Total

VII. Sample Assignments:
Case Study #1:
Ancol Corporation: In this case study, you will be asked to identify the problems caused by the time clock removal in Ancol's plant. How did this impact the effectiveness of the organization's management team? What could a new manager do to improve employee / management relations? There will be online discussion around this case
Exercise:
Complete a leadership style inventory self-assessment. A tool will be provided. Prepare a summary of key findings and how it may impact organizational management and leadership.

Case Study #2 :

L'Oreal Canada Improves Mutual Understanding Across Generations: In this case study, you will be asked to discuss how conflict occurs in the workplace. Take into consideration generational, gender and cultural aspects of how conflict can occur and what can be done to mitigate these occurrences. What type of resources might be necessary to decrease conflict? How does bias impact conflict? You will be asked to share how you might minimize conflict in a multi-generational and multi-racial workspace.

VIII. Student Learning Outcomes

1. Identify and assess assumptions that influence decisions and actions on management, leadership, teamwork and relationship building in organizations.
2. Identify the implications of leadership style and its impact on team and organization performance.
3. Demonstrate a level of engagement in the subject matter that reveals their 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 accounting and their personal lives.

Santa Monica College
SUBSTANTIAL CHANGE: COMPUTER APPLICATIONS 30, Microsoft Excel

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
Skills Advisory(s):	CIS 4, CIS 1

I. Catalog Description

This course includes a detailed study of business applications using Microsoft Excel spreadsheet package. Topics include the commands, formats, and functions of Excel with emphasis on its use as a problem solving and financial analysis tool. Students will also learn to create macros, customize ribbons and tabs, and integrate Excel with other applications and the World Wide Web. Students will also have an introduction to writing Visual Basic code.
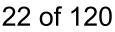
II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Enhanced 1. New Perspectives on Microsoft Office 365 / Excel 2016, Comprehensive, 1st, Parsons, Oja, Ageloff, Carey, DesJardins, Cengage © 2017, ISBN: 978-1-1337366076;
2. Microsoft Office 365 (Excel). Microsoft , 365 ed.
3. SAM 2016 Bundle

III. Course Objectives

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

1. Apply the fundamentals of Excel.
2. Illustrate workbooks suitable for course work, professional purposes.
3. Use formulas and functions in the worksheets as a problem solving and financial analysis tool.
4. Design worksheets with charts and graphics.
5. Design templates and work with multiple worksheets and workbooks.
6. Set up, sort and query a worksheet database.
7. Use Macros and apply visual basic for applications with Excel.
8. Design worksheets by importing data from other applications, routing changes, and using PivotTables.

IV. Methods of Presentation:

Observation and Demonstration, Online instructor-provided resources, Projects, Other (Specify), Group Work, Lecture and Discussion
Other Methods: Introduce students to each new feature. Hand-on practice, with questions and answers between the instructor and the students will be used to analyze the process of using Excel features. Out of class projects and homework assignments will be assigned to review and practice the topics discussed in the class.

V. Course Content

% of Course	Topic
15.00%	Fundamentals of Excel (Terminology)

20.00%	Creating Different types of Workbooks and Templates
35.00%	Formulas and Functions with empahsis on advanced functions and What-If-Analysis
10.00%	Working Graphics and Charts
5.00%	Working with database
5.00%	Import data from other software
5.00%	Using PivotTables
5.00%	Developing an Excel application
100.00%	Total

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

Percentage	Evaluation Method
10 %	Class Participation
25 %	Exams/Tests - Practical Exams
20 %	Final exam
20 %	Homework
10 %	Projects
15 %	Quizzes
100 %	Total

VII. Sample Assignments:

Sample Assignment 1:

Sample 1 Instructions: 1. Open the file NP_Excel2019_T8_CP1a_FirstLastName_1.xlsx and save the file as an Excel Macro-Enabled workbook with the name NP_Excel2019_T8_CP1a_FirstLastName_2.xlsm before you move to the next step. Verify that your name appears in cell B4 of the Documentation sheet. (Note: Do not edit the Documentation sheet. If your name does not appear in cell B4, please download a new copy of the start file from the class website.) 2. In steps 2-10 you will record a macro to convert a worksheet to the one shown in Figure 1. 3. Make Week 1 the active worksheet. Begin recording a macro. Name the macro ConvertData, assign the shortcut key Ctrl+d to run the macro, and insert the macro description Automate the weekly temperature reading report. 4. In the macro, format the dates in the Date column using the date format type (3/14/2019). 5. In the macro, format the times in the Time column so they are displayed in 24-hour notation format type (13:30). 6. In the macro, type the title Celsius in cell D1. 7. In the macro, convert the Fahrenheit temperatures to Celsius by entering the following formula in cell D2, and then copying the formula down the column: =5/9*(C2–32). 8. In the macro, format the cells in column D using the Number format to 1 decimal place. 9. In the macro, bold the column heading and resizes the column using AutoFit to fully display Fahrenheit. 10. In the macro, place the label Average in cell A27, compute the average Celsius temperature for the week in cell D27 using the "Average" function over the range D2:D26, and then bold the row. Finally, as the last step in the macro, make cell F1 the active cell. 11. Switch to the Week 2 worksheet and test the macro using the shortcut key. The macro should format the Week 2 worksheet. 12. Edit the macro so that you end at cell A1 instead of ending at cell F1. Save your changes, close the workbook and exit Excel. Follow the directions to submit your completed project.

Sample Assignment 2:

Sample 2 Instructions: 1. Open the file NP_Excel2019_T4_CP1a_FirstLastName_1.xlsx and save the file as NP_Excel2019_T4_CP1a_FirstLastName_2.xlsx before you move to the next step. Verify that your

name appears in cell B4 of the Documentation sheet. (Note: Do not edit the Documentation sheet. If your name does not appear in cell B4, please download a new copy of the start file from the class website.) 2. In the Park Usage Data worksheet, select the range A3:D15, and then insert the 3-D Column chart (the last chart in the 3-D Column section in the Charts gallery). 3. Move the chart to a chart sheet named Monthly Visits. (Note: Be sure to choose the "New sheet" option button rather than the "Object in" option button.) Move the Monthly Visits chart sheet to be the last sheet in the workbook. 4. Change the style of the chart to Style 42 (the second style in the sixth row in the Chart Styles gallery). 5. Insert the chart title using the Centered Overlay Title format, change the title to Kenai Fjords National Park 2019 Census, and then set its font size to 24 points. Remove the legend from the chart. 6. Add the title Monthly Visitors to the vertical axis, using the Rotated Title option. Set the font size to 14 points. 7. Rotate the 3-D chart using the following parameters: x-axis rotation 30°, y-axis rotation 20°, perspective 25°, and depth to 130. (Hint: If necessary, uncheck the Right Angle Axes check box in the Chart Scale section to make the Perspective box active.) 8. Modify the depth axis so the values are displayed in reverse order. (Hint: Use the Axes button in the Axes group on the Chart Tools Layout tab to modify the depth axis using the Show Reverse Axis option.) 9. Insert a data table without legend keys below the 3-D chart to provide the data values for the different columns. (Hint: Use the Data Table button in the Labels group on the Chart Tools Layout tab.) 10. Change the fill color of the Visitor Center series to standard Orange. 11. In the Park Usage Data worksheet, select the range B3:D3; B16:D16, and then insert a Pie in 3-D chart. Move the chart to be an object in the Monthly Visits chart sheet. 12. Insert a chart title using the Above Chart format with the text Total Visits, and set its font size to 16 points and its font color to White. 13. Change the fill color of the Visitor Center slice to standard Orange. 14. Remove the chart legend from the pie chart.

VIII. Student Learning Outcomes
1. Given data, students will create professional workbooks for financial analysis, including formulas and function, charts, and macros.
2. Given data analysis project, students will set up, sort and query a worksheet database.

ADVISORY Checklist and Worksheet: CIS 30
Proposed Advisory: CIS 1

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the 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 advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this 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 recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **CIS 30**
(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Identify the components of a computer; explain how a computer works; describe computer input and output; and identify input and output devices as well as mobile devices.
B)	Identify and explain system software, including Windows and OS X operating systems and applications software, including word processing, spreadsheet, presentation and database programs.
C)	Explain how computers are used in business as well as their use in business communication, including email, as well as describe business information systems.
D)	Demonstrate the use of operating systems, web browsers, web-based word processing and spreadsheet applications, coding, and web-based social media applications.

EXIT SKILLS (objectives) FROM: **CIS 1**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Identify the components of a computer; explain how a computer works; describe computer input and output; and identify input and output devices as well as mobile devices.
2.	Identify and explain system software, including Windows and OS X operating systems and applications software, including word processing, spreadsheet, presentation and database programs.
3.	Explain how computers are used in business as well as their use in business communication, including email, as well as describe business information systems.
4.	Demonstrate the use of operating systems, web browsers, web-based word processing and spreadsheet applications, coding, and web-based social media applications.

		ENTRANCE SKILLS FOR: **CIS 30**							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: CIS 1	1	X							
	2		X						
	3			X					
	4				X				
	5								
	6								
	7								
	8								

modified 12/02/2016

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.

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								

DE Application
5. Course: DE for non-DE course: ACCTG 16 - Taxation of Corporations, Partnerships, Estates and Trusts

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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 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 topics, rules, and concepts on taxation of corporations, partnerships, and estates & trusts. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:
The class is organized through weekly course modules. A wealth of material is offered for students to learn topics, rules, and concepts in taxation of corporations, partnerships, and estates & trusts. The content includes the following: specific learning objectives for each module, comprehensive video lectures, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to applicable tax circumstances. The above content is provided on a weekly basis.

1d. Distance Ed-Interactions

Discussion Boards

Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various topics, rules, and concepts on taxation of corporations, partnerships, and estates & trusts.
Percentage of Online Course Hours 15.00

Online Lecture
Students will watch a video lecture on a pertinent course topic. 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

Study and/or Review Sessions
Prior to a quiz or an exam, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board.
Percentage of Online Course Hours 10.00

Other (describe)
Problem sets and exercises, including tax preparation. Prior to 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 30.00

Peer Feedback
In discussion boards, students share ideas for where to find credible resources for their essays on a current issue of the taxation of corporations, partnerships, and estates & trusts. They will also share case studies they find in news articles. Students will be asked to provide input on these scenarios.
Percentage of Online Course Hours 10.00

2. Organization of Content
The course is organized according to the major content headings in the syllabus. The first module provides an overview of the taxation of corporations, partnerships, and estates & trusts. The remaining modules are organized by week and include key topic areas of the course.

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

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

3. Assessments

Exams/Quizzes
Percent of Grade 30.00
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
Percent of Grade 35.00
Prior to the assignment 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 & Similar Activities
Percent of Grade 35.00
After watching a video or reading the textbook, 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 will be provided: online tutoring and tutorials for online classes. Students will be informed of the technical support phone number and other related student support services including counseling, financial aid, bookstore, library, etc.

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
Interpret and apply IRS rules and regulations as they relate to corporations, partnerships and, estates and trusts.

After reviewing the above learning objective, students will view the lecture video that describes IRS rules and regulations applied to corporations. Following the video viewing, students will participate in a discussion where they provide examples of possible interpretations and applications of a specific rule or regulation in corporate taxation.

Distance Education Quality
Quality Assurance

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

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

Additional Considerations

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

DE Application
5. Course: DE for non-DE course: BUS 54 - International Management

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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 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 topics and concepts in international management. They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Student - Content Interaction:
The class is organized through weekly course modules. A wealth of material is offered for students to learn international management. The content includes the following: specific learning objectives for each module, comprehensive video lectures, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials and articles to help the students relate the course concepts to everyday circumstances. The above content is provided on a weekly basis.

1d. Distance Ed-Interactions

Discussion Boards
Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various international management issues and activities.

Percentage of Online Course Hours 25.00

Online Lecture
Students will watch a video lecture on a pertinent course topic. 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

Study and/or Review Sessions
Prior to a quiz or an exam, students will be prompted to ask questions that they have about the material on the next test. We will then have a review session via the review discussion board.
Percentage of Online Course Hours 10.00

Written assignments
Students will write at least two essay, report, or similar 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 20.00

Peer Feedback
In discussion boards, students share ideas for where to find credible resources for their essays on a current issue in international business. They will also share case studies they find in news articles. Students will be asked to provide input on these scenarios.
Percentage of Online Course Hours 10.00

2. Organization of Content

The course is organized according to the major content headings in the syllabus. The first module provides an overview of international management. The remaining modules are organized by week and include key topic areas of the course.

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

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
Percent of Grade 30.00
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

Percent of Grade 35.00

Prior to the assignment 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 & Similar Activities

Percent of Grade 35.00

After watching a video or reading the textbook, 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 will be provided: online tutoring and tutorials for online classes. Students will be informed of the technical support phone number and other related student support services including counseling, financial aid, bookstore, library, etc.

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

Recognize differences in organizational behavior and management practices across countries.

After reviewing the above learning objective, students will view the lecture video that describes various organizational behavior and management practices across countries. Following the video viewing, students will participate in a discussion where they provide examples of unique and/or shared practices that affect regional and global collaboration in multinational corporations.

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 57 - Latin-American Literature

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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

Discussion Boards
Reading Blogs are replies to prompts and responses/reactions to articles and essays. Peer editing and commenting (assigned randomly by system)
Percentage of Online Course Hours 15.00

Threaded Discussions
Students will be assigned readings in various literary forms and genres from the textbooks and post comments, questions and responses to the texts in a threaded discussion.
Percentage of Online Course Hours 15.00

Online Lecture
Instructor will post videos with lectures describing the historical, political, and social forces that have helped to shape contemporary Latin American literature alongside critical approaches such as Cultural Studies, Rhetorical Approaches, New Historicism, Women and Gender Studies, Psychological Theory, Marxist literary Criticims and Ecosystems' Thinking frameworks. Students are encouraged to submit images/photos of the notes taken during the viewing and post questions and comments in discussion boards.
Percentage of Online Course Hours 15.00

Peer Feedback
Students will submit 5 working drafts analyzing one to two texts. Students will share their drafts with 3-4 peers. Peer editing tasks will follow methodologies for revision and proofreading
Percentage of Online Course Hours 10.00

Project Presentation
The Group-Led Panel Presentation - Webinar: Students will create a paper working in collaboration about a group assigned short story distributing tasks for work in collaboration. Students will identify literary devices and rhetorical tropes in the work, including Characters, Setting, Themes, Motifs, types of Narrational Devices (POV, Style, Tone, Language, Narrational Voice/s).
Percentage of Online Course Hours 25.00

Exams
Quizzes, Short writing assignments, essay exams
Percentage of Online Course Hours 10.00

Videos
Video lessons, activiities and content support videos
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 15.00
Weekly short writing assignments, quizzes

Source Paper
Percent of Grade 10.00
Written assignment: The Source Paper is a collection of quotes and summaries from researched articles and books. There should be at least four different secondary sources focused on work/s by a selected author or to develop a comparative/contrasting analysis of works by two authors. The citations can be about the works (primary sources), about the authors and their styles, and must include literary criticism. MLA is the required documentation formatting and for works cited.

Class Presentation
Percent of Grade 15.00
Written/presentation software or Recorded Video Assignment Presentations can be given solo or with a partner, and should cover literary criticism, or an article regarding an author, his or her work, or the development of Latin American literature in the twentieth century-- five minutes in length

Journal Assignments
Percent of Grade 10.00

Ongoing Written Assignment/Weekly discussion board posts

Research Project
Percent of Grade 25.00
Research Project: A 6-8 page MLA research paper. Must include a minimum of three secondary sources

Literary Analysis Essay
Percent of Grade 20.00
One 3-5 page typewritten essay, focusing on a particular poem, essay or work of fiction we have covered in class.

Final Exam
Percent of Grade 5.00
Essay Exam

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, counseling, 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: Demonstrate how the literature of other regions and cultures has influenced Latin American literature and vice versa.

The purpose of the Reading Blogs is to help generate ideas and to give the student a virtual, informal arena to interact with their classmates. Students will share their reactions to the readings, to record their thought

process and initial impressions to readings, and to make connections with their personal life. Blog/discussion posts must have a minimum of 300 hundred words and to receive full credit, the entries must be posted by the weekly deadline

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: HEALTH NC 905 - Providing Care to Older Adults

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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

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

1b. Student - Student Interaction:

Students will participate in weekly, asynchronous threaded discussion forums to create conversations and build community. The students will interact with each other by creating well-thought-out posts based on assigned readings or topics discussed in class. In addition, each student is expected to respond to two classmates' posts in a timely manner to ensure on-going conversation. Students can email each other directly or post in the student lounge discussion board for non-course topics.

1c. Student - Content Interaction:

Students will interact with course content on a weekly basis through readings, videos, threaded discussions, and quizzes. Each module contains practice quizzes that will allow the students to assess their comprehension of the course content before they complete a graded assignment. The practice quizzes will provide immediate feedback to support different student learning styles. Students will also be asked to watch online videos to prepare for future skill demonstration assignments.

1d. Distance Ed-Interactions

Online Lecture

Narrated PowerPoint lectures will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes, notes only, and Podcasts
Percentage of Online Course Hours 20.00

Videos
A video will be provided in the introductory module to welcome the students to the class. There will also be a video at the beginning of each module to outline the material to be covered and the assignments due.
Percentage of Online Course Hours 10.00

Threaded Discussions
The weekly discussion board posts will promote class discussions and student-to-student and student-to-instructor interaction on aging-related topics that require students to comment on classmate's and instructor's postings.
Percentage of Online Course Hours 20.00

Exams
There will be a weekly quiz after each assigned chapter reading and lecture.
Percentage of Online Course Hours 20.00

Other (describe)
Students will review 2-3 personal care skills each week and then be required to submit a hands-on video demonstration of an assigned skill(s).
Percentage of Online Course Hours 30.00

2. Organization of Content
This course will be divided into weekly modules. The modules will include assigned readings, PowerPoint presentations, video lecture/presentation, discussion board questions, skill videos, and quizzes.

3. Assessments

Threaded Discussions
Percent of Grade 25.00
Weekly student-to-student discussion boards will be used to communicate on a specific topic or general course question. Rubrics with clear expectations will be used for grading.

Case Study Assignment
Percent of Grade 20.00
Students will complete and submit a critical thinking case study. A rubric will be used with clear expectations for assessment

Assessment Quizzes
Percent of Grade 25.00
At the end of each module, after reviewing the assigned textbook readings and other class material, students will take a quiz that includes multiple-choice and short answer questions.

Personal Care Skill Assessment
Percent of Grade 30.00

After discussing and reviewing the assigned personal care skill video demonstrations, students will take a short quiz to assess their understanding of the material covered. Students will also be required to submit a short video demonstration performing the assigned skills.

4. Instructor's Technical Qualifications

Instructors should have completed training on the learning management system in place and received the appropriate certification. The instructor should be knowledgeable of accessibility resources on and off-campus.

5. Student Support Services

Department website, Library database, Health sciences counseling, Financial aid, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, links to professional organizations, SMC Writing Lab, Computer lab, Canvas Support and Hotline

6. Accessibility Requirements

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

7. Representative Online Lesson or Activity

Online exercise based on Objective 1 & 2: Understand the demographics of today's older adult population and evaluate the physiological, psychological, and sociological changes associated with aging. Instructions: To demonstrate your understanding of this week's material, you will interview an older adult age 65 or over (does not have to be face-to-face) and write a summary providing the following information: (1) Your interviewee's demographic data - state how their demographic data compares with what you learned this week and give examples. (2) Detail how your interviewee has experienced aging as it pertains to the topics listed above (list at least one example for each, e.g., one physical change, one psychological change, and one sociological change). Discuss if their experiences agree or disagree with the text. Please explain. (3) Discuss at least one experience that your interviewee has had with ageism. What happened? How were they affected by this experience? In your opinion, how could the situation have been reframed to avoid the perception of ageism? Your interview summary should be 700 - 1000 words. Due by Friday at 11:59 p.m. How to Submit: To upload your document, click on the Submit Assignment button at the top of this page and scroll down to upload your file, or choose the option to submit from Goggle docs. File types accepted: PDF, Word, Google Docs

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: PSYCH 40 - Environmental Psychology *(same as ENVRN 40)*

Delivery Method

- Fully Online

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

1a. Instructor - Student Interaction
The instructor will initiate contact with students before the course begins through a welcome letter (or video) that explains important details about the course including course materials, start and end dates, reliable access to the internet and technology, instructions on how students will access the course via CMS, links to guides and support, and tips on how to be successful in the course.

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

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

Announcements will be used at the beginning of each learning unit to announce the beginning of a new topic and assignments, and/or used to remind students of upcoming due dates.

At the beginning of each learning unit (module), instructor will introduce students to the new topic, the types of assignments, expected workload, and learning objectives on Pages

Instructor will comment and provide regular and constructive feedback on Assignments.

Instructor will use the Discussion tool (or similar) to post regular Discussion forums, and comment on and/or contribute to the discussion, or use the Discussion tool as a Q&A for student-initiated contact with the instructor.

Instructor will conduct office hours through Conference/Zoom, Chat, or Email/Message.

Instructor will use Message Students Who … through the Grading tool to send reminders to students about upcoming due dates, message and send kudos to students who earned a high score on a particular quiz/assignment, and reach out to students who earned a low score to offer support and/or provide additional resources.

Instructor will use GPS (early alert) to send kudos to students who are performing well, respond to student-raised flags, and connect students to resources as needed.

Instructor will use CMS inbox to email or respond to emails from students.

Instructor will use the Quiz tool (or similar) to anonymously survey students at the end of the course, and use Quiz tool (or iClickers) to poll/survey students as a just-in-time teaching strategy to determine if learning is occurring and tweak where necessary or to get the pulse of the class

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

1b. Student - Student Interaction:
The instructor will provide opportunities for, and encourage, regular and effective student-initiated contact with other students, making use of a variety of CMS (and other) tools, methods, and assignments/activities. These include discussions (group, Q&A, open-ended prompts), group assignments, peer review, group chats (audio, video, written), or collaboration on documents using CMS tools, or group work through Zoom break-out sessions or the creation of Student Lounge/Café using external tools.

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

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

1c. Student - Content Interaction:
The instructor will provide frequent opportunities for students to interact with varied and substantial course content. This content will be chunked into manageable portions and sequenced in modules, making it easy for students to follow and navigate. Both the variety and organization of the content will encourage frequent student engagement with the course content, and facilitate student learning. The instructor will also include unit learning objectives (such as students will be able to define, explain, assess, apply, etc.) at the beginning of each module, and align the content, assignments, activities, and assessments to these learning objectives.

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

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

The instructor will also offer individualized learning opportunities, such as providing resource pages or supplemental materials for remedial activities or recommendations for more advanced learning.

1d. Distance Ed-Interactions

Online Lecture
Students will listen/view to lectures posted by the instructor (with audio/video embedded where possible). Lectures will be created using Zoom or another video-generating software and provide closed captioning. These files will accessible to students for the longevity of the course.
Percentage of Online Course Hours 20.00

Videos
Similar to classes on-ground, students will view videos provided by the instructor to supplement lectures and readings using PlayPosit, 3C Media or other video software.
Percentage of Online Course Hours 10.00

Discussion
Students will discuss prompts created by the instructor aimed at applying and expanding upon course concepts and topics. Discussions in large groups (i.e., whole class) and/or small group (i.e., groups of 5). Small groups will be created using the Group Set function (under People).
Percentage of Online Course Hours 20.00

Project Presentation
Students will complete a group research project using the Pages or Collaboration function on a topic or reading assigned by the instructor.
Percentage of Online Course Hours 20.00

Exams
Students will complete weekly quizzes to assess comprehension using the Quizzes feature function.
Percentage of Online Course Hours 10.00

Written assignments
Similar to on-ground classes, the instructor will use Assignments to create writing assignments and reflections related to course materials. These assignments will be aimed at clarifying course reading materials and connecting course concepts to lived experiences.
Percentage of Online Course Hours 10.00

Other (describe)
Podcasts. Students will listen to relevant podcasts that apply course concepts to social issues that surround environmental psychology.
Percentage of Online Course Hours 10.00

2. Organization of Content

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

The instructor will include unit learning objectives at the beginning of each module, and align the content,

assignments, activities, and assessments to these objectives.

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

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

The instructor will include a course outline (schedule) and list all materials/tools required for student success, on the syllabus.

3. Assessments

Collaborative research project on a topic determined by the instructor.
Percent of Grade 30.00
(In small groups, students will research and digitally present their findings. Students will connect their findings to foundational course concepts.) Group Project - created using Collaboration function or Pages and shared with the class in weekly modules. Students will be form groups of 3-4 students and use the Collaborations feature to generate a presentation Instructor will provide feedback on a rough draft and a final draft via Speed Grader, which will be viewable by the group.

Weekly homework responses
Percent of Grade 10.00
Assignments Students will respond to questions generated by the instructor regarding assigned course readings. These prompts are designed to be low-stakes and to encourage critical thinking on course materials. The instructor will privately provide students with weekly feedback via Speed Grader.

Demonstrate content knowledge through multiple choice and/or short response questions
Percent of Grade 30.00
Quizzes Instructor will create assessments using the Quizzes function. For multiple choice questions, the instructor will create a group set of questions that will be randomly selected in order to help protect the integrity of the quizzes and minimize the potential for academic dishonesty. Short response (written) prompts will also be utilized. For multiple choice questions, students will be able to see the correct answer after completion of the quiz with an explanation for the correct answer. For short response questions, the instructor will provide students with feedback privately via Speed Grader.

Participation and Discussion
Percent of Grade 30.00
Various Instructor will provide regular opportunities for student-to-student interaction and student-content interaction (e.g., quick-writes, responses to videos/podcasts, etc.). The instructor will also participate and comment on student-generated reflections and discussion prompts (both via Speed Grader as well as in the Discussion forum).

4. Instructor's Technical Qualifications

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

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

5. Student Support Services

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

Resources and policies include:

Online Counseling

Disability Resources

Financial Aid

Bookstore

Online tutoring.

Canvas Resources and Technical Support

Title IX Policy & Resources

SMC Drop & Withdrawal Policies

Livesafe

Veteran's Resource Center

Resources for DREAMERS, DACAmented students, and undocumented students

Pronouns

Honor Code

Netiquette

6. Accessibility Requirements

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

Content Pages will consistently use heading styles such as Heading 2, Heading 3, etc.

Lists will be created using the Bullet or Numbered List tool in the rich text editor.

Links will not use non-descriptive phrases like CLICK HERE, for example.

Underlining will only be used to denote active hyperlinks.

There will be sufficient color contrast between foreground and background to meet Section 508 standards.

Visual elements (color, bolding, all caps) will not be used as the sole way to convey importance or meaning.

Images (including those used in Pages, Discussions, Quizzes and Assignments) will use descriptive alternative text

All videos will be captioned

7. Representative Online Lesson or Activity

Course Objective 3. Explain current conservation programs and ecological efforts, and critically examine the coherence of these techniques with respect to the psychological principles learned in class.

Assignment 4:

Prompt: Based on our treatment of technologies such as carbon sequestration, geo-engineering, massive tree planting projects, etc. 1) what limitations do you see with these kinds of "Deus Ex Machina" solutions? 2) What subsequent problems could you see arising even in the best case where these projects achieve their intended affects? You will likely want to reference "the precautionary principle" and "moral hazards" (in section 1) and the "tragedy of the commons" (in section 2). Submit reply through Canvas and await feedback through comments on the assignment.

Distance Education Quality
Quality Assurance

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

Additional Considerations

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

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

Distance Education Application: Hebrew 2
Instructor preparing this document: Lourdes Arevalo

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

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

1a. Instructor - Student Interaction
There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: *frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.*

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

There will be multiple, frequent and on-going communication between the instructor and each student. These communications will be initiated regularly and frequently by the instructor. The instructor will send out a pre-course "welcome letter" one to two weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide on-going feedback, comments, and suggestions on student work: listening, speaking, reading, typing, handwritten assignments, and cultural discussion activities to assist and improve the student's performance.

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

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

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

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

Student-student interaction will happen frequently in multiple ways.

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

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

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

1c. Student - Content Interaction:

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

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

Students will engage with course materials regularly through synchronous meetings, video lectures, lecture notes, auto or manually graded online assignments, and handwriting assignments. The instructor will provide a variety of activities for students to develop four language skills (listening, speaking, reading, and writing) and cultural competence. To address a variety of learning styles, the instructor will present both visual and auditory course materials, whenever possible. The Instructor will assign typing, handwriting, and speaking assignments that require application of knowledge and skills in a real-world context. The Instructor will provide individual feedback and comments to ensure individual learning. Handwriting assignments will be manually graded by the Instructor using an annotation function of LMS.

1d. Distance Ed-Interactions

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

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

Interaction Activity	Brief Description	% of online course hours
Online Lecture	Weekly synchronous lessons and/or video lectures to learn, practice, and review course content. Students will be given opportunities to practice speaking Hebrew with each other during group work.	40
Videos	Student will preview and review vocabulary and grammar through videos, and will practice listening to and speaking dialogues in various situations. Students will also watch videos on various cultural topics to develop cultural competency.	15
Exams - Quizzes	Students will be tested weekly on vocabulary, grammar topics and understanding of the culture. They will be required to read and write Hebrew both with and without vowels. There will be quizzes on grammar, vocabulary, reading comprehension, and writing. There will be two midterms and a final exam. For the most part, the quizzes and exams will be administered on the LMS and will be online or scheduled. The midterm and final exams include a section that requires handwriting. There will be one-on-one oral interview tests with the instructor to assess students' speaking proficiency, as well.	15
Written Assignments	Students will complete written assignments – using both typing and handwriting - on various topics assigned by the instructor. The assignments will be assessed based on content, grammatical accuracy, syntax, use of vocabulary, and spelling. Legibility of Hebrew script (written characters) will also be checked for handwritten assignments.	15
Threaded Discussion and peer feedback	Students will watch videos and read articles on Hebrew and Israeli culture and will share their findings, comparing and contrasting what they see and read with their own culture. They will share their findings on the LMS discussion forums. Students will type short passages in Hebrew applying learned knowledge in real life situations in discussion forums. They will also be asked to respond in Hebrew to their classmates' posts.	15

2. Organization of Content

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

Content is organized into modules based on textbook chapters. Learning outcomes are included within each module and content is aligned with those outcomes. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages, external websites, audio (with transcripts), captioned videos, and images with alternative text. A typical instructional module includes (1) synchronous and recorded lectures to introduce grammar concepts and cultural topics, (2) practice quizzes and assignments on the LMS and external websites for mechanical drills, (3) graded assignments on the LMS for listening, speaking, reading and writing practice, (4) discussion forum(s) for culture discussion and communicative and proficiency-oriented activities; (5) quiz or exam for summative assessments (6) other course-specific components as necessary.

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

3. Assessments

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

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

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

4. Instructor's Technical Qualifications

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

Instructors will need proficiency in the learning management system, video conferencing software, and various other technological tools to produce synchronous and recorded lessons and content. Instructors will need to know how to use web-based technologies to host office hours, create and upload captioned videos, communicate with students, create announcements and discussion forums, create assignments requiring online submissions, manage grades, and administer exams. The instructor should also be knowledgeable about accessibility resources, both on and off-campus, and be willing to stay current as technology continues to change.

Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other trainings. Instructors should know how to get support from the IT department, the Distance Education Program, and the LMS support hotline.

5. Student Support Services

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

The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Scholarships Program, Campus Police, Dream Program, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library.

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

6. Accessibility Requirements

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

The course will be designed to consider students with disabilities.

The instructor will provide links in their syllabus to the: Student Help Desk, The Learning Management System Support Hotline, and the Center for Students with Disabilities.

The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility.

In the LMS:
- assignments in the same categories will have the same format/structure.
- content pages will consistently use heading styles.
- lists will be created using bullets or the numbered list tool.
- pages will have sufficient color contrast between the foreground and background.
- hyperlinks will be embedded.
- images will use alt text.

7. Representative Online Lesson or Activity

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

Student Learning Objective - Students will use the ten past tense forms correctly when speaking

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

Demonstrate an understanding of the past tense in Hebrew and use daily schedule vocabulary including telling time, days of the week and months of the year, weather, seasons, clothing, mailing and activities.

Assignment: Pronunciation practice verbs in the past tense and the use daily schedule vocabulary, weather, seasons, activities.

Using the application VoiceThread, students will be presented with a set of images that illustrate a variety of activities a student studying abroad in Tel Aviv did during the last weekend. The students will record themselves speaking in Hebrew and using vocabulary related to the weather, the seasons and the past tense to describe the activities presented to them.

The instructor will provide individual feedback to students' pronunciation and correct use of the vocabulary and grammatical forms via de LMS in the comments section.

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: NURSNG 1 - Fundamentals of Nursing Concepts 1

Delivery Method

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

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

1a. Instructor - Student Interaction
There will be frequent ongoing, interaction and communication between the students and faculty. Following the start of class, the course syllabus will be reviewed through Mprofessor and posted on canvas Ongoing communication will be maintained via email, chats in zoom meeting room. Weekly announcements will discuss the course weekly requirements. Unit posted objectives will give direction for each lecture and course activities listed in the syllabus and canvas. The instructor will provide ongoing feedback to students weekly through course assignments, discussions post, and virtual office hours. If a student desires to communicate with the instructor outside of office hours, a virtual zoom meeting will be scheduled. In addition, students have the option to talk to the instructor via telephone.

1b. Student - Student Interaction:
Students will participate in course activities by completing case studies and presentations through asynchronous threaded discussions to create an only hybrid community. Students will be required to interact with peers throughout the course in a timely manner. Small group activities will afford an opportunity to develop conceptual thinking of a nursing problem affecting patient centered care.

1c. Student - Content Interaction:
Prior to weekly classes, students will complete the required reading assignments, review videos, complete sample test questions, and complete assigned case studies. The assignments will focus on course content from a simple to complex conceptual based critical thinking method. Each unit and modules will have conceptual based critical thinking content to facilitate comprehension of course content, which will be measured on unit exams. Evidenced based websites is utilized in this course to strengthen areas of weakness throughout the course.

1d. Distance Ed-Interactions

Online Lecture
online lectures will be done via zoom
Percentage of Online Course Hours 50.00

Discussion Boards
discussions will be done and posted based upon lecture
Percentage of Online Course Hours 20.00

Project Presentation
Student will develop a project focused on end of life care and cultural diversity. Peer feedback will be given after each student post their project.
Percentage of Online Course Hours 30.00

2. Organization of Content
The material is organized from simple to complex into unit modules based upon nursing concepts. The weekly unit modules based upon concepts will have assigned readings, videos, research articles, PowerPoint presentations, conceptual critical thinking questions, lecture and examinations.

3. Assessments

Research Project
Percent of Grade 10.00
Students will research the patient diagnosis and present using a collaborative model to integrate care processes

Unit exams
Percent of Grade 30.00
3 unit exams will be given during the course

Final Exam
Percent of Grade 25.00
a comprehensive final exam will be given at the end of the course.

Quizzes
Percent of Grade 20.00
3 unannounced quizzes will be given a week post lecture to assess retention and knowledge from reading assignment and lecture.

group project on Quality Safety Education for Nurses
Percent of Grade 15.00
Students will be placed in gouprs and present in a power-point format and use a threaded discussion format.. The project will focus on safety, informatics , patient centered care and evidence based practice for a selected client with a selected prototype. .

4. Instructor's Technical Qualifications
The nursing faculty will be equipped with technology skills to perform class room activities and attend workshops provided by the college.

5. Student Support Services
Departmental website, student handbook , Library data base , Health Sciences Counseling, Financial Aid , Center for Wellness, Campus Police, Student with Disabilities Center, Title IX, Learning environment statement, DACA Statement, Veteran's Statement, links to professional organization

6. Accessibility Requirements

As needed, Videos will be closed captioned , PDF will be converted to a Canvas page as needed. Pages will used the RICH Text editor will have all text.

7. Representative Online Lesson or Activity

Objective # 6: Discuss the nurse's role in implementing strategies to promote an environment that is safe for the patient, self, and others. During a threaded discussion, all students will development an environmental assessment of the patient room and look for hazards to phyical and social well being. A rubric will be used to properly evaluate assessment of patient care environments/

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 – Th Art 14 Beginning Stage Combat

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 of performance videos submitted by students to instructor on canvas
Assignments: Instructor feedback for written production papers, other assignments including journals, technique demonstration assignments, participation assignments
Threaded discussions
Scheduled Zoom meeting that is recorded and made available for students who missed zoom session or want to revisit the zoom session Also recorded zoom session available to students who prefer asynchronous learning
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.

Collaboration projects- partnering students for performance assignments
Group assignments including break-out rooms
Small Group email
Threaded discussions and required peer responses

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

Student- content interaction would happen multiple times a week, using a variety of learning activities
Lectures on technique and use and understanding of techniques and assignments required to show technique.
Video performances demonstrating understanding of material taught

Threaded discussion and Q & A
Notes on technique taken on performances and application of those notes in replay
Written assignments based on reviewing of techniques used in productions

1d. Distance Ed-Interactions

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

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

Shared written and performance projects	30%
Lectures	20%
Class discussions	20%
Technique Demonstrations	20%
Video component	10%

2. Organization of Content

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

Twice-Weekly Modules in Canvas with topics of discussion and assignments
Assignments due as scheduled
Video delivery of individual content topics
Optional zoom class sessions live as well as recorded for later viewing

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
25%	Participation in class exercises and explorations	Participation in virtual sessions (synchronous participation) Or Submission of student recordings (asynchronous participation)
25%	Homework	Evaluation of shared performances and/or evaluation of written assignments
30%	Three Production Papers (each worth 10% of grade)	Evaluation of Written Assignments
10%	Midterm Exam	Evaluation of Written Exam
10%	Final Exam Performance	Evaluation of shared performance

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.)

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, 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.)

> Objective: The student will learn the safe practices and techniques of stage combat performance for stage & screen
> Students will attend/view lecture & instructor demonstration via Zoom on specific stage combat techniques. Students will demonstrate said techniques via Zoom or video submitted via Canvas. Students will receive instructor feedback on their execution of each technique via Zoom or Canvas, respectively. Students will then complete homework assignments (performance assignments, written assignments, or threaded discussions) to reinforce the learned technique.

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 – VAR PE 21V

Delivery Method

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

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

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

1b. Student - Student Interaction:

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

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

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

1c. Student - Content Interaction:

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

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

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

1d. Distance Ed-Interactions

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

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

Interaction Activity	Brief Description	% of online course hours
Discussion Posts/Replies	Frequency: Weekly. Sharing experiences, goals in learning and expectations	15%
Video of technique/skill analysis and Feedback	Frequency: Bi-Weekly. Video can be filmed in remote sessions with phone or in a Hybrid mode on campus and reviewed remotely.	10%
Journal Project	Frequency: Weekly. Documenting the exercise and eating habits of the week.	15%
Workouts	Frequency: Weekly. Completing the assigned workouts	20%
Fitness Assessments	Frequency: 3x in semester. Fitness assessments will be to gauge base levels and improvement	10%
Team Collaboration w/ film	Frequency: Weekly. Remote meetings that review different game strategies and schemes.	20%

2. Organization of Content

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

Content will be organized in modules. Each module will have a personal assessment, a short quiz, individual skills work and a team skills component. Students will be asked to evaluate themselves regularly, do technique training on their own and analyze some aspect of team strategies.

3. Assessments

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

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

% of Grade	Activity Description	Assessment Method
25%	Abilities: Training Tracking	Students will complete journal projects, videos and fitness assessments to assess their training level throughout the semester
40%	Teamwork through applied scenarios	Students will collaborate with other students and coaches through live zoom meetings, written assignments and discussion boards
30%	Knowledge acquisition	Students will assess their retention and application of the material through quizzes, discussion prompts and responses and journal projects.
~5%	Various Assignments	These Assignments will be mixed into various modules to help ensure the students are able to progress through necessary skills.

4. Instructor's Technical Qualifications

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

The instructor would need to be well versed in using Canvas. Ideally he/she would have completed the six week class provided by SMC or completed relevant @ONE courses.

5. Student Support Services

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

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

6. Accessibility Requirements

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

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

7. Representative Online Lesson or Activity

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

Course objective #4: Demonstrate knowledge of team offensive and defensive strategies.

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

Distance Education Quality

Quality Assurance

☒	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 – VAR PE 48V

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

DE Contact/Interaction Guidelines and Best Practices

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

1a. Instructor - Student Interaction

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

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

> The instructor will interact with the students by:
> -Posting frequent announcements
> -Posting Weekly Instructions in each Module
> -Being available through email, Canvas Inbox, and zoom office hours
> -replying in discussion boards when appropriate

1b. Student - Student Interaction:

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

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

> Students will interact with each other through discussion posts and replying to classmates. There will be weekly workouts that they students must post in the discussion for that workouts and respond to classmates. Also there will be at least two weekly videos for the students to comment on in the discussion and respond to their classmates

1c. Student - Content Interaction:

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

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

> Students will interact with the course content through:
> -Watching Videos on course information
> -Discussion posts on weekly material
> -Weekly Quizzes on weekly material

1d. Distance Ed-Interactions

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

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

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

Interaction	Frequency	Percentage
Discussion post/replies	Weekly	15%
Video of technique/skill analysis and feedback	Bi-weekly	10%
Journal project: (exercise/eating)	Weekly	15%
Workouts	Weekly	20%
Fitness Assessment	3x in semester	10%
Team collaboration w/ film	Weekly	20%
Quiz on sport content	Weekly	10%

2. Organization of Content

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

The content will be organized into weekly modules that include all of the needed material, assignments and quizzes for the week. This will include:
-videos for the students to watch on rules, strategies, and skills
-assignments to assess those skills, strategies, and fitness
-quizzes on rules, strategies and skills

3. Assessments

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

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

Assessment	Percentage
Abilities: Training tracking (journal project, video, fitness assessments)	30%
Teamwork through applied scenarios (live meetings, written assignments, discussion boards)	40%
Knowledge acquisition (sport specific)-quizzes, discussion prompt and responses.	30%

4. Instructor's Technical Qualifications

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

The instructor needs to be proficient in using Canvas and able to post videos and announcements and create discussion boards and quizzes. Ideally, they will have at least taken the @One, self-paced class.

5. Student Support Services

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

The students will need links to Canvas support in case they have any questions on how to use Canvas. Links to counseling and financial aid would be helpful as well to make sure the students can get help if needed

6. Accessibility Requirements

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

The course uses videos so they must be captioned accurately. Also, the teacher will need to use the accessibility checker in Canvas to make sure anything that is typed in the weekly instructions, discussions, and quizzes is accessible.

7. Representative Online Lesson or Activity

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

Course Objective: Practice and apply effective and sequential warmup, stretching and practice drills for individual events Lesson: Being warmed up before you swim is an extremely important part of being able to practice and compete. The students will develop a dryland warm up and stretching routine that can be used before practice or competition to get ready for the events you will be swimming. A written plan of the warmup and a video of the student doing the warmup will be uploaded to the drop box on Canvas

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.

Santa Monica College
DEACTIVATION: WOMEN'S, GENDER, AND SEXUALITY STUDIES 80, Women's, Gender, and Sexuality Studies Leadership Practicum

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
Prerequisite(s):	WGS 10 or WGS 20 or WGS 30

Rationale
This course is being deactivated as we no longer require this course in the Social Justice Studies: Gender Studies AA-T (which replaced the WGS AA).

I. Catalog Description
This course is an application of feminist theories and women's, gender, and sexuality studies pedagogy to leadership development. Utilizing the methods and tools found in the interdisciplinary field of women's, gender and sexuality studies, the course is rooted in theoretically-based and thoughtfully-organized individual and collective action through leadership training, group activities, service-learning, and networking opportunities both on and off campus. By emphasizing the importance of praxis--connecting theory and practice--students develop an understanding of a broad range of women's experiences across class, racial/ethnic, and international lines. Students initiate, design, and implement a "field project" of their choosing that demonstrates their understanding of feminist theories and praxis. Specific course content fluctuates based on individual and group interests, available resources, and community needs.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Women's Movements in the Global Era: The Power of Local Feminisms, Basu, Amrita, Westview Press © 2010;
2. Women and Leadership: Transforming Visions and Diverse Voices, Chin, Jean Lau, Bernice Lott, Joy Rice, & Janis Sanchez-Hucles, Wiley-Blackwell © 2007;
3. Practice Of Change: Concepts and Models for Service Learning in Women's Studies, Balliet, Barbara J. and Kerrissa Heffernan, Service Learning in the Disciplines Series © 2000;
4. Learning to Lead: A Workbook on Becoming a Leader, Goldsmith, Joan and Warren Bennis, Basic Books © 2010;
5. Action Research, Stringer, Ernest T., Sage © 2014;
6. Transnational America: Feminisms, Diasporas, Neoliberalisms, Grewal, Inderpal, Duke University Press Books © 2005;
7. Women's Lives: Multicultural Perspectives, Kirk, Gwyn and Margo Okazawa-Rey, McGraw-Hill © 2009;
8. Finding Your Own Voice: Learning to Lead Anywhere You Want to Make a Difference, Matusak, Lorraine R, Jossey-Bass © 2008;
9. Because scholarly work is continually being updated, no specific text is in permanent use in this course. Moreover, the content of this course lends itself to the use of anthologies and periodical texts (which may include electronic media) of a scholarly nature. It is essential, however, that any text used be both appropriate and approachable for lower-division students, as well as grounded in or supplemented by a strong theoretical framework. Note that required readings will be tailored to individual student projects. Some suggested texts are included.

III. Course Objectives

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

1. Utilize women's, gender and sexuality studies pedagogy and feminist theories through the initiation, design, and completion of an individual or group project.
2. Apply a feminist analysis of current world events as they relate to women, gender and sexuality.
3. Analyze the organizational structure of groups dedicated to women's issues.
4. Explore these groups or individual leaders in terms of the internal group dynamics and the social context which shape them.
5. Examine the skills and abilities involved in leadership and think critically about leadership knowledge and practice.
6. Evaluate the effectiveness, goals, and objectives of individual and collective activities—including their own—that seek to accomplish social change.

IV. Methods of Presentation:

Lecture and Discussion, Projects, Service Learning, Visiting Lecturers, Field Experience, Group Work

V. Course Content

% of Course	Topic
7.00%	Foundations of women's, gender and sexuality studies and feminism as they are related to contemporary issues
6.00%	Gender, Feminism, and Leadership theory and training
13.00%	Examination of local, national and international women leaders and women's movements
6.00%	Action Research Projects and Service-Learning
6.00%	Networking strategies
7.00%	Community building and outreach
6.00%	Student project initiation, discussion, and written proposal
19.00%	Student projects critically revisited, designed, finalized. Written project summary (design, participants, purpose, and goals)
18.00%	Student project activities: Praxis
12.00%	Analysis and evaluation of project activities
100.00%	Total

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

Percentage	Evaluation Method
25 %	Class Participation - contribution to, and support, and constructive evaluation of fellow student projects and activities
50 %	Group Projects - Individual and/or group project preparation, activity, presentation, and critical evaluation (both oral and written)
25 %	Projects - Multiple assignments emphasizing participation in related campus and community activities (activity-based, oral, and/or written)
100 %	Total

VII. Sample Assignments:

Sample Assignment 1: Based on your understanding of women's and gender studies, feminism, and leadership, provide a critical evaluation of the presented case study. What would you have done differently if you were in a position of leadership? How can we apply these lessons to our own lives and efforts?

Sample Assignment 2: Through the project you have been involved with, critically evaluate either your own leadership skills or the skills of someone in a leadership role. Be sure to assess the specific issues of networking, coalition building, outreach, goals, objectives, and evaluation.

VIII. Student Learning Outcomes
1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code, and commitment to individual and collective action through leadership training, group activities, service learning, and networking opportunities on and off campus.
2. Demonstrate through oral and written work as well as individual and collective action knowledge of the course content: Women, Gender and Sexuality Studies as an interdisciplinary academic discipline rooted in individual and collective action, the organizational structure of groups dedicated to women's issues, and leadership knowledge and practice.
3. Utilize the research, analytical, and communication skills necessary to present a student field project that develops an understanding of this field in terms of a broad range of women's experiences across class, racial/ethnic, and international lines and recognizes the importance of combining theory and practice in leadership

SANTA MONICA COLLEGE
PROGRAM OF STUDY

Advanced English as a Second Language
Certificate of Competency (Noncredit)

This Noncredit Certificate of Competency in Advanced ESL assists advanced ESL learners in developing listening, speaking, reading, and writing skills to communicate effectively in situations they encounter at work, school, and in the community. The Noncredit Certificate of Competency in Advanced ESL prepares students to progress on a career path of their choice and/or to undertake degree-applicable or non degree-applicable credit courses.

Program Learning Outcomes:
Upon completion of the Advanced ESL program, students will demonstrate advanced level competence in English language skills of listening, speaking, reading, and writing in a variety of contexts. Students will be able to demonstrate proficiency in oral presentation with emphasis on comparison, demonstrate the ability to research and write about a problem and its possible solution, demonstrate awareness of the sources of cultural misunderstandings and the ability to demonstrate strategies for effective communication across cultures, demonstrate effective study strategies, demonstrate communicative competence by asking and answering questions in a formal setting, demonstrate listening proficiency by summarizing the main ideas of a workplace or academic presentation, employ effective pre-reading, reading, and post-reading strategies to understand and analyze more complex text, compose correctly formatted multi-paragraph compositions to inform, describe, narrate, and/or persuade, demonstrate awareness of appropriate word choice in a formal oral presentation.

Area of Emphasis

Required Courses:
ESL 906   English as a Second Language Level 6

Choose one of the following:
ESL 905   English as a Second Language Level 5
ESL 915   Advanced Listening and Speaking
ESL 965   Advanced Reading and Writing
ESL 975   Advanced ESL Vocabulary

Narrative for Certificate of Competency in

Advanced English as a Second Language

The noncredit certificate of competency is for students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL. The certificate of competency is a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress on the career path of their choice or to undertake degree-applicable or nondegree-applicable credit courses.

1.   Program Goals:

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…". Students completing the noncredit Certificate of Competency in Advanced English as a Second Language demonstrate achievement in a set of competencies that may prepare them to progress on the career path of their choice and/ or to undertake degree-applicable or nondegree-applicable credit courses. This program prepares students for the following noncredit or credit career education or ESL programs:

- *ESL 19 A: English Fundamentals 1*

Program Learning Outcomes, **including Occupational Competencies:**
Upon completion of the **Advanced ESL** program, students will demonstrate advanced level competence in English language skills of listening, speaking, reading, and writing in a variety of contexts. Students will be able to demonstrate proficiency in oral presentation with emphasis on comparison, demonstrate the ability to research and write about a problem and its possible solution, demonstrate awareness of the sources of cultural misunderstandings and the ability to demonstrate strategies for effective communication across cultures, demonstrate effective study strategies, demonstrate communicative competence by asking and answering questions in a formal setting, demonstrate listening proficiency by summarizing the main ideas of a workplace or academic presentation, employ effective pre-reading, reading, and post-reading strategies to understand and analyze more complex text, compose correctly formatted multi-paragraph compositions to inform, describe, narrate, and/or persuade, demonstrate awareness of appropriate word choice in a formal oral presentation.

2.   Catalog Description:

This Noncredit Certificate of Competency in Advanced ESL assists advanced ESL learners in developing listening, speaking, reading, and writing skills to communicate effectively in situations they encounter at work, school, and in the community. The Noncredit Certificate of Competency in Advanced ESL prepares students to progress on a career path of their choice and/or to undertake degree-applicable or non degree-applicable credit courses.

Upon completion of the program, students will be able to:
- demonstrate proficiency in oral presentation with emphasis on comparison
- demonstrate the ability to research and write about a problem and its possible solution
- demonstrate awareness of the sources of cultural misunderstandings and the ability to develop strategies for effective communication across cultures
- demonstrate effective study strategies
- demonstrate communicative competence by asking and answering questions in a formal setting
- demonstrate listening proficiency by summarizing the main ideas of a workplace or academic presentation
- employ effective pre-reading, reading, and post-reading strategies to understand and analyze more complex text
- compose correctly formatted multi-paragraph compositions to inform, describe, narrate, and/or persuade
- demonstrate awareness of appropriate word choice in a formal oral presentation.

Estimated Cost of Program Materials and Equipment: 0

3. Program Requirements:

To earn the Certificate of Completion in Advanced ESL, students must successfully complete the following courses:
REQUIRED COURSE

Dept Name/#	Full Name	Minimum Hours
ESL 906	English as a Second Language Level 6	108

AND

Select **one** course from the following:

Dept Name/#	Full Name	Minimum Hours
ESL 905	English as a Second Language Level 5	108
ESL 915	Advanced Listening and Speaking	54
ESL 965	Advanced Reading and Writing	54
ESL 975	Advanced Vocabulary	54

It is recommended that students complete the courses in the following order: **N/A**

1.	
2.	

4. Master Planning

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…" and is part of the College's current AB 705, California Adult Education Program, Career Education, Strong Workforce Program (Noncredit), and Workforce Innovation and Opportunity Act (Title II) initiatives.

English language skills are essential for success on any career or educational pathway. This program prepares students to progress on their academic and/or career pathway by assisting in the development of English language skills, critical thinking, workforce readiness, and digital literacy skills. The program meets the needs of employers who require their non-native English-speaking employees to have English skills to perform on the job.

Justification

Pursuant to Title V, these courses will comprise a Career Development and College Preparation (CDCP) Certificate of Competency. Students who complete this certificate will gain competency in advanced level English communication and workforce readiness skills that will prepare them for transition to non-degree applicable or degree applicable courses, to make progress on a career path, and/or to transition to other programs.

Career Opportunities

Students who complete the Advanced level noncredit ESL Certificate of Competency will increase their employability and workforce readiness skills for the career path of their choice.

SANTA MONICA COLLEGE
PROGRAM OF STUDY

Beginning English as a Second Language
Certificate of Competency (Noncredit)

This Noncredit Certificate of Competency in Beginning ESL assists beginning ESL learners in developing basic listening, speaking, reading, and writing skills to communicate in familiar situations they encounter at work, school, and in the community. The Noncredit Certificate of Competency in Beginning ESL prepares students to progress on a career path of their choice and/or to undertake degree-applicable or non degree-applicable credit courses.

Program Learning Outcomes:
Upon completion of the Beginning ESL program, students will demonstrate beginning level competence in English language skills of listening, speaking, reading, and writing in a variety of contexts. Students will be able to converse appropriately with diverse partners on familiar topics, demonstrate effective study strategies, identify main ideas and key details in short readings on familiar topics, demonstrate the ability to read a note and write a short response, describe familiar people, places, activities and/or possessions using target vocabulary, recount key information from listening passages on familiar topics, and identify the qualities of an effective employee in the American workplace.

Area of Emphasis

Required Courses:
ESL 902   English as a Second Language Level 2

Select one course from the following:
ESL 901   English as a Second Language Level 1
ESL 911   Beginning Listening and Speaking
ESL 961   Beginning Reading and Writing
ESL 971   Beginning ESL Vocabulary

<p align="center">**Narrative for Certificate of Competency in**</p>

<p align="center"># Beginning English as a Second Language</p>

The noncredit certificate of competency is for students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL. The certificate of competency is a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress on the career path of their choice or to undertake degree-applicable or non degree-applicable credit courses.

1.   Program Goals:

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…". Students completing the noncredit Certificate of Competency in Beginning English as a Second Language demonstrate achievement in a set of competencies that may prepare them to progress on the career path of their choice and/ or to undertake degree-applicable or non degree-applicable credit courses. This program prepares students for the following noncredit or credit career education or ESL programs:

- *Certificate of Competency in Low Intermediate English as a Second Language*
- *ESL 10W; Multiple Skills Preparation-Reading and Writing*
- *ESL 10G: Multiple Skills Preparation-Listening, Speaking, and Grammar*

Program Learning Outcomes, **including Occupational Competencies:**

Upon completion of the **Beginning ESL** program, students will demonstrate beginning level competence in English language skills of listening, speaking, reading, and writing in a variety of contexts. Students will be able to converse appropriately with diverse partners on familiar topics, demonstrate effective study strategies, identify main ideas and key details in short readings on familiar topics, demonstrate the ability to read a note and write a short response, describe familiar people, places, activities and/or possessions using target vocabulary, recount key information from listening passages on familiar topics, and identify the qualities of an effective employee in the American workplace.

2.   Catalog Description:

This Noncredit Certificate of Competency in Beginning ESL assists beginning ESL learners in developing basic listening, speaking, reading, and writing skills to communicate in familiar situations they encounter at work, school, and in the community. The Noncredit Certificate of Competency in Beginning ESL prepares students to progress on a career path of their choice and/or to undertake degree-applicable or non degree-applicable credit courses.

Upon completion of the program, students will be able to:

- converse appropriately with diverse partners on familiar topics
- demonstrate effective study strategies
- identify main ideas and key details in short readings on familiar topics
- demonstrate the ability to read a note and write a short response
- describe familiar people, places, activities and/or possessions using target vocabulary
- recount key information from listening passages on familiar topics
- identify the qualities of an effective employee in the American workplace

Estimated Cost of Program Materials and Equipment: 0

3. Program Requirements:

To earn the Certificate of Completion in Beginning ESL, students must successfully complete the following courses:
 REQUIRED COURSE

Dept Name/#	Full Name	Minimum Hours
ESL 902	English as a Second Language Level 2	108

AND

Select **one** course from the following:

Dept Name/#	Full Name	Minimum Hours
ESL 901	English as a Second Language Level 1	108
ESL 911	Beginning Listening and Speaking	54
ESL 961	Beginning Reading and Writing	54
ESL 971	Beginning Vocabulary	54

It is recommended that students complete the courses in the following order: **N/A**

1.	
2.	

4.   Master Planning

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…" and is part of the College's current AB 705, California Adult Education Program, Career Education, Strong Workforce Program (Noncredit), and Workforce Innovation and Opportunity Act (Title II) initiatives.

English language skills are essential for success on any career or educational pathway. This program prepares students to progress on their academic and/or career pathway by assisting in the development of English language skills, critical thinking, workforce readiness, and digital literacy skills. The program meets the needs of employers who require their non-native English-speaking employees to have basic English skills to perform on the job.

Justification
Pursuant to Title V, these courses will comprise a Career Development and College Preparation (CDCP) Certificate of Competency. Students who complete this certificate will gain competency in beginning level English communication and workforce readiness skills that will prepare them for transition to non-degree applicable or degree applicable courses, to make progress on a career path,and/or to transition to other programs.

Career Opportunities
Students who complete the beginning level noncredit ESL Certificate of Competency will increase their employability and workforce readiness skills for the career path of their choice.

SANTA MONICA COLLEGE
PROGRAM OF STUDY

ESL for College and Career Pathways
Certificate of Competency (Noncredit)

This Noncredit Certificate of Competency in ESL for College and Career Pathways assists non-native English speakers in developing English language speaking, writing, listening, reading, vocabulary, and study skills related to specific academic and career contexts. Students who complete this program are introduced to critical thinking, teamwork, cultural awareness and autonomous learning strategies that are transferable to college and career.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate knowledge of appropriate workplace communication, discuss experience, qualifications, and skills in a job interview, interact appropriately in a variety of authentic work-related contexts, and demonstrate the ability to research and present about a topic in a specific career or academic field orally or in writing.

Area of Emphasis

Required Courses:

ESL 994	ESL for College and Career Pathways-Introduction
ESL 995	ESL for College and Career Pathways-Effective Communication

Narrative for Certificate of Competency in

ESL for College and Career Pathways

The noncredit certificate of competency is for students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL. The certificate of competency is a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress on the career path of their choice or to undertake degree-applicable or non degree-applicable credit courses.

1.   Program Goals:

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…". Students completing the noncredit Certificate of Competency in ESL for College and Career Pathways demonstrate achievement in a set of competencies that prepare them to progress on the career path of their choice and/ or to undertake degree-applicable or non degree-applicable credit courses.

This program prepares students for the following noncredit or credit career education or ESL programs:

- *Noncredit Certificate of Completion-Business Essentials*
- *Noncredit Certificate of Completion-Customer Service*
- *Noncredit Certificate of Completion-Introduction to Early Care and Education*
- *Noncredit Certificate of Completion-Providing Care to Older Adults*
- *Noncredit Certificate of Completion-Rehabilitation Therapy Aide*

Program Learning Outcomes, **including Occupational Competencies:**

Upon completion of the Certificate of Competency in ESL for College and Career Pathways, students will demonstrate competence in English language skills of listening, speaking, reading, and writing in the context of a designated career pathway. Students will be able to demonstrate knowledge of appropriate workplace communication, demonstrate the ability to discuss experience, qualifications, and skills in a job interview, demonstrate the ability to interact appropriately in a variety of authentic work-related contexts, demonstrate the ability to research and present about a topic in a specific career or academic field orally or in writing.

2.   Catalog Description:

This Noncredit Certificate of Competency in ESL for College and Career Pathways assists non-native English speakers in developing English language speaking, writing, listening, reading, vocabulary, and study skills related to a specific designated academic and career context. Students who complete this program are introduced to critical thinking, teamwork, cultural awareness and autonomous learning strategies that are transferable to college and career.

Upon completion of the program, students will be able to:
- demonstrate knowledge of appropriate workplace communication

- demonstrate the ability to discuss experience, qualifications, and skills in a job interview
- demonstrate the ability to interact appropriately in a variety of authentic work-related contexts
- demonstrate the ability to research and present about a topic in a specific career or academic field orally or in writing.

Estimated Cost of Program Materials and Equipment: 0

3. Program Requirements:

To earn the Certificate of Completion in Advanced ESL, students must successfully complete the following courses:

REQUIRED COURSE

Dept Name/#	Full Name	Minimum Hours
ESL 994	ESL for College and Career Pathways-Introduction	27

AND

Dept Name/#	Full Name	Minimum Hours
ESL 995	ESL for College and Career Pathways-Effective Communication	27

It is recommended that students complete the courses in the following order: **N/A**

1.	
2.	

4.   Master Planning

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…" and is part of the College's

current AB 705, California Adult Education Program, Career Education, Strong Workforce Program (Noncredit), and Workforce Innovation and Opportunity Act (Title II) initiatives.

English language skills are essential for success on any career or educational pathway. This program prepares students to progress on their academic and/or career pathway by assisting in the development of English language skills in the context of a specific career pathway. Students develop critical thinking, workforce readiness, and digital literacy skills. The program meets the needs of employers who require their non-native English-speaking employees to have English language skills to perform on the job.

Justification

Pursuant to Title V, these courses will comprise a Career Development and College Preparation (CDCP) Certificate of Competency. Students who complete this certificate will gain competency English communication and workforce readiness skills that will prepare them for transition to non-degree applicable or degree applicable courses, to make progress on a career path, and/or to transition to other programs. This program is designed to offer contextualized English language support to non-native English speaking students who are seeking to enter a specific career pathway. The course content may be adapted to different career and/or academic contexts, and may be offered as a component of Integrated Education and Training (IET).

Career Opportunities

Students who complete the noncredit Certificate of Competency in ESL for College and Career Pathways will increase their academic and workforce readiness skills in selected career pathways such as health, business, early childhood education, or hospitality.

SANTA MONICA COLLEGE
PROGRAM OF STUDY

Intermediate English as a Second Language
Certificate of Competency (Noncredit)

This Noncredit Certificate of Competency in Intermediate ESL assists intermediate ESL learners in developing basic listening, speaking, reading, and writing skills to communicate in familiar situations they encounter at work, school, and in the community. The Noncredit Certificate of Competency in Intermediate ESL prepares students to progress on a career path of their choice and/or to undertake degree-applicable or non degree-applicable credit courses.

Program Learning Outcomes:
Upon completion of the Intermediate ESL program, students will demonstrate intermediate level competence in English language skills of listening, speaking, reading, and writing in a variety of contexts. Students will be able to show proficiency in oral presentation focused on solving a problem, organize a plan of action (orally or in writing) for short and long-term goals, demonstrate effective study strategies including for learning and practicing new vocabulary, demonstrate listening proficiency by identifying main ideas and supporting ideas in informational listening passages, identify main ideas and supporting details in a text, compose a correctly formatted narrative or informational paragraph, describe a process in writing using appropriate transitions, demonstrate appropriate word choice and word form in written work.

Area of Emphasis

Required Courses:
ESL 904   English as a Second Language Level 4

Choose one of the following:
ESL 903   English as a Second Language Level 3
ESL 913   Intermediate Listening and Speaking
ESL 963   Intermediate Reading and Writing
ESL 973   Intermediate ESL Vocabulary

Intermediate English as a Second Language

The noncredit certificate of competency is for students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL. The certificate of competency is a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress on the career path of their choice or to undertake degree-applicable or non degree-applicable credit courses.

1.   Program Goals:

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…". Students completing the noncredit Certificate of Competency in Intermediate English as a Second Language demonstrate achievement in a set of competencies that may prepare them to progress on the career path of their choice and/ or to undertake degree-applicable or non-degree-applicable credit courses. This program prepares students for the following noncredit or credit career education or ESL programs:

- *Certificate of Competency in Low Advanced English as a Second Language*
- *ESL 11A: Basic English 1*

Program Learning Outcomes, including Occupational Competencies:

Upon completion of the **Intermediate ESL** program, students will demonstrate intermediate level competence in English language skills of listening, speaking, reading, and writing in a variety of contexts. Students will be able to show proficiency in oral presentation focused on solving a problem, organize a plan of action (orally or in writing) for short and long-term goals, demonstrate effective study strategies including for learning and practicing new vocabulary, demonstrate listening proficiency by identifying main ideas and supporting ideas in informational listening passages,   identify main ideas and supporting details in a text, compose a correctly formatted narrative or informational paragraph, describe a process in writing using appropriate transitions, demonstrate appropriate word choice and word form in written work.

2.   Catalog Description:

This Noncredit Certificate of Competency in Intermediate ESL assists Intermediate ESL learners in developing basic listening, speaking, reading, and writing skills to communicate in familiar situations they encounter at work, school, and in the community. The Noncredit Certificate of Competency in Intermediate ESL prepares students to progress on a career path of their choice and/or to undertake degree-applicable or non degree-applicable credit courses.

Upon completion of the program, students will be able to:
- show proficiency in oral presentation focused on solving a problem
- organize a plan of action (orally or in writing) for short and long-term goals

- demonstrate effective study strategies including for learning and practicing new vocabulary
- Identify main ideas and supporting ideas in informational listening passages
- identify main ideas and supporting details in a text
- compose a correctly formatted narrative or informational paragraph
- describe a process in writing using appropriate transitions
- demonstrate appropriate word choice and word form in written work

Estimated Cost of Program Materials and Equipment: 0

3. Program Requirements:

To earn the Certificate of Completion in Intermediate ESL, students must successfully complete the following courses:

REQUIRED COURSE

Dept Name/#	Full Name	Minimum Hours
ESL 904	English as a Second Language Level 4	108

AND

Select **one** course from the following:

Dept Name/#	Full Name	Minimum Hours
ESL 903	English as a Second Language Level 3	108
ESL 913	Intermediate Listening and Speaking	54
ESL 963	Intermediate Reading and Writing	54
ESL 973	Intermediate Vocabulary	54

It is recommended that students complete the courses in the following order: **N/A**

1.	
2.	

4.   Master Planning

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…" and is part of the College's current AB 705, California Adult Education Program, Career Education, Strong Workforce Program (Noncredit), and Workforce Innovation and Opportunity Act (Title II) initiatives.

English language skills are essential for success on any career or educational pathway. This program prepares students to progress on their academic and/or career pathway by assisting in the development of English language skills, critical thinking, workforce readiness, and digital literacy skills. The program meets the needs of employers who require their non-native English-speaking employees to have intermediate English skills to perform on the job.

Justification
Pursuant to Title V, these courses will comprise a Career Development and College Preparation (CDCP) Certificate of Competency. Students who complete this certificate will gain competency in intermediate level English communication and workforce readiness skills that will prepare them for transition to non-degree applicable or degree applicable courses, to make progress on a career path, and/or to transition to other programs.

Career Opportunities
Students who complete the intermediate level noncredit ESL Certificate of Competency will increase their employability and workforce readiness skills for the career path of their choice.

SANTA MONICA COLLEGE
PROGRAM OF STUDY

Low Advanced ESL
Certificate of Competency (Noncredit)

This Noncredit Certificate of Competency in Low Advanced ESL assists low advanced ESL learners in developing effective listening, speaking, reading, and writing skills to communicate in situations they encounter at work, school, and in the community. The Noncredit Certificate of Competency in Low Advanced ESL prepares students to progress on a career path of their choice and/or to undertake degree-applicable or non degree-applicable credit courses.

Program Learning Outcomes:
Upon completion of the Low Advanced ESL program, students will demonstrate low advanced level competence in English language skills of listening, speaking, reading, and writing in a variety of contexts. Students will be able to demonstrate listening proficiency by summarizing the main ideas of a workplace or academic presentation, give an oral summary of information acquired aurally, employ effective pre-reading, reading, and post-reading strategies to understand and analyze more complex text, demonstrate writing proficiency in a narrative essay using present past and future tenses, compose a written text that incorporates appropriate academic vocabulary, demonstrate effective study strategies including strategies for acquiring academic vocabulary, demonstrate the ability to contribute as a member of a team.

Area of Emphasis

Required Courses:
ESL 905   English as a Second Language Level 5

Choose one of the following:
ESL 915   Advanced Listening and Speaking
ESL 965   Advanced Reading and Writing
ESL 975   Advanced ESL Vocabulary

Narrative for Certificate of Competency in

Low Advanced English as a Second Language

The noncredit certificate of competency is for students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL. The certificate of competency is a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress on the career path of their choice or to undertake degree-applicable or non degree-applicable credit courses.

1.   Program Goals:

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…". Students completing the noncredit Certificate of Competency in Low Advanced English as a Second Language demonstrate achievement in a set of competencies that may prepare them to progress on the career path of their choice and/ or to undertake degree-applicable or non degree-applicable credit courses. This program prepares students for the following noncredit or credit career education or ESL programs:

- *Certificate of Competency in Advanced English as a Second Language*
- *ESL 19A: English Fundamentals*

Program Learning Outcomes, **including Occupational Competencies:**
Upon completion of the **Low Advanced ESL** program, students will demonstrate low advanced level competence in English language skills of listening, speaking, reading, and writing in a variety of contexts. Students will be able to demonstrate listening proficiency by summarizing the main ideas of a workplace or academic presentation, give an oral summary of information acquired aurally, employ effective pre-reading, reading, and post-reading strategies to understand and analyze more complex text, demonstrate writing proficiency in a narrative essay using present, past, and future tenses, compose a written text that incorporates appropriate academic vocabulary, demonstrate effective study strategies including strategies for acquiring academic vocabulary, demonstrate the ability to contribute as a member of a team.

2.   Catalog Description:

This Noncredit Certificate of Competency in Low Advanced ESL assists low advanced ESL learners in developing effective listening, speaking, reading, and writing skills to communicate in situations they encounter at work, school, and in the community. The Noncredit Certificate of Competency in Low Advanced ESL prepares students to progress on a career path of their choice and/or to undertake degree-applicable or non degree-applicable credit courses.

Upon completion of the program, students will be able to:

- demonstrate listening proficiency by summarizing the main ideas of a workplace or academic presentation
- give an oral summary of information acquired aurally
- employ effective pre-reading, reading, and post-reading strategies to understand and analyze more complex text
- demonstrate writing proficiency in a narrative essay using present past and future tenses
- compose a written text that incorporates appropriate academic vocabulary
- demonstrate effective study strategies including strategies for acquiring academic vocabulary
- demonstrate the ability to contribute as a member of a team.

Estimated Cost of Program Materials and Equipment: 0

3. Program Requirements:

To earn the Certificate of Completion in Low Advanced ESL, students must successfully complete the following courses:

REQUIRED COURSE

Dept Name/#	Full Name	Minimum Hours
ESL 905	English as a Second Language Level 5	108

AND

Select **one** course from the following:

Dept Name/#	Full Name	Minimum Hours
ESL 915	Advanced Listening and Speaking	54
ESL 965	Advanced Reading and Writing	54
ESL 975	Advanced Vocabulary	54

It is recommended that students complete the courses in the following order: **N/A**

1.	
2.	

4.   Master Planning

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…" and is part of the College's current AB 705, California Adult Education Program, Career Education, Strong Workforce Program (Noncredit), and Workforce Innovation and Opportunity Act (Title II) initiatives.

English language skills are essential for success on any career or educational pathway. This program prepares students to progress on their academic and/or career pathway by assisting in the development of English language skills, critical thinking, workforce readiness, and digital literacy skills. The program meets the needs of employers who require their non-native English-speaking employees to have English skills to perform on the job.

Justification

Pursuant to Title V, these courses will comprise a Career Development and College Preparation (CDCP) Certificate of Competency. Students who complete this certificate will gain competency in low advanced level English communication and workforce readiness skills that will prepare them for transition to non-degree applicable or degree applicable courses, to make progress on a career path, and/or to transition to other programs.

Career Opportunities

Students who complete the Low Advanced level noncredit ESL Certificate of Competency will increase their employability and workforce readiness skills for the career path of their choice.

SANTA MONICA COLLEGE
PROGRAM OF STUDY

Low Intermediate ESL
Certificate of Competency (Noncredit)

This Noncredit Certificate of Competency in Low Intermediate ESL assists Low Intermediate ESL learners in developing basic listening, speaking, reading, and writing skills to communicate in familiar situations they encounter at work, school, and in the community. The Noncredit Certificate of Competency in Low Intermediate ESL prepares students to progress on a career path of their choice and/or to undertake degree-applicable or non degree-applicable credit courses.

Program Learning Outcomes:
Upon completion of the Low Intermediate ESL program, students will demonstrate low intermediate level competence in English language skills of listening, speaking, reading, and writing in a variety of contexts. Students will be able to demonstrate communicative competence by orally reporting factual information on a familiar topic, demonstrate writing proficiency in short form writing describing an activity including details, apply constructive criticism to improve job/school performance, demonstrate effective study strategies, identify main ideas and supporting ideas in informational listening passages, identify effective pre-reading, reading, and post-reading strategies, identify main ideas and supporting details in a text, compose a written text on a topic covered in class that incorporates appropriate target vocabulary.

Area of Emphasis

Required Courses:
ESL 903   English as a Second Language Level 3

Choose one of the following:
ESL 913   Intermediate Listening and Speaking
ESL 963   Intermediate Reading and Writing
ESL 973   Intermediate ESL Vocabulary

Low Intermediate English as a Second Language

The noncredit certificate of competency is for students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL. The certificate of competency is a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress on the career path of their choice or to undertake degree-applicable or non degree-applicable credit courses.

## 1.	Program Goals:

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…". Students completing the noncredit Certificate of Competency in Low Intermediate English as a Second Language demonstrate achievement in a set of competencies that may prepare them to progress on the career path of their choice and/ or to undertake degree-applicable or non degree-applicable credit courses.

This program prepares students for the following noncredit or credit career education or ESL programs:

- *Certificate of Competency in Intermediate English as a Second Language*
- *ESL 11A: Basic English 1*

Program Learning Outcomes, **including Occupational Competencies:**
Upon completion of the **Low Intermediate ESL** program, students will demonstrate low intermediate level competence in English language skills of listening, speaking, reading, and writing in a variety of contexts. Students will be able to demonstrate communicative competence by orally reporting factual information on a familiar topic, demonstrate writing proficiency in short form writing describing an activity including details, apply constructive criticism to improve job/school performance, demonstrate effective study strategies, identify main ideas and supporting ideas in informational listening passages, identify effective pre-reading, reading, and post-reading strategies, identify main ideas and supporting details in a text, compose a written text on a topic covered in class that incorporates appropriate target vocabulary.

## 2.	Catalog Description:

This Noncredit Certificate of Competency in Low Intermediate ESL assists Low Intermediate ESL learners in developing basic listening, speaking, reading, and writing skills to communicate in familiar situations they encounter at work, school, and in the community. The Noncredit Certificate of Competency inLow Intermediate ESL prepares students to progress on a career path of their choice and/or to undertake degree-applicable or non degree-applicable credit courses.

Upon completion of the program, students will be able to:
- demonstrate communicative competence by orally reporting factual information on a familiar topic
- demonstrate writing proficiency in short form writing describing an activity including details
- apply constructive criticism to improve job/school performance
- demonstrate effective study strategies
- identify main ideas and supporting ideas in informational listening passages
- identify effective pre-reading, reading, and post-reading strategies
- identify main ideas and supporting details in a text
- compose a written text on a topic covered in class that incorporates appropriate target vocabulary

Estimated Cost of Program Materials and Equipment: 0

3. Program Requirements:

To earn the Certificate of Completion in Low Intermediate ESL, students must successfully complete the following courses:

REQUIRED COURSE

Dept Name/#	Full Name	Minimum Hours
ESL 903	English as a Second Language Level 3	108

AND

Select **one** course from the following:

Dept Name/#	Full Name	Minimum Hours
ESL 913	Intermediate Listening and Speaking	54
ESL 963	Intermediate Reading and Writing	54
ESL 973	Intermediate Vocabulary	54

It is recommended that students complete the courses in the following order: **N/A**

1.	

2.	

4. Master Planning

This program is consistent with SMC's Mission to "assist students in the development of skills needed to succeed in college [and] prepare students for careers…" and is part of the College's current AB 705, California Adult Education Program, Career Education, Strong Workforce Program (Noncredit), and Workforce Innovation and Opportunity Act (Title II) initiatives.

English language skills are essential for success on any career or educational pathway. This program prepares students to progress on their academic and/or career pathway by assisting in the development of English language skills, critical thinking, workforce readiness, and digital literacy skills. The program meets the needs of employers who require their non-native English-speaking employees to have intermediate English skills to perform on the job.

Justification

Pursuant to Title V, these courses will comprise a Career Development and College Preparation (CDCP) Certificate of Competency. Students who complete this certificate will gain competency in in beginning level English communication and workforce readiness skills that will prepare them for transition to non-degree applicable or degree applicable courses, to make progress on a career path, and/or to transition to other programs.

Career Opportunities

Students who complete the low intermediate level noncredit ESL Certificate of Competency will increase their employability and workforce readiness skills for the career path of their choice.

SANTA MONICA COLLEGE
PROGRAM OF STUDY

Nature-based Pedagogy
Certificate of Achievement

This certificate provides a foundation in child development, highlighting nature, environmental education, and stewardship. It includes an exploration of a nature-based pedagogy continuum; from nature-focused activities through forest Kindergarten principles and practices, as well as strategies and resources to support children in developing and fostering a curiosity of the world around them. Cultural diversity and placed-based influences will be a focus.

Outdoor learning environments (OLEs) stimulate the diversity of children's play experience and contribute to their healthy development. Through observation and assessment opportunities, candidates will experience first-hand the outdoor learning environment; discovering skills and understanding required to create, manage, promote, and organize a quality outdoor learning environment for children.

Program Learning Outcomes:
Upon completion of the program, students will demonstrate 1, How to assess early childhood outdoor learning environments. 2. Utilize benefit-risk assessment when introducing an outdoor learning experience. 3. Explain how having a quality early childhood outdoor learning environments can positively impact physical activity and healthy eating in young children. 4. Infuse early childhood education with environmental education learning opportunities. 5. Describe how outdoor environments and nature connection can support early childhood development.

Area of Emphasis

Required		Units
ECE 2	Principles and Practices of Teaching Young Children	3.0
ECE 11	Child, Family and Community	3.0
ECE 17	Introduction to Curriculum	3.0
ECE 21	Observation and Assessment	4.0
ECE 76	Children in Nature	3.0
ECE 77	Nature: In, Out and Beyond	3.0
PSYCH 11	Child Growth and Development	3.0
	TOTAL:	**22.0**

SMC Education/Early Childhood
Annual Advisory Meeting
April 24, 2019
8:30 AM – 10:00 AM

Meeting Minutes

1. Welcome and Introductions
2. Department Updates
    a. Prior to the meeting, a slideshow of departmental updates and information was sent out to all participants. See file titled **2018-2019 Advisory - Pre Meeting Information**.
    b. Laura Manson is on sabbatical during the Spring 2019 semester. She is researching best practices in outdoor education and plans to create new coursework and a certificate program in this area. She will return in June 2019.
    c. Welcome our two new full-time faculty hires… Emily Elam and Sharlene Joachim
    d. Degrees and Certificates
        i. The ECE Core department certificate has been converted to a State Chancellor's Office recognized Certificate of Achievement in Early Childhood Education Assistant Teacher
        ii. So far this year, 152 certificates and 120 degrees have been earned
    e. ECE Hiring Event
        i. Joan Kang & AnnMarie Leahy, Career Services – Career services has been coordinating several events such as resume workshops and interview techniques to better prepare students for an upcoming job fair as well as professional growth.
            1. Employers encouraged to post positions on job portal. Employers Can access resumes in portal, and review candidates.
            2. Can participate staring May 3rd to may 23rd. If interested, please register at: WWW.SMC.edu/ECEinterviewday
    f. Noncredit ECE
        i. Shared a summary of progress made by students in ECE 900, 901, 902, and 903
    g. E.C.E. Club
        i. Cathi Miller and Jeanette Lopez are faculty advisors for the new Enlightened Childhood Educators Club
            1. Looking for guest speakers and fundraising opportunities
            2. First speaker planned – Dina Cervantes, Working in ECE Policy
    h. Mentor Program
        i. Ellen Khokha, Program Coordinator:
            1. SMC has 26 mentors; 50 percent of practicum students are working with our mentors
            2. Students work with mentors for 105 hours
            3. Selection process happens once a year
            4. Mentors do get stipends for working with students.
            5. Practicum instructors have been very helpful in coordinating with the mentor teachers.
    i. Lab School
        i. Shari Davis:
            1. Growing place is operator of lab school.
            2. Observation room and ECE faculty space will be in east wing.

3. Construction is scheduled to be computed by end of year.
4. Opening is scheduled for fall 2020
5. La2050 grants – votes requested for challenge so that SMC can receive a grant for 100K for startup costs.

3. New Business
    a. Discussion - Noncredit Parenting and Early Field Experience Courses
        i. Discussed need for parenting courses for student and community parents to be held on campus and in targeted locations throughout the community
        ii. Strong preference for separate infant/toddler and preschool age groups
        iii. Importance of incorporating mindfulness and community resources
        iv. Should contain a playgroup component, so children can attend with parents
        v. Playgroup component should be staffed by SMC students, supervised by faculty
    b. Motion made to approve development of 2 new noncredit parenting courses and 1 early field experience course (comment made that community experts would like to be involved in the course planning).
        i. Unanimous approval
    c. Discussion – Nature-Based Pedagogy Courses and Certificate
        i. Advisory identified a need for professional growth and continued leadership from the college in the full spectrum of nature-based pedagogy and environments in early childhood education.
        ii. The Santa Monica Early Childhood Lab School should be a model for nature-based practices.
        iii. There is a strong need for professional development and training in this area for the current and future local ECE workforce.
        iv. College leadership is needed in this area. The community needs outreach, training, and education to better understand and embrace risk tolerance and how to frame the necessity of time in nature for parents.
        v. Recommendation made to develop a sequence of two courses in this area that could count as a possible specialization for the master teacher permit and higher.
    d. Motion made to approve development of 2 new nature-based pedagogy courses and a related certificate of achievement. Courses should focus on the science/theory, assessment strategies, and environments/curriculum that support nature-based play and learning in early childhood.
        i. Unanimous approval
    e. Advisory Feedback Surveys
        i. Each table of participants received an iPad with a targeted feedback survey preloaded. Participants were asked to discuss each question and record their responses.
        ii. Summary of responses from feedback survey attached.

Nature-Based Pedagogy Certificate

Submitter's Information

Name

Jazmin Guzman

Title

Administrative Assistant

Region

Los Angeles/Orange County

College

Santa Monica College

CTE Dean's Information

CTE Dean

Patricia Ramos

Program Information

Program Title

Nature-Based Pedagogy Certificate

Submission Type
New Program

TOPs Code
Child Development/Early Care and Education (130500)

Projected Start Date
2020-08-01

Catalog Description

This certificate provides a foundation in Child development, highlighting nature, environmental education and stewardship. Exploration of a nature - based pedagogy continuum; from nature focused activities through forest Kindergarten principles and practices.Strategies and resources to support children in developing and fostering a curiosity of the world around them and build skills to help them be successful learners. Cultural diversity and placed-based influences will be a focus.

Outdoor learning environments(OLEs) stimulate the diversity of children's play experience and contribute to their healthy development; through observation and assessment opportunities,candidates will experience first-hand the outdoor learning environment.Discover skills and understanding required to create, manage, promote, and organize quality OLEs for children.

Enrollment Completer Projections
70

Program Proposal Attributes

Program Type(s)

- Certificate of Achievement: 16 or greater semester (or 24 or greater quarter) units (C)

Program Goals

The goal of the Nature-based Pedagogy Certificate of Achievement is to provide continuing opportunities to prepare students for careers involving the education and care of young children in a variety of settings with an emphasis on the outdoor learning environment and nature.

Course Units and Hours

Certificate Required Units

22 units

Units of Major Degree

n/a

Total Units for Degree

n/a

Course Report

Program Requirements Narrative

Students completing this certificate will gain the knowledge to work with children 0 – 8 years old in different roles, both public and private programs with an emphasis on Nature pedagogy and outdoor learning environments.

Program Requirements

Course	Title	Units	Year/Semester (Y1 or S1)
Psychology 11	Child Growth and Development	3	S1
Early Childhood Education 2	Principles and Practices of Teaching Young Children	3	S1

Course	Title	Units	Year/Semester (Y1 or S1)
Early Childhood Education 11	Child, Family and Community	3	S1
Early Childhood Education 17	Introduction to Curriculum	3	S1
Early Childhood Education 21	Observation and Assessment	4	S2
Early Childhood Education 76	Children in Nature	3	S3
Early Childhood Education 77	Nature: In, Out and Beyond	3	S3

This certificate requires the successful completion of 7 required courses and with 2 courses focusing on Nature-based Pedagogy for a total of 22 units. This certificate satisfies the Department of Social Services Title 22 Community Care Licensing requirements for qualified preschool teachers, and before and after school age caregivers in a licensed early childhood program.It also satisfies the California Department of Education Title 5 child development course work requirements for the Child Development Assistant or Associate Teacher permit and those need to complete an early childhood education specialty focus.

Supporting Document(s)

Labor Market Information

☐ Download 1305.00_Nature Based Pedagogy_Santa Monica_Jun19.pdf (/storage/lmi/519--1305.00_Nature Based Pedagogy_Santa Monica_Jun19.pdf)

Submission Details

Created At

06/11/20 - 05:06 PM

Status

Recommended

Los Angeles/Orange County Region Specific Questions

District

Santa Monica Community College District

College

Santa Monica College

CRLC Member

Patricia G. Ramos

Email

ramos_patricia@smc.edu

Phone

3104344040

Reason for approval request

New Program

Place of program in college's curriculum/similar program

Early Childhood Education

Similar programs at other colleges in the Los Angeles and Orange County Region

NONE, that I know of at this time

Annual Enrollment projects (non-duplicative)

70 for the 2 core courses

Advisory Minutes

☐ Download 2018-2019 Advisory Meeting MInutes.docx (/storage/Los Angeles/Orange County/519-2119-8200-2018-2019 Advisory Meeting MInutes.docx)

Priority Sector

Education

Program Endorsement Brief: 1305.00/Child Development/Early Care & Education
Nature-Based Pedagogy
Los Angeles/Orange County Center of Excellence, June 2019

Summary

The Los Angeles/Orange County Center of Excellence for Labor Market Research (COE) prepared this report to provide regional labor market supply and demand data related to nature-based pedagogy and early childhood education. This report is intended to help determine whether there is demand in the local labor market that is not being met by the supply from community college programs that align with relevant occupations.

The following summarizes key findings from this data brief:

- The number of jobs for early childhood education occupations is projected to decrease by 1% through 2023; however, nearly 10,500 job openings will be available annually due to retirements and workers leaving the field.
- In the past 12 months, there have been 175 online job postings for early childhood education occupations in Los Angeles and Orange Counties that also mention *nature-based pedagogy*.
- Nine other related program recommendation requests were received in the past 12 months from regional community colleges.
- Twenty-four colleges in the region have existing child development/early care and education programs.
- Between 2015 and 2018, community colleges in the region conferred an average of 2,647 awards annually (associate degrees and certificates) in related training programs.

Occupational Demand — In Los Angeles/Orange County, the number of jobs related to early childhood education is projected to decrease by 1%. However, due to retirements and workers leaving the field, there will be nearly 10,500 job openings per year through 2023 (Exhibit 1).

Exhibit 1: Occupational demand in Los Angeles and Orange Counties[1]

Geography	2018 Jobs	2023 Jobs	2018-2023 Change	2018-2023 % Change	Annual Openings
Los Angeles	63,714	62,346	(1,368)	(2%)	8,582
Orange	14,061	14,542	481	3%	1,913
Total	**77,775**	**76,888**	**(887)**	**(1%)**	**10,494**

Wages — Entry-level wages for early childhood education occupations in the region are nearly $11. Entry-level wages for these occupations are lower than the MIT Living hourly wage for one adult in the region ($14.36 in Los Angeles County and $15.85 in Orange County). Preschool teachers earn higher median wages than childcare workers ($15.23/hr.) — which is higher than the living wage for Los Angeles County, but lower than the living wage for Orange County.

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[1] Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Job Postings — In the past 12 months, there have been 175 online job postings for early childhood education occupations that specifically mentioned *nature-based pedagogy and/or education*. The majority of job postings are for preschool teacher, early childhood teacher, child care assistant, bilingual Spanish child development specialist, and Applied Behavior Analysis (ABA) child care. Top specialized skills are: teaching, child development, early childhood education, and child care. The top three employers, by number of job postings, in the region are: Center for Autism and Related Disorders, Every Child Achieves, and YMCA.

Educational Attainment — The BLS lists an associate degree as the typical entry-level education for preschool teachers, and a high school diploma as the typical entry-level education for childcare workers. The national-level educational attainment data indicates between 37% and 38% of workers in the field have completed some college or an associate degree.

Community College Supply — Appendix A shows the annual and three-year average number of awards conferred by community colleges in Child Development/Early Care and Education (1305.00). The colleges with the most completions in the region are: Rio Hondo, LA Trade-Tech and LA City. Last year, there were nine other related program recommendation requests from regional community colleges.

Appendix A: Regional community college awards (certificates and degrees), 2015-2018

TOP Code	Program	College	2015-16 Awards	2016-17 Awards	2017-18 Awards	3-Year Award Average
1305.00	Child Development/Early Care and Education	Cerritos	73	85	108	89
		Citrus	93	109	174	125
		Compton	52	75	50	59
		East LA	220	156	200	192
		El Camino	122	170	166	153
		Fullerton	8	25	27	20
		Glendale	20	21	19	20
		Irvine	44	95	72	70
		LA City	181	298	201	227
		LA Harbor	23	24	39	29
		LA Mission	60	155	210	142
		LA Pierce	68	95	104	89
		LA Southwest	81	62	65	69
		LA Trade-Tech	268	223	190	227
		LA Valley	90	104	71	88
		Long Beach	114	160	148	141
		Mt San Antonio	127	65	82	91
		Pasadena	26	64	83	58
		Rio Hondo	181	207	1071	486
		Saddleback	31	52	84	56

TOP Code	Program	College	2015-16 Awards	2016-17 Awards	2017-18 Awards	3-Year Award Average
		Santa Ana	23	32	37	31
		Santa Monica	84	176	179	146
		Santiago Canyon	-	-	1	1
		West LA	41	46	30	39
		Total/Average	**2,030**	**2,499**	**3,411**	**2,647**

Appendix B: Occupational demand and wage data by county

Exhibit 2. Los Angeles County

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Childcare Workers (39-9011)	48,213	45,763	(2,450)	(5%)	6,823	$10.50	$12.12	$17.20
Preschool Teachers, Except Special Education (25-2011)	15,501	16,583	1,082	7%	1,758	$10.85	$15.21	$27.19
Total	**63,714**	**62,346**	**(1,368)**	**(2%)**	**8,582**			

Exhibit 3. Orange County

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Childcare Workers (39-9011)	9,176	9,357	181	2%	1,370	$10.64	$13.08	$19.47
Preschool Teachers, Except Special Education (25-2011)	4,885	5,185	300	6%	543	$11.25	$15.22	$23.39
Total	**14,061**	**14,542**	**481**	**3%**	**1,913**			

Exhibit 4. Los Angeles and Orange Counties

Occupation (SOC)	2018 Jobs	2023 Jobs	5-Yr Change	5-Yr % Change	Annual Openings	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
Childcare Workers (39-9011)	57,389	55,119	(2,270)	(4%)	8,193	$10.51	$12.29	$17.40
Preschool Teachers, Except Special Education (25-2011)	20,386	21,768	1,382	7%	2,301	$10.91	$15.23	$25.91
Total	**77,775**	**76,888**	**(887)**	**(1%)**	**10,494**			

Appendix C: Sources

- O*NET Online
- Labor Insight/Jobs (Burning Glass)
- Economic Modeling Specialists, International (EMSI)
- Employment Development Department, Labor Market Information Division, OES
- Employment Development Department, Unemployment Insurance Dataset
- Living Insight Center for Community Economic Development
- California Community Colleges Chancellor's Office Management Information Systems (MIS)
- MIT Living Wage
- Chancellor's Office Curriculum Inventory (COCI 2.0)

For more information, please contact:

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June 2019

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SANTA MONICA COLLEGE
PROGRAM OF STUDY

Dance
Associate in Arts (AA)

The Dance program prepares the serious dance student for university transfer and provides dance training and enrichment for both the beginner and the advanced dancer. The program offers a comprehensive curriculum with a broad range of dance courses to nurture versatile dance artists. The dance department encourages students to think independently, to value creative thought and diversity, and to be responsible global citizens.

The goal of the Dance Program is to prepare students for future careers in performance, choreography, teaching and related careers in dance. The program offers a wide array of dance classes designed to cultivate technique, creativity and performance skills while enhancing self confidence, creative thought/expression and critical thinking.

Program Learning Outcomes:
Upon completion of the program, students will develop an understanding and appreciation of the aesthetics inherent in the art of dance as well as develop an awareness and respect for similar and dissimilar cultures. Students acquire the historical knowledge, necessary technical skills and knowledge in a particular style of dance, as well as observation/analysis of dance presented on stage or in media. Students implement critical thinking skills and kinesthetic awareness through creative experience in class, learning to communicate through the power of movement and discovering self-motivation.

Area of Emphasis

Required courses (19 units):

DANCE 5	Dance History	3.0
DANCE 33A	Intermediate Ballet 3A *(Formerly: DANCE 33)*	2.0
DANCE 33B	Intermediate Ballet 3B *(Formerly: DANCE 34)*	2.0
DANCE 34A	Advanced Ballet 4A *(Formerly: DANCE 35)*	2.0
DANCE 34B	Advanced Ballet 4B *(Formerly: DANCE 36)*	2.0
DANCE 43A	Intermediate Contemporary Modern Dance 3A *(Formerly: DANCE 43)*	2.0
DANCE 43B	Intermediate Contemporary Modern Dance 3B *(Formerly: DANCE 44)*	2.0
DANCE 44A	Advanced Contemporary Modern Dance 4A *(Formerly: DANCE 45)*	2.0
DANCE 44B	Advanced Contemporary Modern Dance 4B *(Formerly: DANCE 46)*	2.0

Performance Courses: Select 7 units from the following:

DANCE 55A	Dance Performance – Modern	4.0
DANCE 57A	World Dance Performance	4.0
DANCE 59A	Dance Performance - Ballet	3.0

Choreography: Select 2 units from the following:

DANCE 60	Fundamentals of Choreography I	2.0
DANCE 61	Fundamentals of Choreography 2	2.0
DANCE 62	Fundamentals of Choreography 3	2.0
DANCE 63	Fundamentals of Choreography 4	2.0

Additional Electives: Select at least 2 units from the following:

DANCE 2	Dance in American Culture	3.0
DANCE 6	20th and 21st Century Dance History	3.0
DANCE 7	Music for Dance	3.0
DANCE 9	Dance Productions	4.0

DANCE 10	Fundamentals of Dance Technique	2.0
DANCE 11	Beginning Hip Hop Dance	2.0
DANCE 12	Intermediate Hip Hop Dance	2.0
DANCE 14	Beginning Modern Jazz Dance	1.0
DANCE 15	Intermediate Modern Jazz	1.0
DANCE 16	Advanced Modern Jazz	1.0
DANCE 17	Beginning Tap	3.0
DANCE 18	Intermediate Tap	1.0
DANCE 19	Ballroom Dance	3.0
DANCE 20	World Dance Survey	2.0
DANCE 21A	Beginning Asian Pacific Dance *(Formerly: DANCE 21)*	2.0
DANCE 21B	Intermediate Asian Pacific Dance	2.0
DANCE 24	Flamenco Dance 1	4.0
DANCE 22	Mexican Dance	2.0
DANCE 23	Intermediate Mexican Dance	2.0
DANCE 25	African Dance	2.0
DANCE 25B	Intermediate African Dance	2.0
DANCE 26A	Beginning Salsa Dance	2.0
DANCE 27	Brazilian Dance	4.0
DANCE 27B	Intermediate Brazilian Dance	2.0
DANCE 29	Middle Eastern/North African Dance	4.0
DANCE 31	Ballet I	1.0
DANCE 32	Ballet 2	2.0
DANCE 37	Beginning Pointe	2.0
DANCE 41	Contemporary Modern Dance I	1.0
DANCE 42	Contemporary Modern Dance 2	2.0
DANCE 55B	Dance Repertory - Modern	1.0
DANCE 55C	Modern Dance Staging Techniques	4.0
DANCE 57B	Repertory World Dance	1.0
DANCE 57C	World Dance Staging Techniques	1.0
DANCE 70	Dance Staging Technique	1.0
DANCE 75/ECE 75	Dance for Children: Creative Dance in the Pre-K and Elementary Classroom	3.0
DANCE 79	Dance in New York City	0.5
		Total: 30.0

SANTA MONICA COLLEGE
PROGRAM OF STUDY

General Science
Associate in Arts (AA)

The Associate in Arts degree in General Science involves satisfactory completion of a minimum of 60 semester units with a C average or higher including at least 18 semester units in the General Science area of emphasis (articulated below), fulfillment of Global Citizenship requirement, and fulfillment of all Santa Monica College general education requirements, CSU GE or IGETC. *Students must complete the area of emphasis (major) requirements in effect at the time enrollment begins or the requirements in effect at graduation as long as continuous enrollment is maintained. *Continuous enrollment is defined as enrollment in each Fall and Spring semester until graduation. At least 50% of the area of emphasis (major) units must be completed at Santa Monica College. Each course in the area of emphasis (major) must be completed with a grade of C or higher.

Program Learning Outcomes:

Upon completion of this program, students will demonstrate through oral, written and laboratory-based academic work knowledge of the physical and life sciences and be prepared to pursue further study in a science major at the baccalaureate level. Students will be proficient in the scientific method, research, analytical, and communication skills necessary to present a critical analysis of scientific phenomena and devise solutions.

Area of Emphasis

GENERAL SCIENCE (18 units) Select 18 units from the three groups as specified below:

GROUP A: MATHEMATICS At least one course required: (3 units minimum)

ACCTG 45/BUS 45	Individual Financial Planning	3.0
MATH 2	Precalculus	5.0
MATH 3	Trigonometry with Applications	3.0
MATH 4	College Algebra for STEM Majors	4.0
MATH 7	Calculus 1	5.0
MATH 8	Calculus 2	5.0
MATH 10	Discrete Structures	3.0
MATH 11	Multivariable Calculus	5.0
MATH 13	Linear Algebra	3.0
MATH 15	Ordinary Differential Equations	3.0
MATH 18	Intermediate Algebra for Statistics and Finite Mathematics	3.0
MATH 20	Intermediate Algebra	5.0
MATH 21	Finite Mathematics	3.0
MATH 26	Functions and Modeling for Business and Social Science	3.0
MATH 28	Calculus 1 for Business and Social Science	5.0
MATH 29	Calculus 2 for Business and Social Science	3.0
MATH 32	Plane Geometry*	3.0
MATH 41	Mathematics for Elementary School Teachers	3.0
MATH 49	Beginning and Intermediate Algebra for Statistics and Finite Mathematics	6.0
MATH 50	Pre-Statistics	5.0
MATH 54	Elementary Statistics	4.0

if completed Fall 2006 or later

GROUP B: PHYSICAL SCIENCE: A minimum of one course of at least 3 units:

ASTRON 1	Stellar Astronomy	3.0
ASTRON 2	Planetary Astronomy	3.0

ASTRON 3	Stellar Astronomy with Laboratory	4.0
ASTRON 4	Planetary Astronomy with Laboratory	4.0
ASTRON 5	Life in the Universe	3.0
ASTRON 7	Cosmology	3.0
ASTRON 8	Introduction to Astrophysics	3.0
ASTRON 9	Astrophysics with Calculus	3.0
ASTRON 10	Exploration of the Solar System *(same as GEOL 10)*	3.0
CHEM 9	Everyday Chemistry	5.0
CHEM 10	Introductory General Chemistry	5.0
CHEM 11	General Chemistry I	5.0
CHEM 12	General Chemistry II	5.0
CHEM 19	Fundamentals of General, Organic, and Biological Chemistry	5.0
CHEM 21	Organic Chemistry I	5.0
CHEM 22	Organic Chemistry II	4.0
CHEM 24	Organic Chemistry II Laboratory	2.0
CHEM 31	Biochemistry I	5.0
GEOG 1	Physical Geography	3.0
GEOG 3	Weather and Climate	3.0
GEOG 5	Physical Geography with Lab	4.0
GEOG 35F	Field Study: California	1.0
GEOG 35S	Geography Field Studies	1.0
GEOL 1	Physical Geology without Lab	3.0
GEOL 3	Introduction to Environmental Geology	3.0
GEOL 4	Physical Geology with Lab	4.0
GEOL 5	Historical Geology with Lab	4.0
GEOL 31	Introduction to Physical Oceanography	3.0
GEOL 35A-Z		
PHYSCS 6	General Physics 1 with Lab	4.0
PHYSCS 7	General Physics 2 with Lab	4.0
PHYSCS 8	Calculus-based General Physics 1 with Lab	4.0
PHYSCS 9	Calculus-based General Physics 2 with Lab	4.0
PHYSCS 12	Introductory Physics Non-Lab	3.0
PHYSCS 14	Introductory Physics with Lab	4.0
PHYSCS 20	Preparation for Calculus-Based Physics	2.0
PHYSCS 21	Mechanics with Lab	5.0
PHYSCS 22	Electricity and Magnetism with Lab	5.0
PHYSCS 23	Fluids, Waves, Thermodynamics, Optics with Lab	5.0
PHYSCS 24	Modern Physics with Lab	3.0

GROUP C: LIFE SCIENCES: A minimum of one course of at least 3 units:

ANATMY 1	Human Anatomy	4.0
ANATMY 2	Advanced Human Anatomy	4.0
ANTHRO 1	Physical Anthropology	3.0
ANTHRO 5	Physical Anthropology with Lab	4.0
ANTHRO 9	Paleoanthropology	3.0
ANTHRO 10	Forensic Anthropology	3.0
BIOL 2	Human Biology	3.0
BIOL 3	Fundamentals of Biology	4.0
BIOL 9	Environmental Biology	3.0
BIOL 10	Applied Ecology and Conservation Biology	4.0
BIOL 15	Marine Biology with Laboratory	4.0
BIOL 15N	Marine Biology (Non-Laboratory)	3.0

BIOL 21	Cell Biology and Evolution	4.0
BIOL 22	Genetics and Molecular Biology	4.0
BIOL 23	Organismal and Environmental Biology	5.0
BIOL 45A-Z		
BIOL 46A-Z		
BIOL 88A	Independent Studies In Biological Sciences	1.0
BIOL 88B	Independent Studies In Biological Sciences	2.0
BIOL 88C	Independent Studies In Biological Sciences	3.0
BIOL 90A	Life Science Internship	1.0
BIOL 90B	Life Science Internship	2.0
BIOL 94C	Cell and Molecular Biology Research Methods	2.0
BOTANY 1	General Botany	4.0
BOTANY 3	Field Botany	4.0
MCRBIO 1	Fundamentals of Microbiology	5.0
NUTR 1	Introduction To Nutrition Science	3.0
PHYS 3	Human Physiology	4.0
PSYCH 2	Physiological Psychology	3.0
ZOOL 5	Introductory Zoology	4.0

Total: 18.0