



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, February 21, 2024, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
Join Zoom Meeting: <https://smc-edu.zoom.us/j/85334158437>

Meeting ID: 853 3415 8437

One tap mobile
+16694449171, 85334158437# US
+17193594580, 85334158437# US

Dial by your location

+1 669 444 9171 US
+1 719 359 4580 US
+1 253 205 0468 US
+1 305 224 1968 US
+1 309 205 3325 US
+1 360 209 5623 US

+1 386 347 5053 US
+1 507 473 4847 US
+1 564 217 2000 US
+1 646 931 3860 US
+1 689 278 1000 US

Members:

Redelia Shaw, <i>Chair</i>	Javier Cambron	Aileen Huang	Scott Silverman
Dione Carter Hodges, <i>Vice Chair</i>	Evelyn Chantani	Alex Ibaraki	Bobby Simmons
Jason Beardsley	Lisa Collins	Sharlene Joachim	Briana Simmons
Mary Bober	Rachel Demski	Justin Liu (A.S.)	Lydia Strong
Fariba Bolandhemat	Susan Fila	Jesus Lopez	Audra Wells
Walter Butler	Christina Gabler	Jacqueline Monge	Associated Students Rep
Susan Caggiano	Walker Griffy	Estela Narrie	

Interested Parties:

Stephanie Amerian	Nathaniel Donahue	Cecilia Jeong (A.S.)	Esau Tovar
Clare Battista	Kiersten Elliott	Matt Larcin	Guadalupe Salgado
Maria Bonin	Tracie Hunter	Stacy Neal	Olivia Vallejo
Department Chairs	Maral Hyeler	Patricia Ramos	Tammara Whitaker
Nick Chambers			

Ex-Officio Members:

Jamar London

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

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

III. Announcements	
IV. Approval of Minutes	3
V. Chair’s Report	
VI. Information Items	
1. Addition of new prefix/discipline in the Business Department: Real Estate (REAL ES)	
2. Cal-GETC Version 1.1 update – review the Cal-GETC standards version 1.1 on the ICAS website	
3. Distance Education Title 5 changes – see presentation on page 42	
4. SLO Ambassadors and SLO Coordinator Update	
VII. Action Items	
<i>(Courses: New)</i>	
a. EMERITUS HME EC E60 American History Through Cooking	11
b. EMERITUS HUMDEV E00 Introduction to the Emeritus Program of Santa Monica College.....	15
c. EMERITUS OCC E14 Computer Based Presentations	18
d. EMERITUS POL SC E50 Technopolitics: Exploring the Intersection of Technology and Governance ..	21
e. FILM 3 Introduction to Documentary	25
f. MEDIA 310 Race, Gender, and Computing	29
<i>(Courses: Substantial Changes)</i>	
g. ECE 5 Math and Science for the Young Child (changed: course description, SLOs, objectives, content, methods of presentation, assignments, textbooks, DE application language – <i>DE already approved</i>) ..	32
h. PSYCH 1 General Psychology (changed: course description, SLOs, objectives, content, methods of presentation, textbooks, methods of evaluation)	36
<i>(Courses: Distance Education)</i>	
i. EMERITUS HME EC E60 American History Through Cooking	12
j. EMERITUS HUMDEV E00 Introduction to the Emeritus Program of Santa Monica College.....	16
k. EMERITUS OCC E14 Computer Based Presentations	19
l. EMERITUS POL SC E15 Pop Culture, Politics and Social Change	39
m. EMERITUS POL SC E50 Technopolitics: Exploring the Intersection of Technology and Governance ..	23
n. FILM 3 Introduction to Documentary	27
o. MEDIA 310 Race, Gender, and Computing	30
<i>(Programs: Revisions)</i>	
p. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda	
VIII. New Business	
• SMC General Education Requirements Title 5 changes discussion	
• Addition of Ethnic Studies requirement	
• Addition of Oral Communication and Critical Thinking requirement	
• Change to Social and Behavioral Sciences requirement	
• Minimum unit requirement increase from 18 to 21 units	
• Global Citizenship	
IX. Old Business	
X. Adjournment	

Please notify Redelia Shaw, Dione Carter, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is March 6, 2024.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, November 29, 2023, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

Sal Veas, <i>Chair</i>	Susan Caggiano	Christina Gabler	Estela Narrie
Dione Carter, <i>Vice Chair</i>	Javier Cambron	Walker Griffy	Redelia Shaw
Jason Beardsley	Evelyn Chantani	Alex Ibaraki	Scott Silverman
Mary Bober	Lisa Collins	Sharlene Joachim	Briana Simmons
Fariba Bolandhemat	Rachel Demski	Jesus Lopez	Audra Wells
Walter Butler	Susan Fila		

Members Absent:

Aileen Huang	Justin Liu (A.S.)	Jacqueline Monge*	Lydia Strong
--------------	-------------------	-------------------	--------------

**Attended via Zoom – voting members of the committee unable to attend in-person may join as a guest on zoom but cannot move or vote on action items.*

Others Present:

Kathy Cass	Dana Nasser	Steven Sedky	Olivia Vallejo
Sheila Cordova	Rostom Sarkissian	J.R. Stevenson	Dyonne Woolen
Keith Everett			

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

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:06 pm. Motion to approve the agenda with revisions to POL SC E15 action item (VII. .bb.) to be moved from “Courses: Substantial Changes” to “Courses: New” (submitted under the incorrect workflow in META which will be corrected post-meeting) and MEDIA 310 removed from action items new course (VII. k.) and DE (VII. qq.) It will be brought back to the committee in Spring 2024.

Motion made by: Walter Butler; **Seconded by:** Scott Silverman

The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes (November 15, 2023)

Motion to approve the minutes of November 15, 2023 with no revisions.

Motion made by: Walker Griffy; **Seconded by:** Lisa Collins

The motion passed unanimously.

V. Chair’s Report

This is Sal Veas’ last meeting as Curriculum Committee chair! He will be taking 2024 off and retiring in January 2025. The committee is going to miss Sal and his leadership tremendously!

Congratulations to Redelia Shaw, who will be the new Curriculum Chair starting in Spring 2024!

VI. Information Items

1. Addition of new prefix/discipline in the Earth Sciences Department – Sustainable Materials Management (SMM)
2. Emeritus Curriculum Discussion
Emeritus curriculum discussion tabled for time.
3. Minimum Qualifications Discussion
A question was brought up at the last Curriculum Committee meeting whether having multiple minimum qualifications on a course requires the faculty teaching to have all degrees listed (vs. either/or) Jason Beardsley checked Ed Code and listing multiple minimum qualifications does not require the faculty to have all degrees listed, it is either/or. (Ex: BUS 5 lists “business” and “law” as minimum qualifications – this doesn’t require faculty teaching to have both a business and law degree, just one or the other.)

(Non-Substantial Changes)

4. ENGL 61 Introduction to the Fairy Tale (textbooks, sample assignments, DE application language)

VII. Action Items

(Program Maps)

- a. Communication Studies 2.0 AA-T Program Map
Motion to approve Communication Studies 2.0 AA-T Program Map with no revisions.
Motion made by: Jason Beardsley; **Seconded by:** Jesus Lopez
The motion passed unanimously.

(Courses: New)

- b. EMERITUS ART E99 Special Studies in Art
Motion to approve EMERITUS ART E99 with revisions to course description (change “older adults” to “Emeritus students”) and methods of evaluation (“There are no grades for Emeritus classes.”)
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- c. EMERITUS ENGL E99 Special Studies in English
Motion to approve EMERITUS ENGL E99 with revisions to course description (change “older adults” to “Emeritus students”) and methods of evaluation (“There are no grades for Emeritus classes.”)
Motion made by: Scott Silverman; **Seconded by:** Estela Narrie
The motion passed unanimously.
- d. EMERITUS HEALTH E08 Walking for Wellness
Motion to approve HEALTH E08 with revisions to course description (including change “older adults” to “Emeritus students”), methods of evaluation (“There are no grades for Emeritus classes”), and remove all textbooks.
Motion made by: Scott Silverman; **Seconded by:** Estela Narrie
The motion passed unanimously.
- e. EMERITUS HEALTH ~~E20~~ E18 Chair Yoga
Motion to approve HEALTH E18 with revisions to course number (changed from E20 to E18), course description (including change “older adults” to “Emeritus students”), methods of evaluation (“There are no grades for Emeritus classes”), and remove all textbooks.
Motion made by: Walker Griffy; **Seconded by:** Susan Caggiano
The motion passed unanimously.

- f. EMERITUS HEALTH ~~E26~~ E85 Pilates Level 1
 Motion to approve HEALTH E85 with revisions to course number (changed from E26 to E85), course description (including change “older adults” to “Emeritus students”), course objective 2 (change “understand” to “describe”), methods of evaluation (“There are no grades for Emeritus classes”), and remove all textbooks.
Motion made by: Susan Caggiano; **Seconded by:** Dione Carter
 The motion passed unanimously.
- g. EMERITUS HEALTH ~~E35~~ E19 Mindfulness and Meditation
 Motion to approve EMERITUS HEALTH E19 with revisions to course number (changed from E35 to E19), course description (including change “older adults” to “Emeritus students”), methods of evaluation (“There are no grades for Emeritus classes”), and remove all textbooks.
Motion made by: Christina Gabler; **Seconded by:** Scott Silverman
 The motion passed unanimously.
- h. EMERITUS OCC E03 Optimizing Your Smartphone & Tablet
 Motion to approve EMERITUS OCC E03 with revisions to course description (change “older adults” to “Emeritus students”), SLO 1 (changed to “Apply the smartphone and tablet skills taught in this class.”), and methods of evaluation (“There are no grades for Emeritus classes.”)
Motion made by: Scott Silverman; **Seconded by:** Lisa Collins
 The motion passed unanimously.
- i. EMERITUS PHOTO E20 Photoshop / Computer Software Photo Editing
 Motion to approve PHOTO E20 with revisions course description (change “older adults” to “Emeritus students”), course objectives 1 (changed “understand” to “describe”) and 2 (removed “understand how to”), SLO 1 (changed to “Apply the Photoshop and other photo editing software skills taught in this class”), and methods of evaluation (“There are no grades for Emeritus classes.”)
Motion made by: Scott Silverman; **Seconded by:** Jesus Lopez
 The motion passed unanimously.
- EMERITUS POL SC E15 originally listed under “Courses: Substantial Changes” moved to “Courses: New” with approval of the agenda due to correction in META.***
- bb. EMERITUS POL SC E15 Pop Culture, Politics and Social Change
 Motion to approve changes to EMERITUS POL SC E15 as a new course with revisions to course description (change “older adults” to “Emeritus students”) and methods of evaluation (“There are no grades for Emeritus classes.”)
Motion made by: Scott Silverman; **Seconded by:** Alex Ibaraki
 The motion passed with the following vote: Y 18; N 0; A 1 (Dione Carter)
- j. EMERITUS POL SC E99 Special Studies in Politics
 Motion to approve EMERITUS POL SC E99 with revisions to course description (change “older adults” to “Emeritus students”) and methods of evaluation (“There are no grades for Emeritus classes.”)
Motion made by: Scott Silverman; **Seconded by:** Jason Beardsley
 The motion passed unanimously.
- ~~k. MEDIA 310 Race, Gender, and Computing
 MEDIA 310 tabled with approval of the agenda (I.) and will return in Spring 2024.~~
- l. NPMGMT 1 Introduction to Workforce Training within the Homeless Response System
 Motion to approve NPMGMT 1 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Lisa Collins
 The motion passed unanimously.
- m. NPMGMT 2 Promoting Health Equity: Nonprofit Systems Management for Advocacy and Human Engagement
 Motion to approve NPMGMT 2 with revision to Sample Assignment #1 (changed “policy” to “Advocacy”

Research Presentation”)

Motion made by: Scott Silverman; **Seconded by:** Audra Wells

The motion passed unanimously.

- n. NPMGMT 3 Implementing Effective Practices in the Homeless Response System
Motion to approve NPMGMT 3 with no revisions.
Motion made by: Dione Carter; **Seconded by:** Estela Narrie
The motion passed unanimously.
- o. NPMGMT 4 Homeless Response System Capstone Class: Fieldwork Reflection and Career Planning
Motion to approve NPMGMT 4 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Dione Carter
The motion passed unanimously.
- p. NPMGMT 5 Homeless Response System Internship
Motion to approve NPMGMT 5 with no revisions.
Motion made by: Audra Wells; **Seconded by:** Walter Butler
The motion passed unanimously.

(Courses: Substantial Changes)

- q. ART 80 Introduction to Exhibition & Display (changed: hours (no change to units) 2 lecture/1 lab/3 arranged to 2 lecture/3 lab)
Motion to approve changes to ART 80 with additional revisions to the course objectives 3 and 4, and SLO 1 made prior in META based on member feedback.
Motion made by: Scott Silverman; **Seconded by:** Jesus Lopez
The motion passed unanimously.
- r. ART 82 Exhibition and Display Production (changed: hours (no change to units) 2 lecture/1 lab/3 arranged to 2 lecture/3 lab)
Motion to approve changes to ART 82 with additional revisions to the course objectives 3 and 4, and SLO 1 made prior in META based on member feedback.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- s. ART 84 Exhibition & Display Implementation, Activation, and Management (changed: hours (no change to units) 2 lecture/1 lab/3 arranged to 2 lecture/3 lab)
Motion to approve changes to ART 84 with additional revisions to the course objectives 3 and 4, SLO 1, and correction of typos made prior in META based on member feedback.
Motion made by: Audra Wells; **Seconded by:** Scott Silverman
The motion passed unanimously.
- t. DESIGN 25 Mobile Design 1 (changed: course prefix/number: was GR DES 75)
Motion to approve changes to DESIGN 25 with additional revisions to the course description made prior in META based on member feedback.
Motion made by: Estela Narrie; **Seconded by:** Christina Gabler
The motion passed unanimously.
- u. DESIGN 26 Motion Graphics 1 (changed: course prefix/number: was GR DES 71)
Motion to approve changes to DESIGN 26 with additional revisions to the Arranged Hour Objective #2 made prior in META based on member feedback.
Motion made by: Lisa Collins; **Seconded by:** Scott Silverman
The motion passed unanimously.
- v. DESIGN 35 Mobile Design 2 (changed: course prefix/number: was GR DES 76)
Motion to approve changes to DESIGN 35 with additional revisions to the course description made prior in META based on member feedback.

Motion made by: Christina Gabler; **Seconded by:** Susan Caggiano
The motion passed unanimously.

- w. DESIGN 36 Motion Graphics 2 (changed: course prefix/number: was GR DES 71B)
Motion to approve changes to DESIGN 36 with no additional revisions.
Motion made by: Susan Caggiano; **Seconded by:** Audra Wells
The motion passed unanimously.
- x. ECE 904 Health and Safety for ECE Providers (changed: SLOs, course objectives)
Motion to approve changes to ECE 904 with additional revisions to SLOs 1, 2, and 3 made prior in META based on member feedback.
Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano
The motion passed unanimously.
- y. EMERITUS ENGL E27 Poetry and Fiction (changed: course description, SLOs, objectives, content, methods of presentation, assignments, DE application)
Motion to approve changes to EMERITUS ENGL E27 with additional revisions to course description (including change “older adults” to “Emeritus students”) and methods of evaluation (“There are no grades for Emeritus classes.”)
Motion made by: Scott Silverman; **Seconded by:** Estela Narrie
The motion passed unanimously.
- z. EMERITUS MUSIC E17 Luisa R.G. Kot Concert Series (changed: prefix (was HUMDEV), TOP, SLOs, objectives, content, methods of presentation, assignments, DE application)
Motion to approve changes to EMERITUS MUSIC E17 with additional revisions to course description (change “older adults” to “Emeritus students”) and methods of evaluation (“There are no grades for Emeritus classes.”)
Motion made by: Susan Caggiano; **Seconded by:** Jason Beardsley
The motion passed unanimously.
- aa. EMERITUS OCC E08 Word Processing (changed: course number (was E01), SLOs, objectives, content, methods of presentation, assignments, DE application)
Motion to approve changes to EMERITUS OCC E08 with additional revisions to course description (change “older adults” to “Emeritus students”), SLO 1 (changed to: “Apply the word processing skills taught in this class.” and methods of evaluation (“There are no grades for Emeritus classes.”)
Motion made by: Scott Silverman; **Seconded by:** Dione Carter
The motion passed unanimously.
- cc. EMERITUS TH ART E15 Theater - History of Comedy (changed: prefix (was HUMDEV), course description, SLOs, objectives, content, methods of presentation, assignments, DE application)
Motion to approve changes to EMERITUS TH ART E15 with additional revisions to course description (change “older adults” to “Emeritus students”), course objectives 1 (“describe”); 2 (“explain”); and 3 (“describe), and methods of evaluation (“There are no grades for Emeritus classes.”)
Motion made by: Scott Silverman; **Seconded by:** Dione Carter
The motion passed unanimously.
- dd. EMERITUS TH ART E21 Art, Culture & Entertainment Through a Jewish Lens (changed: prefix/number (was HUMDEV E22), course name, course description, objectives, content, methods of presentation, assignments, DE application)
Motion to approve changes to EMERITUS TH ART E21 with additional revisions to course description (change “older adults” to “Emeritus students”) and methods of evaluation (“There are no grades for Emeritus classes.”)
Motion made by: Scott Silverman; **Seconded by:** Dione Carter
The motion passed unanimously.
- ee. EMERITUS TH ART E28 Plays and Playwrights (changed: prefix (was ENGL), TOP, course

description, hours, SLOs, objectives, content, methods of presentation, assignments, DE application 85
Motion to approve changes to EMERITUS TH ART E28 with additional revisions to course description (change “older adults” to “Emeritus students”) and methods of evaluation (“There are no grades for Emeritus classes.”)

Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano

The motion passed unanimously.

- ff. MEDIA 2 Media Literacy (changed: course name (was “Reading Media: Acquiring Media Literacy Skills”), course description, SLOs, textbooks, assignments, DE application)

Motion to approve changes to MEDIA 2 with no additional revisions.

Motion made by: Audra Wells; **Seconded by:** Dione Carter

The motion passed unanimously.

(Courses: Distance Education)

- gg. EMERITUS ART E99 Special Studies in Art

Motion to approve distance education for EMERITUS ART E99 with revisions to Instructors Technical Qualifications (remove all text following “on and off-campus”) and Student Support Services (remove “Chromebook loaner program”)

Motion made by: Scott Silverman; **Seconded by:** Walker Griffy

The motion passed unanimously.

- hh. EMERITUS ENGL E99 Special Studies in English

Motion to approve distance education for EMERITUS ENGL E99 with revisions to Instructors Technical Qualifications (remove all text following “on and off-campus”) and Student Support Services (remove “Chromebook loaner program”)

Motion made by: Scott Silverman; **Seconded by:** Estela Narrie

The motion passed unanimously.

- ii. EMERITUS HEALTH E08 Walking for Wellness

Motion to approve distance education for EMERITUS HEALTH E08 with revisions to Instructors Technical Qualifications (remove all text following “on and off-campus”) and Student Support Services (remove “Chromebook loaner program”)

Motion made by: Scott Silverman; **Seconded by:** Sharlene Joachim

The motion passed unanimously.

- jj. EMERITUS HEALTH ~~E20~~ E18 Chair Yoga

Motion to approve distance education for EMERITUS HEALTH E18 with revisions to Instructors Technical Qualifications (remove all text following “on and off-campus”) and Student Support Services (remove “Chromebook loaner program”)

Motion made by: Scott Silverman; **Seconded by:** Estela Narrie

The motion passed unanimously.

- kk. EMERITUS HEALTH ~~E26~~ E85 Pilates Level 1

Motion to approve distance education for EMERITUS HEALTH E85 with revisions to Instructors Technical Qualifications (remove all text following “on and off-campus”) and Student Support Services (remove “Chromebook loaner program”)

Motion made by: Walker Griffy; **Seconded by:** Scott Silverman

The motion passed unanimously.

- ll. EMERITUS HEALTH ~~E35~~ E19 Mindfulness and Meditation

Motion to approve distance education for EMERITUS HEALTH E19 with revisions to Instructors Technical Qualifications (remove all text following “on and off-campus”) and Student Support Services (remove “Chromebook loaner program”)

Motion made by: Scott Silverman; **Seconded by:** Dione Carter

The motion passed unanimously.

- mm. EMERITUS OCC E03 Optimizing Your Smartphone & Tablet
Motion to approve distance education for EMERITUS OCC E03 with revisions to Instructors Technical Qualifications (remove all text following “on and off-campus”) and Student Support Services (remove “Chromebook loaner program”)
Motion made by: Scott Silverman; **Seconded by:** Sharlene Joachim
The motion passed unanimously.
- nn. EMERITUS PHOTO E20 Photoshop / Computer Software Photo Editing
Motion to approve distance education for EMERITUS PHOTO E20 with revisions to Instructors Technical Qualifications (remove all text following “on and off-campus”) and Student Support Services (remove “Chromebook loaner program”)
Motion made by: Scott Silverman; **Seconded by:** Dione Carter
The motion passed unanimously.
- oo. EMERITUS POL SC E99 Special Studies in Politics
Motion to approve distance education for EMERITUS POL SC E99 with revisions to Instructors Technical Qualifications (remove all text following “on and off-campus”) and Student Support Services (remove “Chromebook loaner program”)
Motion made by: Scott Silverman; **Seconded by:** Audra Wells
The motion passed unanimously.
- pp. EMERITUS TH ART E28 Plays and Playwrights
Motion to approve distance education for EMERITUS TH ART E28 with revisions to Instructors Technical Qualifications (remove all text following “on and off-campus”) and Student Support Services (remove “Chromebook loaner program”)
Motion made by: Scott Silverman; **Seconded by:** Dione Carter
The motion passed unanimously.
- ~~qq. MEDIA 310 Race, Gender, and Computing~~
MEDIA 310 tabled with approval of the agenda (I.) and will return in Spring 2024.
- rr. NPMGMT 1 Introduction to Workforce Training within the Homeless Response System
Motion to approve distance education for NPMGMT 1 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Estela Narrie
The motion passed unanimously.
- ss. NPMGMT 2 Promoting Health Equity: Nonprofit Systems Management for Advocacy and Human Engagement
Motion to approve distance education for NPMGMT 2 with no revisions.
Motion made by: Lisa Collins; **Seconded by:** Estela Narrie
The motion passed unanimously.
- tt. NPMGMT 3 Implementing Effective Practices in the Homeless Response System
Motion to approve distance education for NPMGMT 3 with no revisions.
Motion made by: Susan Caggiano; **Seconded by:** Dione Carter
The motion passed unanimously.
- uu. NPMGMT 4 Homeless Response System Capstone Class: Fieldwork Reflection and Career Planning
Motion to approve distance education for NPMGMT 4 with no revisions.
Motion made by: Scott Silverman; **Seconded by:** Jason Beardsley
The motion passed unanimously.

(Programs: New)

- vv. Homeless Service Work Certificate of Achievement
Motion to approve Homeless Service Work Certificate of Achievement with no revisions.
Motion made by: Estela Narrie; **Seconded by:** Dione Carter

The motion passed unanimously.

- ww. Introduction to Logistics and Supply Chain Management Certificate of Achievement
Motion to approve Introduction to Logistics and Supply Chain Management Certificate of Achievement with no revisions.

Motion made by: Audra Wells; **Seconded by:** Scott Silverman

The motion passed unanimously.

(Programs: Revisions)

- xx. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

Motion made by: Susan Caggiano; **Seconded by:** Christina Gabler

The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 5:18 pm.

Motion made by: Scott Silverman; **Seconded by:** Dione Carter

The motion passed unanimously.

New Course: EMERITUS – HME EC E60, American History Through Cooking

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024
TOP/SAM Code:	089900 - Other Education / D - Possibly Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Home Economics: Noncredit

Rationale

Food is intricately tied to personal and cultural identity. A course on American history through food enables students to explore how food choices, cooking techniques, and culinary traditions have shaped regional identities within the United States. It fosters a sense of pride and appreciation for the rich culinary heritage of different communities and promotes the understanding of different cultural identities.

I. Catalog Description

This course explores American history through different cultural lenses using food and cooking. We will examine the cultural and culinary contributions of different ethnic groups to American cuisine and how they have influenced and shaped American History and the food we eat today. Recipes that relate to different historical periods will be put in context for a deeper understanding of the human experience through food.

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 7 years)

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Identify the historical significance of several culinary dishes.
2. Cook several dishes of historical significance.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Projects, Online instructor-provided resources, Observation and Demonstration

V. Course Content

<u>% of Course</u>	<u>Topic</u>
8.370%	Introduction to American Culinary History
8.330%	Native American Food Traditions
8.330%	Colonial Foodways
8.330%	Revolutionary Era and Early American Cuisine
8.330%	Westward Expansion and Regional Cuisine
8.330%	Industrialization and the Rise of Convenience Foods
8.330%	Immigrant Contributions to American Cuisine
8.330%	World Wars and Rationing
8.330%	Civil Rights Movement and Soul Food

8.330%	Contemporary Food Movements and Fusion Cuisine
8.330%	Culinary Heritage and Cultural Identity
8.330%	Culinary Showcase and Reflection
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no grades for Emeritus classes.
100%	Total

VII. **Sample Assignments:**

Culinary Journey: Exploring Immigrant Food Traditions: This online lesson/activity explores the diverse culinary contributions of immigrant communities to American cuisine. You will participate in a virtual culinary journey, investigating the food traditions brought by different immigrant groups and their impact on American culinary heritage. Introduction (Multimedia Presentation): You will be shown a presentation that provides an overview and highlights the significance of immigrant influences on American food culture. Discussion Board: Immigrant Food Stories (Threaded Discussion): In the discussion boards, share and discuss your personal stories or family recipes related to immigrant food traditions. Reflect on the importance of these food traditions and the connection to your cultural heritage. You will be provided questions, and should respond to other student's posts, providing feedback to foster meaningful interactions. Virtual Recipe Exchange (Dropbox or File Sharing): Research and select a traditional recipe from an immigrant community of your choice. Write a brief historical background about the recipe's origin, the cultural significance, and any adaptations made in the American context. Submit your recipes and historical information documents into a designated shared folder for others to access and learn from. Try out the recipes at home if you wish, and share your cooking experiences and photographs in the discussion board. Multimedia Presentation: Immigrant Food Documentary (Multimedia Presentation): Create short multimedia presentations (e.g., using PowerPoint, Jing, or other similar tools) on the influence of a specific immigrant group on American cuisine. Include key historical information, culinary traditions, notable dishes, and examples of how these influences are still prevalent in American food today. You can incorporate images, audio clips, and videos to enhance their presentations and make them engaging and informative. Reflection and Peer Feedback (Discussion Board): On the discussion boards, reflect on the most interesting discoveries you made during the lesson, how your understanding of American culinary history has deepened, and any personal connections you have formed with immigrant food traditions. Provide constructive feedback on your peers' multimedia presentations.

Tasting History: A Culinary Journey through American Revolution: This assignment immerses you in the culinary aspects of the American Revolution, exploring historical events and figures through food. You will research, prepare, and analyze a dish that reflects the revolutionary period, emphasizing the connection between food and the socio-political climate of the time. Research: Research the culinary landscape during the American Revolution, focusing on the food shortages, rationing, and influences of the war on American cuisine. Explore primary sources, historical cookbooks, and scholarly articles to gain a comprehensive understanding of the period. Dish Selection: Select a specific dish or recipe that was popular or significant during the American Revolution. The chosen dish should reflect the socio-political climate, cultural influences, or scarcity of ingredients experienced during that time. Recipe Analysis: Analyze the chosen recipe, considering its historical context, ingredients, cooking techniques, and cultural significance. In a written document, discuss the origins of the dish, any adaptations made during the Revolutionary period, and its impact on American culinary traditions. Cooking and Presentation: Prepare the selected dish using historical cooking methods or adaptations that reflect the Revolutionary era. Document the cooking process through photographs or videos.

VIII. **Student Learning Outcomes:**

1. Analyze American historical events through a culinary lens.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E HME EC E60 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only ("AODECO")

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content delivery	60.00%
Discussion	Discussion	35.00%
Other (describe)	Questions and Answers	5.00%

2. Organization of Content:

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

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	There are no grades for Emeritus classes.	There are no grades for Emeritus classes.

4. Instructor's Technical Qualifications:

Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus.

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

Sample Online Lesson/Activity: "Culinary Journey: Exploring Immigrant Food Traditions"

Description: This online lesson/activity aims to engage students in exploring the diverse culinary contributions of immigrant communities to American cuisine. Students will participate in a virtual culinary journey, investigating the food traditions brought by different immigrant groups and their impact on American culinary heritage.

Introduction (Multimedia Presentation):

Begin the lesson with a multimedia presentation (e.g., Articulate, PowerPoint) that provides an overview of the objective and highlights the significance of immigrant influences on American food culture. Include visuals, historical photographs, and anecdotes to captivate student interest and create an immersive learning experience.

Discussion Board: Immigrant Food Stories (Threaded Discussion):

Create a threaded discussion on the online platform where students can share and discuss their personal stories or family recipes related to immigrant food traditions.

Encourage students to reflect on the importance of these food traditions and their connection to their cultural heritage. Facilitate discussions by posing thought-provoking questions, encouraging students to respond to each other's posts, and providing feedback to foster meaningful interactions.

Virtual Recipe Exchange (Dropbox or File Sharing):

Assign students to research and select a traditional recipe from an immigrant community of their choice.

Instruct students to write a brief historical background about the recipe's origin, the cultural significance, and any adaptations made in the American context.

Students will compile their recipes and historical information into a document and submit it to a designated shared folder (e.g., Dropbox) for others to access and learn from.

Encourage students to try out the recipes at home if they wish, and share their cooking experiences and photographs in the discussion board or as part of their submissions.

Multimedia Presentation: Immigrant Food Documentary (Multimedia Presentation):

Assign students to create short multimedia presentations (e.g., using PowerPoint, Jing, or other similar tools) on the influence of a specific immigrant group on American cuisine.

Students should include key historical information, culinary traditions, notable dishes, and examples of how these influences are still prevalent in American food today.

Students can incorporate images, audio clips, and videos to enhance their presentations and make them engaging and informative.

Provide guidelines and templates to ensure consistency and clarity in the presentations.

Reflection and Peer Feedback (Discussion Board):

Conclude the lesson with a reflection activity on the discussion board.

Prompt students to reflect on the most interesting discoveries they made during the lesson, how their understanding of American culinary history has deepened, and any personal connections they have formed with immigrant food traditions.

Encourage students to provide constructive feedback on their peers' multimedia presentations, promoting a supportive and collaborative learning environment.

By utilizing online teaching tools such as threaded discussions, dropbox/file sharing, and multimedia presentations, this lesson/activity provides an interactive and immersive online experience that allows students to explore and appreciate the impact of immigrant communities on American cuisine.

New Course: EMERITUS – HUMDEV E00, Introduction to the Emeritus Program of Santa Monica College

Units:	0.00
Total Instructional Hours (usually 18 per unit):	3.01
Hours per week (full semester equivalent) in Lecture:	0.17
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	6.01
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024
TOP/SAM Code:	159900 - Other Humanities / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

This course has been discussed by Emeritus faculty for years and will help onboard and welcome new students to the program.

I. Catalog Description

This course serves as an orientation to the Emeritus Program of Santa Monica College for students to take in their first term of enrollment in Emeritus. This class will teach students the policies and procedures of Emeritus and introduce students to new peers.

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 7 years)

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Explain the benefits of lifelong learning, and know how to register for classes across multiple disciplines.
2. Explain what Emeritus is, what benefits it offers adult learners and why it's free for students.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Overview of policies, procedures and curriculum at Emeritus
25.000%	Evidence of the benefits of lifelong learning for health and longevity outcomes of the student.
25.000%	Discussion to encourage students to take courses across the curriculum and not just focus in one or two disciplines.
25.000%	Instructor engages students with meet and greet activities to form strong and meaningful bonds with fellow classmates through icebreaker activities and discussions.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no grades for Emeritus classes.

100%	Total
------	-------

VII. Sample Assignments:

Pair and share: In your groups, please introduce yourself to each other and share the courses you are enrolled in now, or excited to be enrolled in in the next term.

Group introductions: Introduce yourself or your peer to the class. Be sure to include their pre-retirement career(s), and any other relevant facts, interests or hobbies.

VIII. Student Learning Outcomes:

1. Identify the benefits of Emeritus and the courses that are offered across many subjects.
2. Summarize the history of Emeritus, the reasons why it exists, and how this fits into the broader programs of SMC.

E HUMDEV E00 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion	Group discussions to share personal history and interests.	50.00%
Online Lecture	Instructor explains procedures with the program and the evidence-based reasons why students will want to take courses across various disciplines to keep their minds sharp and bodies active.	50.00%

2. Organization of Content:

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

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	There are no grades for Emeritus classes.	There are no grades for Emeritus classes.

4. Instructor's Technical Qualifications:

Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus.

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

"Intro to SMC Emeritus"

Description: This online lesson/activity aims to teach student about the procedures and benefits of the Emeritus program, the courses offered and how they should go about selecting classes to enroll in future terms.

Introduction (Multimedia Presentation):

Begin the lesson with a multimedia presentation (e.g., Articulate, PowerPoint) that provides an overview of the Emeritus program, from procedures to the curriculum offered. Discuss the benefits of lifelong learning, and taking classes across multiple subjects each year.

Include visuals such as photographs and videos of Emeritus events, and anecdotes to captivate student interest and create an immersive learning experience.

Once the lecture has finished, engage students in Icebreaker activities, such as a round of introductions inviting students to share what their career, hobbies, interests, etc. to help students meet each other and initiate their first Emeritus connections.

New Course: EMERITUS – OCC E14, Computer Based Presentations

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024
TOP/SAM Code:	089900 - Other Education / D - Possibly Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

This is a new course to teach students the benefits and how-to's of using PowerPoint and similar programs.

I. Catalog Description

This course will teach Emeritus students the skill of creating computer-based presentations (e.g., PowerPoint, Canva, Prezi, and many others). Students will learn to create, save, and retrieve computer-based presentations. During the learning process, the students will gain personal and business management skills. In addition, the creation of computer-based presentations will promote self-expression.

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 7 years)

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Create, edit, and save a computer-based presentation that will include text, graphics, video, and sound.
2. Deliver a multimedia computer-based presentation that will convey the key points of their chosen message through the use of text, graphics, and animations.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	PowerPoint vs. Google Slides vs. Canva and other tools.
15.000%	Slide deck themes and designs
15.000%	Slide Animations/transitions
15.000%	Text boxes and formatting
15.000%	Photos and Videos
15.000%	Presentation mode and delivery
10.000%	Automatic timing of slides
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
--------------------	--------------

100%	Other: There are no grades for Emeritus classes.
100%	Total

VII. Sample Assignments:

Add your own slide to the class Google Slides document: Add your own slide to the Class Google Slides document. You should add a photo, and at least 3 bullet point items about yourself. Then view the other slides and add comments.

PowerPoint: Create a 10 slide presentation. With at least 2 different types of animations.

VIII. Student Learning Outcomes:

1. Apply the computer skills taught in this class.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E OCC E14 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content Delivery - Through Lecture mostly, or guest speakers/performances.	35.00%
Other (describe)	Students will practice the computer skills presented by the instructor through the completion of specified tasks.	60.00%
Discussion	Class discussion and Q&A	5.00%

2. Organization of Content:

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

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	There are no grades for Emeritus classes.	There are no grades for Emeritus classes.

4. Instructor's Technical Qualifications:

Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus.

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

"Slide Deck Design and Themes"

Description: This online lesson/activity aims to engage students in the importance of slide deck design and themes, as a lot of formatting work to one theme can frequently be required again if one changes the slide deck theme later. While students cannot be expected to pick the best slide deck theme without practice, the merits of creating 1–2 slides on the selected theme, then weighing whether to change themes before completing the rest of the slides will be discussed, as will techniques to make this both more efficient and less stressful.

Introduction (Multimedia Presentation):

Through a walk-through of PowerPoint (and then Canva), class will go through a slide deck theme step-by-step. Students will be taught how to select or change a theme, how to insert new slides of different designs within that theme, how to adjust text boxes and format pictures to best fit within the slide designs, and what the impacts are of changing the theme, or slide design later on.

Students will then open PowerPoint and create a new slide deck, select a theme and create several slides. Students can upload their slide deck to the LMS for others to review - though, the best practice would be for the students to, in turn, screen share and display the slides they have made.

Due to the likely limitation of the instructor not being able to see what the student is doing on their own device - though participant screen sharing will be encouraged the slide deck and instructional aides will be made available for class during and after class. Students can likewise use the LMS to upload their slide deck.

Once the lecture has finished, questions to ask and discuss:

- 1) How was the slide deck theme you chose related to the content you intended to present?
- 2) What were some of the limitations of the theme you chose?
- 3) How comfortable do they feel in creating a slide deck using a theme that helps elevate their message in a future presentation?

New Course: EMERITUS – POL SC E50, Technopolitics: Exploring the Intersection of Technology and Governance

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024
TOP/SAM Code:	220700 - Political Science / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

Bridging the Digital Divide: Older adults may have limited exposure to or familiarity with rapidly evolving technologies. A Technopolitics course can help bridge the digital divide by providing older adults with knowledge and skills to navigate the digital world, understand the impact of technology on governance, and actively engage in the political landscape.

Enhancing Civic Participation: Technology plays a crucial role in modern political participation and activism. By equipping older adults with an understanding of how technology influences governance, policy-making, and public engagement, they can become more informed and active citizens, contributing to a more inclusive and representative democratic society.

Empowering Advocacy and Influence: As experienced individuals with valuable perspectives, older adults can utilize technology to advocate for their interests and influence policy decisions. A Technopolitics course can empower older adults to leverage technology platforms, social media, and digital tools to voice their concerns, engage with policymakers, and contribute to policy discussions.

Promoting Lifelong Learning: Lifelong learning is essential for personal growth and intellectual stimulation. A Technopolitics course tailored to older adults provides an opportunity for continuous learning, keeping them updated on the latest advancements in technology, governance, and political trends.

I. Catalog Description

This course explores the intricate relationship between technology and politics, analyzing how technological advancements shape political systems, governance, policy-making, and public engagement. Students will examine the impact of technology on political campaigns, information dissemination, surveillance, cybersecurity, citizen participation, and the formulation of government policies. Through case studies, discussions, and critical analysis, students will develop a nuanced understanding of the complexities and implications of technology in the political landscape, including its influence on policy development, implementation, and the functioning of government institutions.

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 7 years)

1. n/a, n/a, n/a © 2023

III. Course Objectives

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

1. Evaluate and analyze the political ramifications and policy impacts related to the subjects discussed.
2. Evaluate and discuss the nuances of each of the special studies topics discussed.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Visiting Lecturers

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Government Incentives and Regulation
25.000%	Political structures around Science and Technology

25.000%	Global and Domestic Implications
25.000%	Surveillance and Cybersecurity
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no grades for Emeritus classes.
100%	Total

VII. **Sample Assignments:**

Exploring Ethical Challenges in Technological Governance: This discussion assignment is a collaborative exploration of the ethical challenges associated with technology in governance. You will discuss real-world examples, examine ethical frameworks, and collectively propose strategies to address these challenges in a dynamic and interactive discussion setting. **Preparatory Reading:** You will be given a selection of readings or case studies that highlight ethical challenges in technological governance. Review the materials and reflect on the ethical considerations raised in the readings before the discussion session. **Guided Discussion:** Draw upon the provided readings, personal experiences, and knowledge to contribute to the guided discussion. Sample discussion questions may include: What are some ethical challenges that arise when technology intersects with governance? How do considerations of privacy, equity, transparency, and accountability play a role in technological governance? Can you think of real-world examples where ethical concerns have emerged in the use of technology by governments or regulatory bodies? How can ethical frameworks or principles guide decision-making in technological governance? What strategies or mechanisms can be employed to address ethical challenges and ensure responsible technological governance? **Small Group Discussions:** You will be divided into small groups to foster more focused and intimate discussions. Each group will be assigned a specific ethical challenge related to technological governance. In your groups, discuss the ethical dimensions of the assigned challenge, analyze potential impacts, and propose strategies for addressing it. **Group Presentations and Reflection:** Present your assigned ethical challenge and proposed strategies to the whole class. Provide constructive feedback and cross-pollination of ideas among the groups. Share your key takeaways, insights gained, and any remaining questions or concerns. **Individual Reflection:** You will be assigned an individual reflection task. Write a brief reflection that summarizes your understanding of the ethical challenges in technological governance, the strategies proposed during the discussion, and your personal insights or perspectives on the topic.

Technopolitics and Democratic Participation: This discussion assignment explores the relationship between technopolitics and democratic participation. You will engage in a dynamic discussion, examining how technology shapes political processes, influences citizen engagement, and impacts democratic governance. **Preparatory Reading:** You will be given a selection of readings that highlight the role of technology in shaping political processes and democratic participation. Read and reflect on the provided materials before the discussion session. **Guided Discussion:** Draw upon the readings, personal experiences, and knowledge to contribute to the guided discussion. Sample discussion questions may include: How has technology transformed political processes and citizen engagement in recent years? What are the advantages and disadvantages of using technology for political campaigns and mobilization? How does social media influence political discourse and public opinion formation? What are the challenges and opportunities of using technology to enhance transparency and accountability in democratic governance? How can technology facilitate inclusive and participatory decision-making processes in politics? What role does digital activism play in shaping political outcomes and policy agendas? **Small Group Discussions:** You will be divided into small groups to facilitate more focused and intimate discussions. Each group will be assigned a specific aspect or case study related to technopolitics and democratic participation. In your groups, discuss the implications, examples, and potential strategies for leveraging technology to enhance democratic participation in the assigned aspect or case study. **Group Presentations and Reflection:** Present your assigned aspect or case study and the key insights and strategies discussed. Provide constructive feedback and cross-sharing of insights among the groups. Share your key takeaways, personal reflections, and any remaining questions or concerns. **Individual Reflection:** You will be assigned an individual reflection task. Write a brief reflection summarizing your understanding of the relationship between technopolitics and democratic participation, the strategies discussed during the discussion, and your personal perspectives on the topic.

VIII. **Student Learning Outcomes:**

1. Examine the concepts and political ramifications of the special studies topics as presented in the term.

2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E POL SC E50 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Content Delivery - Through Lecture, Demonstrations and occasional guest speakers or performances.	60.00%
Discussion	Students will discuss current events, whether they’re the ones presented during lecture or not, by presenting an issue or question and engaging in a class discussion.	40.00%

2. Organization of Content:

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

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	There are no grades for Emeritus classes.	There are no grades for Emeritus classes.

4. Instructor's Technical Qualifications:

Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing

so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus.

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

"What is ChatGPT"

Description: This online lesson aims to engage students in learning what ChatGPT and other AI programs are, how to leverage them effectively, and the issues related to government regulation of the function of these services.

Introduction (Multimedia Presentation):

Through a combination of a slide deck and in-screen sharing, the class will learn about the history of AI programs and study the relevance for potential regulations or lack thereof. From precursors to the Watson supercomputer to ChatGPT and AI built around deepfakes, images and chat bots, students will get the chance to observe some of these AI tools in action.

Demonstration: Instructor will ask ChatGPT to write birthday greeting cards, a text to a friend, etc so that students can see the pros and cons of responses. Also provide an overview of how the answers and database builds off itself over time.

Once the lecture has finished, questions to ask and discuss:

- 1) What limitations do you see for services like ChatGPT?
- 2) Do you see practical applications for AI in your own lives?

New Course: FILM STUDIES 3, Introduction To Documentary

Units:	3.00
Total Instructional Hours (usually 18 per unit):	72.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	1.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	April 2023
Transferability:	Transfers to CSU, UC (pending review)
IGETC Area:	3A: Arts (pending review)
CSU GE Area:	C1: Arts, Dance, Music, Theater (pending review)
SMC GE Area:	None
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2025
TOP/SAM Code:	061210 - Film History and Criticism / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Film Studies
Program Impact:	Film Studies AA

Rationale

This course should be added to the SMC curriculum because none of our current Film Studies classes cover documentary and many Film Studies/Production students have an interest in this form of filmmaking. Learning about the history and aesthetics of documentary is essential to students' success in this field. The target population of this course will be both Film Studies majors and non-majors - from students interested in getting a broader view of film history to those who are preparing to work professionally as documentarians.

I. Catalog Description

This course introduces documentary film and media through a formal, historical, social and political perspective. Focuses on analysis of various types of domestic and international documentaries with a wide range of subject matter.

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 7 years)

1. A New History of Documentary Film, 3rd, Betsy A. McLane, Bloomsbury Academic © 2023, ISBN: 9781501385155
2. Introduction to Documentary Film, 3rd, Bill Nichols, Indiana University Press © 2017, ISBN: 9780253026903

III. Course Objectives

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

1. Identify, evaluate and analyze documentaries according to mode, style, and voice
2. Analyze documentaries using the technical and critical terms of cinema
3. Describe and analyze the social and political trends relative to various documentaries and the ethical issues in their production
4. Apply principles of critical evaluation and interpretation to documentaries
5. Identify, explain, and analyze the interrelatedness of social movements and documentaries in cultural context
6. Research and appraise the popular and critical reactions to documentaries in cultural context
7. Evaluate and differentiate between technological and presentational trends in documentary and 'reality' genres

IV. Methods of Presentation:

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

Other Methods: In-class film screenings; guest speakers

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Definitions and Introduction to Concepts: definition of documentary, fiction vs. non-fiction; relationship between filmmakers, subjects, and audiences
15.000%	Ethics of Documentary Filmmaking and Issues of Representation and Reproduction of Reality; filmmaker as political activist, explorer, historian, artist, etc.
10.000%	Voice in Documentary Film: arrangement, delivery invention, memory, style
5.000%	Beginning of Documentaries: earliest works in France (Lumiere Brothers films - 1900-1910); 1920s, poetic experimentation, rhetoric and oration
30.000%	Modes of Documentary: poetic and expository, observational and participatory, reflexive and performative
10.000%	Treatment of Social and Political Issues Part 1: people as victims and/or agents, national identity and the nation-state with particular attention to propaganda films of: the Soviets, Depression Era; World War II and wartime propaganda of the 20th-21st centuries
10.000%	Treatment of Social and Political Issues Part II: forms of identity, politics of identity, social/political issues of conservation and the environment; representation of racial, ethnic, and sexual minorities
5.000%	Direct Cinema, Cinema-Verite and Socio-Political Issues
5.000%	Docu-Drama; "Reality" shows; Mockumentaries; Citizen journalism; YouTube; Auto-ethnography
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Exams/Tests: Three (3) interim tests combining essay-style questions and objective-style questions (multiple-choice and true/false)
25%	Final exam: Combining essay-style questions and objective-style questions (multiple-choice and true/false)
10%	Class Participation: Post-film screening discussion
25%	Papers: Film critiques
15%	Final Performance: Oral presentation
100%	Total

VII. Sample Assignments:

Presentation of Documentary Filmmaker: Research a documentary filmmaker who exemplifies a particular documentary approach and aesthetic. Submit a critical biographical written essay (5 pages), and an oral presentation to the class. Both will highlight the aesthetic and political challenges faced by the filmmaker, as well as significant contributions to the art and practice of documentary film.

Critical Analysis: Write a 6-8 page critical analysis of a single non-fiction film, using analytical criteria provided by the instructor. This aesthetic and contextual analysis paper should contain at least three sources from class readings.

VIII. Student Learning Outcomes:

1. Elaborate on fundamental aesthetic concepts in documentary filmmaking through in-depth analytical discussions.
2. Describe the essential elements of historically significant documentaries, highlighting their key aspects and impact on the field of filmmaking.

- Compose a detailed and insightful critique of a documentary film, analyzing its content, style, effectiveness, and overall impact on the audience.

FILM 3 Distance Education Application

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

1a. Instructor - Student Interaction:

The instructor will be in regular contact with students. There will be regular threaded discussion posts for each topic, where students respond to each other and where the instructor will comment on students' work and the general topic. The instructor will send regular announcements to the class using the campus Learning Management Software (LMS) at the beginning of every week and during the week as needed. The instructor will respond to students' comments and questions via chats, email, and the mail option in the LMS. Contact information for the instructor is easy to find and includes expected response times. 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, navigating online courses, and references for the students to review about online classes and navigating the course LMS. The instructor will regularly communicate with students during the class about assignments, quizzes, and exams. Clear and detailed instructions will be embedded in each module and activity, and the instructor will also contact students with essential reminders and key points. The instructor will provide feedback to students individually and the entire class. For example, the instructor may post a general feedback message to the class about a topic.

1b. Student - Student Interaction:

Students will communicate with each other weekly. For each module, students will interact in a threaded discussion forum. Students will respond to a discussion topic and will then respond to each other. Student-student interaction reinforces the course material and learning outcomes and builds a sense of community among learners. For example, students respond to introductory "icebreakers" to get to know each other and have opportunities to share their personal responses to issues and experiences with topics.

1c. Student - Content Interaction:

Students interact with course materials several times a week. Each unit has an overview with all of the expectations, goals, and dates listed for that unit. For each module, students will read the assigned chapter, review the instructor's lecture notes, answer discussion questions, interact with each other, complete an assignment, and take a quiz. The instructor will provide a range of assignments and activities to address different learning styles. Students will watch a documentary segment for some units and answer discussion questions. For some units, students will review a media artifact (an advertisement) and analyze it according to certain criteria. Other assignments will ask students to research an issue and write a short paper. All course materials will be accessible. Students will interact with the materials several times weekly and be given staggered, weekly due dates.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion	Discussions happen in virtual (a)synchronous class to check comprehension, present a forum for dialogue, and allow for deeper analysis and evaluation of course content.	10.00%
Project Presentation	Students will present one virtual project presentation to demonstrate their analysis and evaluation of course content.	10.00%
Exams	Three (3) tests and a final exam combining essay-style questions and objective-style questions (multiple-choice and true/false will verify content retention through formative assessment).	25.00%
Written assignments	Students will complete two essays. The first is a biographical essay on a documentarian, and the second is a formative analysis of one film studied during the course. They will also complete film critiques.	10.00%
Online Lecture	Lecture Topics will be written files that are compliant for accessibility or video presentations that are captioned or a combination of both. Weekly lectures are presented (a)synchronously.	20.00%
Videos	Embedded videos are shown in class to illustrate course concepts. All videos will be compliant for accessibility and captioned.	20.00%

Discussion Boards	A discussion board will also be created for general questions, this includes class communication and instructor feedback.	5.00%
-------------------	---	-------

2. Organization of Content:

The content is organized into weekly modules. For a regular 16-week semester, one module is covered each week, following the same general schedule as the on-ground class. The approximate schedule is as follows and will be changed as needed: Discussion posts will be due by Thursday, peer responses will be due by Friday, the assignment will be due by Sunday, and the quiz will be open from Friday - Sunday. For each module, there is 1) an overview (with the learning objectives, goals, assignment list, and deadlines, as well as links to all of the content), 2) the instructor's lecture notes (which may include written notes, PowerPoint, or a video), 3) a discussion forum, 4) an assignment, and 5) a quiz. Class content is presented in visibly distinct modules. Modules are consistently structured and sequenced to allow students to anticipate better and manage their workload. Various modalities, such as text, audio, video, images, and/or graphics, are used to create student-centered learning.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Online Lecture	There will be a weekly online lecture, which will include instructor voice over where more information is provided to the students.
10.00%	Videos	There will be weekly videos, online digital projects, and documentaries that enhance the weekly content.
20.00%	Exams	There will be weekly quizzes, midterm exam, and final exam.
20.00%	Written Assignments	There will be weekly short written assignments for each module.
10.00%	Peer Feedback	Peer feedback and discussion
10.00%	Threaded Discussions	There will be threaded discussions related to the week's lecture, video, assignments, and activities and students will be expected to participate in a consistent and constructive manner

4. Instructor's Technical Qualifications:

An instructor would need to be trained to teach online. They should also attend campus workshops, consult with other faculty, and participate in distance education activities offered, such as the peer review of course shells.

5. Student Support Services:

The course links to the Learning Management System (LMS) support (the technical support phone number and the link to submit an online form), the SMC Distance Ed page, the Smart-Thinking Online Tutoring program, and other services offered at SMC, such as the Disability Office, the bookstore, and the Center for Wellness, etc. All of this information is also included in the syllabus. Some information, such as technical support, is listed in numerous places on the LMS (such as the home page, at the end of assignment instructions, on the FAQ page, etc), so students can always find that information.

6. Accessibility Requirements:

The course will ensure access for students with disabilities. All videos will be captioned; all PowerPoints and Word documents will be accessible; all photos in the Learning Management System (LMS) will include a description that screen readers can read.

7. Representative Online Lesson or Activity:

One of the course objectives is that students learn to "identify, evaluate and analyze documentaries according to mode, style, and voice." For this objective, students would read an article examining different modes of documentary filmmaking and write a synopsis of it using their own words, including questions for its author and for their classmates to respond to. A lecture would be posted in which the instructor reviewed the same modes, including selected examples for each. In one threaded discussion, the instructor would respond to questions students posed for the author; in a second discussion, students would respond to questions they had posed to each other. Then the instructor would show a documentary. In the following discussion, students would explain what modes they identified in this film, supporting their arguments with the criteria laid out in the article and lecture.

New Course: MEDIA STUDIES 310, Race, Gender, and Computing

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:	Admission to the Bachelor degree program in Cloud Computing
Proposed Start:	Fall 2024
TOP/SAM Code:	060100 - Media and Communications, General / B - Advanced Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Mass Communication
Program Impact:	Cloud Computing Bachelor's Degree

Rationale

Once approved, this course will be offered as an upper-division elective in the Cloud Computing BA program at SMC.

I. Catalog Description

This course explores issues of race, gender, diversity, equity, and inclusion in the fields of computing and related technology. Students will explore the influence of distinct social factors upon the evolution of computing, and the subsequent impact on various individuals. Additionally, the course introduces the notion of cultural competence within the context of computing.

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 7 years)

1. Race After Technology: Abolitionist Tools for the New Jim Code, 1st, Ruha Benjamin, Polity © 2019, ISBN: 978-1509526406
2. A People's History of Computing in the United States, Joy Lisi Rankin, Harvard University Press © 2020, ISBN: 978-0674970977
3. We Are Data: Algorithms and the Making of Our Digital Selves, John Cheney-Lippold, NYU Press © 2020, ISBN: 978-1479808700

III. Course Objectives

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

1. Critically evaluate the historical contributions and experiences of underrepresented groups in computing, discerning the challenges and barriers these groups encountered.
2. Articulate a comprehensive understanding of the issues surrounding the underrepresentation of women, people of color, and marginalized groups within the technology industry, and the resulting social dynamics.
3. Critically analyze the impacts of biased algorithms and artificial intelligence systems on marginalized communities and propose potential solutions.
4. Identify ethical dilemmas related to race, gender, and technology, including privacy, surveillance, data ethics, and responsible technological innovation.

IV. Methods of Presentation:

Lecture and Discussion, Discussion, Group Work, Critique, Distance Education, Observation and Demonstration, Projects, Visiting Lecturers

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Historical contributions of underrepresented groups to computing and technology.

15.000%	How race, gender, and other identities influence and shape the design, development, and use of technology.
25.000%	Challenges and barriers experienced by underrepresented groups in computing and technology including exploration of gender, racial, ethnic, socioeconomic and disability issues.
15.000%	Strategies to address and mitigate algorithmic biases.
15.000%	Ethical dilemmas related to race, gender, and technology, including privacy, surveillance, data ethics, and responsible technological innovation.
15.000%	Ways in which individuals and communities have used technology to address social injustices, promote equity, and effect positive change.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
5%	Class Participation: in-class work/assignments
20%	Homework
25%	Final exam
25%	Papers
25%	Written assignments
100%	Total

VII. Sample Assignments:

Historical Perspectives Presentation: Objective: Demonstrate an understanding of the historical contributions and challenges faced by underrepresented groups in computing. Task: Choose a historical figure or event related to underrepresented groups in computing. Research their contributions or experiences and create a multimedia presentation. Discuss their impact on the field and the challenges they encountered. Highlight the significance of their work within the broader context of diversity and equity in technology.

Bias in Algorithms Analysis: Objective: Analyze the social and cultural implications of bias in algorithms and AI systems. Task: Select an algorithm or AI system that has been critiqued for bias. Investigate its design and deployment, considering how race, gender, or other identities are affected. Write a comprehensive analysis of the bias present, its implications on various communities, and propose strategies to mitigate or rectify the bias for more equitable outcomes.

Inclusive Design Project: Objective: Design strategies to promote representation and inclusion within the technology industry. Task: Identify a specific area within the technology sector where representation and inclusion are lacking, such as leadership roles or product design. Develop a comprehensive plan outlining actionable steps that organizations can take to address the issue. Include a rationale for each step, integrating insights from course materials and real-world examples.

Ethical Technology Dilemmas Debate: Objective: Engage in critical discussions on ethical dilemmas related to race, gender, and technology. Task: Research and select a contemporary ethical dilemma at the intersection of technology and social identity. Divide the class into groups representing different viewpoints. Conduct a structured debate where each group presents arguments, counters, and supporting evidence. The goal is to critically examine the ethical considerations while proposing possible solutions that align with equity and social justice.

VIII. Student Learning Outcomes:

1. Students will be able to analyze the ways in which race, gender, and other identities currently and historically influence and shape the design, development, and use of technology.
2. Students will be able to discern and evaluate the impacts of representation and inclusion issues in the technology industry, upon women, people of color, and other marginalized groups in society.

MEDIA 310 Distance Education Application

Fully Online

- ☑ Other: [Please Explain.] The course objectives could be achieved in either a fully on-ground or fully online model. It would be challenging to address these topics in a hybrid model, because of the types of assignments being considered (presentations, debates, etc.).

1a. Instructor - Student Interaction:

The instructor will provide frequent, individual feedback on all discussions and assignments, and engage with students as the instructor sees fit using email, pronto, gradebook comments, discussion posts, voice memos, etc.

1b. Student - Student Interaction:

Online versions of the course will use asynchronous discussion forums, and also have the option of using pronto. Many classes may choose to use discord servers to interact with each other as well. The instructor will openly encourage such interactions and will provide a forum in which they can occur.

1c. Student - Content Interaction:

Discussion boards, videos, formative and evaluative quizzes, and group projects will all be emphasized.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Weekly discussion board to facilitate question/answering, as well as providing feedback or commenting on postings. Each week, students must address a main discussion topic.	20.00%
Online Lecture	Lectures in the format of PDF slides as well as videos from the web and instructor-recorded.	20.00%
Videos	Videos will cover recent news topics to add more real-life experiences to the students' knowledge.	10.00%
Exams	Midterm and Final Exam (2 exams)	25.00%
Written assignments	Students submit written assignments and get individual feedback as well as sample solutions and general comments from the whole class.	25.00%

2. Organization of Content:

Content will be organized into topic modules. A new module will open weekly or, in the case of a late start or intersession class, semi-weekly.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Chapter Quizzes	Formative quizzes to assess students understanding of the assigned reading.
25.00%	Exams	A comprehensive, evaluative midterm and a final exam will be administered.
25.00%	Discussion Participation	Written discussion assignments required around each topic.
25.00%	Presentations	Instructors may elect to assign individual or group presentations

4. Instructor's Technical Qualifications:

The instructor should be familiar with the LMS and the state rubric for online education best practices for designing their LMS course.

5. Student Support Services:

The following should be linked on the course homepage: Counseling, Financial Aid, Career Services, Tutoring, ITHelp, Library, DSPS, Health and Well-Being, Basic Needs and the Identity, Cultural Pride, & Self-Empowerment Community

6. Accessibility Requirements:

By aligning with all items in the state rubric for online education best practices, the course will be in compliance with all accessibility requirements.

7. Representative Online Lesson or Activity:

One objective is: Critically evaluate the historical contributions and experiences of underrepresented groups in computing, discerning the challenges and barriers these groups encountered.

For the Historical Perspectives Presentation sample assignment described previously in this application, students would have the opportunity to make use of all multimedia features of the LMS, including flip grid, videoconference (ex: zoom) recordings, LMS (ex: canvas) studio, etc. to create and submit multimedia presentations on the topic.

Substantial Change: EARLY CHILDHOOD EDUCATION 5, Math and Science for the Young Child

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
Advisory(s):	PSYCH 11

Rationale

The course description, objectives, and content have been updated to reflect a broader focus on STEM (science, technology, engineering, and math) concepts, rather than focusing solely on math and science concepts. Updates align with current best practices, terminology, and teaching approaches used in the field.

I. Catalog Description

This course applies child development principles to the planning of science, technology, engineering, and mathematics (STEM) experiences for both typically and atypically developing young children. Emphasis is placed on understanding how children develop problem-solving skills and on recognizing how teachers can facilitate inquiry-discovery experiences for young children with diverse learning styles and needs. Course work includes designing, planning for, participation in, and assessment of STEM challenges. These are created through classroom design, material selection, and learning to build upon a child's natural curiosity.

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 7 years)

1. Lange, Alissa A.; Robertson, Laura; Price, Jamie; and Perry (Craven), Amie. Teaching Early and Elementary STEM, Digital Commons @ East Tennessee State University

III. Course Objectives

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

1. Define the fundamental aspects of a developmentally appropriate early childhood STEM curriculum.
2. Plan for environments that foster and integrate creativity, curiosity, collaboration, communication, and critical thinking as foundational components of inquiry-based and play-based STEM curriculum.
3. Plan for inclusive learning environments that promote the development of young children with diverse learning styles, needs, cultures, genders, and abilities.
4. Describe and develop techniques to modify environments, activities, and/or materials so that typically and atypically developing children can access engaging STEM experiences collaboratively, where appropriate.
5. Develop intentional pedagogical strategies that teach for understanding by providing real-world contexts in STEM.
6. Observe and record the behaviors of children of various ages and abilities engaged in inquiry-discovery activities related to STEM learning.
7. Identify and use appropriate individual child assessment methods in STEM learning.
8. Apply knowledge of the role of the teacher in the planning of STEM curriculum and environments.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Projects, Discussion, Experiments, Group Work, Other Methods: Student presentations, Videos

V. Course Content

% of Course	Topic
10.000%	Designing environments that foster the five Cs of STEM learning in young children: critical thinking, communication, collaboration, creativity, and curiosity
5.000%	The scientific method, including the role of the teacher in facilitating observation, curiosity, discovery, experimentation, and reflection.

25.000%	Mathematics in the early years, including understanding computational thinking such as algorithmic thinking, patterns, decomposition, abstraction, seriation, numeration, classification, and spatial relations.
35.000%	Engineering and technology in early childhood, including understanding fundamentals of physics, construction using various materials, design-build process, use of technology to assist in engineering, coding, and robotics.
25.000%	Earth and space, physical, and life science in the early years, including 1) basic understanding of the earth and its place in the solar system, 2) observation and exploration of weather and the properties of rocks, land, water, and how non-living materials respond in different situations 3) basic understanding how living things grow, what they need to survive, and how they interact with their environment.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
40%	Written assignments: 2-4 lesson planning experiences and/or observations
35%	Other: 2-4 curriculum demonstration projects
25%	In Class Writing: Weekly or bi-weekly reflective writing assignments
100%	Total

VII. Sample Assignments:

Reading and Video Reflections: Students will be directed to view videos and read relevant papers, research, and manuals related to the burgeoning field of STEM in early childhood education and complete reaction papers, participate in discussions, or both. Example: Inquiry-Discovery Activities Discussion Board. For this discussion board, you will: 1) Identify and read an NAEYC article on STEM learning in young children 2) Watch a video of children of in a pre-school classroom engaged in inquiry-discovery activities. 3) Post responses to 3 of the following questions in your initial post: Q1) How were the children using the materials provided to build, test, or engineer solutions? Q2) What types of problems were the children trying to solve through their explorations? Q3) What science/math/engineering concepts did you notice the children experimenting with in the video? Q4) What role did teachers play in facilitating the children's inquiry process? After posting your initial response, comment on 1 classmate's post by responding to the following questions: Q1) How do the science, math and/or engineering concepts your peer identified in their post relate to the Pre-school Learning Foundations in Science? Q2) You and your peer are tasked with adapting the activity you observed for a classroom of 2-year-olds. What changes could you and your peer make to the material, set-up, adult support, and/or the environment for this age group?

STEM Lesson Plans: Students will design and then demonstrate activities related to STEM in early childhood education for typically and atypically developing young children. Example: Discovery Tray. Create a discovery tray activity for young children that requires minimal adult support and/or intervention. Identify the materials you will use for your tray. Describe how the activity will support discovery and inquiry-based learning for children at different stages of development.

VIII. Student Learning Outcomes:

1. Apply developmentally appropriate teaching strategies and theories to curriculum and environment design.
2. Create a developmentally appropriate science, technology, engineering, or mathematics activity for an individual, small or large group experience.

ECE 5 Distance Education Application

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

1a. Instructor - Student Interaction:

The instructor will send out a pre-course "welcome letter" 1–2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide ongoing feedback, comments, and suggestions to support student learning and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due

dates. The instructor will post an announcement for each week's activities. The instructor will offer weekly check-ins and hold physical and/or virtual office hours.

1b. Student - Student Interaction:

Students will use asynchronous discussion boards/activities to communicate with their classmates about course content and non-course related topics. Asynchronous threaded discussions will occur 1–2 times weekly. Most discussions require responses to a minimum of 2 classmates. Small group activities/discussions will occur 3–4 times during the course. A student lounge discussion board will be available for discussion of non-course related topics.

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion	The weekly discussion(s) will be posted to promote student-teacher interaction and student-to-student interaction on a variety of early childhood creative experience topics. Discussions require students to comment on classmates' postings. Small group discussions will be offered periodically throughout the course.	35.00%
Videos	Students will view, reflect on, and/or take short quizzes on videos, case studies, and articles related to course material.	20.00%
Online Lecture	Short online lectures will reinforce course content using illustrative examples and video commentary from the instructor and/or other relevant media sources.	10.00%
Written assignments	Reflective assignments, observation assignments, and article reviews will provide opportunities for students to consider and apply course content to real-life contexts. Reflective assignments can be submitted using text, audio and/or video features in the LMS.	35.00%

2. Organization of Content:

The course will be divided into weekly modules, including an assignment and objectives page outlining required activities. Activities include observations, readings, short video lectures, reflective writing, journaling, video observations, and web searches.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Threaded Discussion	Student-to student discussion boards. A rubric with clear expectations for discussion will be provided.
30.00%	Lesson Planning based on Observations/Case Studies	Students will create play-based activities and lesson plans based on observations and case studies and connect the activities to the Infant-Toddler and/or Preschool Learning Foundations.
25.00%	Article and Video Reflections	After reading an article or viewing a video, the student will take a short quiz to check for understanding of key concepts.
20.00%	Journal Reflective Assignments	Students will submit reflective assignments. A rubric with clear expectations for assessment will be provided.

4. Instructor's Technical Qualifications:

Instructors should be familiar with the college's learning management system (LMS). The instructor should be knowledgeable about accessibility resources on and off-campus, familiar with LMS tools and available supports, and willing to stay current as technology changes every day.

5. Student Support Services:

The following links that may be integrated into the online course: SMC Direct Connect, Department Website, ECE Student Support Resources, Education/ECE Student Handbook, Child Development Training Consortium, NAEYC Code of Ethics, California Early Childhood Educator Competencies, California Commission on Teacher Credentialing (CTC), ECE Workforce Registry,

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

Objective 6: Observe and record the behaviors of children of various ages and abilities engaged in inquiry-discovery activities related to STEM learning.

On this threaded discussion board, students will:

Step One: Read an NAEYC article on STEM learning in young children

Step Two: Watch a video of children of in a pre-school classroom engaged in inquiry-discovery activities.

Step Three: Post your responses to 3 of the following questions in your initial post.

- 1) How were the children using the materials provided to build, test, or engineer solutions?
- 2) What types of problems were the children trying to solve through their explorations?
- 3) What science/math/engineering concepts did you notice the children experimenting with in the video?
- 4) What role did teachers play in facilitating the children's inquiry process?

Step Four: Comment on 1 classmate's post by responding to the following questions:

- 1) How do the science, math and/or engineering concepts your peer identified in their post relate to the Pre-school Learning Foundations in Science?
- 2) You and your peer are tasked with adapting the activity you observed for a classroom of 2-year-olds. What changes could you and your peer make to the material, set-up, adult support, and/or the environment for this age group?

Substantial Change: PSYCHOLOGY 1, General Psychology

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
C-ID:	PSY 110
Transferability:	Transfers to CSU, UC
IGETC Area:	Area 4: Social and Behavioral Sciences
CSU GE Area:	Area D: Social, Political, and Economic Institutions and Behavior, Historical Area E: Lifelong Understanding and Self-Development
SMC GE Area:	Area II-B: Social Science (Group B)
Advisory:	
Degree Applicability:	Credit - Degree Applicable

Rationale

This course is not new rather, the department has revised our flagship course with the aim of decolonizing content and aligning it with recent trends in the field. Note: this course was previously approved for DE.

I. Catalog Description

This course is an introduction to the science and practice of psychology. It provides students with an overview of the core areas of the field and an introduction to the various ways in which psychologists conduct research as well as well-known theories and classic psychological studies. Course content includes biopsychology; states of consciousness; human development; learning and memory; intelligence; social and environmental influence; theories of personality; and psychological disorders.

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 7 years)

1. Psychology, 2nd, Spielman, R. M., Jenkins, W. J., & Lovett, M. D. Gaulin, Steven J. C., McBurney, Donald. H. , OpenStax © 2020
2. Introduction to Psychology, 12th, Kalat, James, Cengage Learning © 2022, ISBN: 1133956602

III. Course Objectives

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

1. Identify and explain major theoretical/philosophical perspectives in psychology and its subdisciplines (e.g., behavioral, biological, cognitive, evolutionary, humanistic, socio-cultural)
2. Discuss historically excluded perspectives and approaches in psychology (e.g., research and theories from racially minoritized scholars and from critical and liberation psychologies)
3. Demonstrate knowledge and understanding of the following general domains: (1) biopsychology; (2) consciousness, sensation and perception; (3) learning; (4) motivation; (5) personality; (6) abnormal behavior and therapeutic interventions; (7) social and cultural determinants of behavior; (8) developmental changes in behavior and mental processes that occur across the lifespan; (9) memory; (10) stress, emotion, and health
4. Demonstrate how psychology can be and is applied to local, national, and global issues
5. Describe how psychological theories and research are used to analyze one's behaviors, thoughts, feelings, and interactions with others
6. Demonstrate critical thinking skills and information competence as applied to psychological topics.

IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration, Other, Projects, Visiting Lecturers, Other (Specify), Critique, Group Work, Distance Education, Discussion, Online instructor-provided resources
Other Methods: • Didactic presentations • Large group question and answers • Small group discussions and activities • Individual assessments and exercises • Case Studies • Video and Audio materials

V. Course Content

<u>% of Course</u>	<u>Topic</u>
--------------------	--------------

10.000%	Memory
10.000%	History and theoretical themes and concepts in psychology
10.000%	Scientific research methods
10.000%	Biological basis of behavior
10.000%	Human development
10.000%	Sensation and perceptions. States of consciousness
10.000%	Personality and Social Psychology
10.000%	Abnormal behavior and therapeutic interventions
10.000%	Theories of learning and Motivation
10.000%	Stress, Emotions and Health Psychology
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
40%	Exams/Tests: Assessments: (Exams, tests, quizzes, performance assessments)
20%	Class Participation
20%	Group Projects: Group and/or individual projects (not just written assignments)
20%	Written assignments
100%	Total

VII. Sample Assignments:

#1: 1) Report on a study you hear about through the media (television, radio, online, print). Provide a description of the study methods, its findings and conclusions. Provide a critical analysis of the studies design and its claims.2) Report on a television, movie or literary character that you believe has a mental illness. Go through the diagnostic criteria for the mental illness and give examples of how the character meets criteria for the diagnosis.

Psychology Today Article Review: During Week 4, you will sign up for a topic for your oral presentation. You will select one of the general areas that will be covered during Weeks 10-16. Within the topic area that you chose, you will find an empirical article from a recent peer reviewed journal (2014 or newer) that is on this topic. For this assignment you will be asked to read, analyze and critique the academic journal that you found. Avoid theoretical and review articles (including meta - analytic reviews) . These articles can be difficult to summarize. Choose an article with interesting results and clear methods that will allow you to demonstrate your understanding of basic scientific methods used in psychological research. Also, articles with a single study are usually easier to summarize than multi-experiment papers. Your article review will be presented at the end of the course through a 5 minute presentation (plus time to answer questions) that should cover 6 main elements: purpose, participants, methods, results, limitations and connections to the course. This assignment will be your opportunity to dive deeper into one of the main areas discussed in this course and find current research that may be closely related to your personal interests, background, cultures and experiences. More details and instructions on this assignment will be distributed in class and also via Canvas. We will also dedicate some class time to this assignment. Some example topics are listed below, but it will be important to narrow the topic so that you can read your empirical study and organize a focused and interesting lecture. We will also dedicate some class time to this assignment. Purpose: The purpose of the article review and presentation is: • To promote students' oral communication skills with psychological content. This also gives you the opportunity to share current research with your classmates. • To provide you with the skills necessary to become an informed consumer of research in the "real world." • To encourage the retrieval, analysis, and use of scholarly psychological research promoting information literacy. As you work on your article review, be attentive to the development of the following skills, all of which are critical to our discipline and to many others: • the ability to develop your own questions about an area of research, • the ability to evaluate and summarize previous empirical work that pertains to your questions, • the ability to develop an argument or conclusion This assignment relates to the following student learning outcomes: • Demonstrate an understanding of basic scientific methods used in psychological research

VIII. Student Learning Outcomes:

1. Demonstrate a critical understanding of how psychological, biological, social and cultural factors influence mental processes and behavior.
2. Explain how psychology relies upon scientific research to explain general principles that govern behavior while recognizing individual and cultural differences.
3. Apply psychological principles to understand the self and subjective experiences, interpersonal dynamics, and larger social and cultural trends.

Distance Education: EMERITUS – POL SC E15, Pop Culture, Politics and Social Change

Units:	0.00
Total Instructional Hours (usually 18 per unit):	32.04
Hours per week (full semester equivalent) in Lecture:	1.78
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	64.08
Degree Applicability:	Noncredit
Proposed Start:	Fall 2024
TOP/SAM Code:	220700 - Political Science / E - Non-Occupational
Grading:	Noncredit (No Progress Indicators)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	Older Adults: Noncredit

Rationale

Distance Education application (course approved 11/29/23)

I. Catalog Description

This course helps Emeritus students understand how political movements influence and are influenced by popular culture (such as music, books, comics, fine arts, sports, theater, films and TV). Emphasis will be placed on reviewing different elements of popular culture of various eras in American history and discussing those influences and their impacts on American life and politics.

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 7 years)

III. Course Objectives

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

1. Identify several examples of art and pop culture have influenced politics and vice versa.
2. Recognize the relationship between art, culture and politics.
3. Explain how social issues have been introduced to the public in ways that affect acceptance.

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Observation and Demonstration, Projects

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Impact of Politics on Culture and Art
25.000%	Civic Engagement/Activism and Social Change
25.000%	Pop Culture, Film, Comics and Social Change
25.000%	Music and Social Change
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
100%	Other: There are no grades for Emeritus classes.
100%	Total

VII. Sample Assignments:

Discussion: Watch a documentary in class, and discuss the state of America and its politics at the time of the documentary. Do you think it was reasonable when it was filmed? Do you agree with it now?

Reflection : Instructor will ask students to share an experience with a form of artistic expression that awakened them to a topic that they then wanted to learn more about or take a stand on?

VIII. Student Learning Outcomes:

1. Explain how different cultural and political movements have been represented through art, and how art and pop-culture movements have affected American culture and politics.
2. Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

E POL SC E15 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Approved for Online Delivery in Emergency Contexts Only (“AODECO”)

1a. Instructor - Student Interaction:

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

1b. Student - Student Interaction:

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

1c. Student - Content Interaction:

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

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion	Through their recollections, Emeritus students have been witness to the impacts of pop culture in the 20th and 21st century, and its parallel historical events. The discussion seeks to engage students to explore how they experienced the art forms and politics presented in class during their youth and in adulthood.	35.00%
Other (describe)	Self-reflection outside class. The 5% is cumulative over the course of the full semester. The self reflection could include seeing a play, opera, art show, movie, concert, etc. that was inspired by a presentation or during discussion For those who draw, paint, play music or perform, this may include working on learning a new song or trying a different form of art.	5.00%

Online Lecture	Course content will include short lectures on the presented art form and/or political topics using PowerPoint slides, written handouts, and video supplementation (e.g. TED talk, YouTube video, etc) to aid in the class' subsequent discussion about that art form and its associated politics.	60.00%
----------------	---	--------

2. Organization of Content:

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

3. Assessments:

% of grade	Activity	Assessment Method
100.00%	There are no grades for Emeritus classes	There are no grades for Emeritus classes

4. Instructor's Technical Qualifications:

Instructors should be familiar with how to use videoconferencing software (ex: Zoom) or the LMS (ex: Canvas). Emeritus has provided support to instructors as they set up their videoconferencing classrooms, and walked them through doing so, and sending the link out to enrolled students through mProfessor. The instructor should be knowledgeable of accessibility resources on and off-campus.

5. Student Support Services:

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

6. Accessibility Requirements:

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

7. Representative Online Lesson or Activity:

"Theory of Social Change"

Description: This online lesson aims to engage students in the theory and application of civic engagement, activism and social change.

Introduction (Multimedia Presentation):

Through a combination of a slide deck and in screen sharing, the class will watch several videos, including "The Power of One" (YouTube), and images of pop culture work referencing socio-political issues. Students will be taught the mutual influence of society on culture and vice versa. Students will be taught the tenets of the theory of change, and the continuum of civic engagement/activism.

Students will discuss some of their own individual experiences creating change in their communities, in particular sharing the influences that may have impacted that work.

Once the lecture has finished, questions to ask and discuss:

- 1) What lessons from your own civic activism should be shared with today's young adults?
- 2) Given some of the political issues going on today, what are some of the influences that can be gleaned from music and culture from the past or present?



California Community Colleges

Title 5 Distance Education Changes: Overview and Guidance

Rebecca Ruan-O'Shaughnessy

Erin Larson

November 7, 2022

Vision Goals

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease average unit obtainment for a degree to 79
4. Increase employment for CE students to 76% in their field of study
5. Reduce and erase equity gaps
6. Reduce regional gaps

Commitments

1. Focus on students' goals
2. Design with the students' experience in mind
3. High expectations and high support
4. Foster use of data and evidence
5. Own student performance
6. Thoughtful innovation and action
7. Cross-system partnership

Guided Pathways: Unlearn & Relearning

Guided pathways is more than the four pillars...

Institutional change that improves student outcomes and closes achievement gaps

Identifying and **eliminating student friction points**

Assuming everything can and should change

Working together to change student outcomes

A **vehicle for** realizing and achieving the **Vision for Success**

“

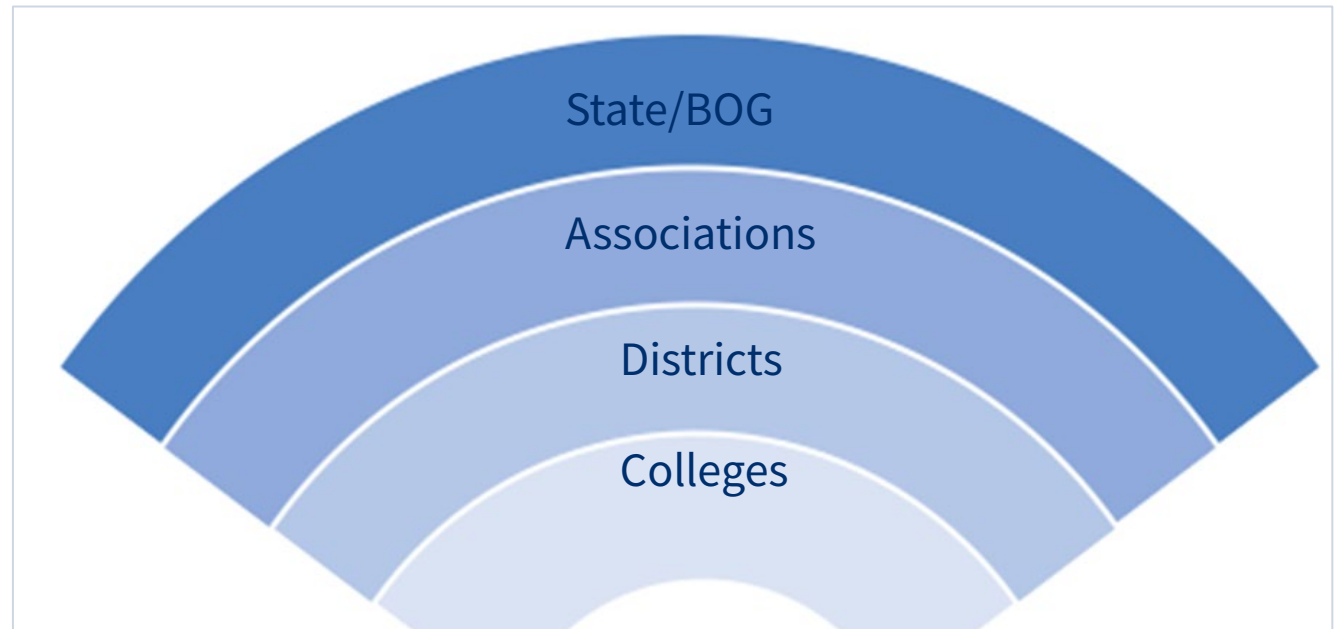
Yesterday I
was clever, so
I wanted to
change the world.

Today I am wise,
so I am changing
myself.

Rumi

GH

Local Control and Authority



Enabling Conditions to Support Quality & Equity DE

Equitable Funding for Online Education



Ensure Accessibility



Strengthen PD in Teaching & Learning in DE



Focus on Student Experience



Support Cross Enrollment



Enhance Technology & Data Infrastructure



Intentional Engagement in Participatory Governance



In service of achieving the purpose of the Chancellor's Office, Vision for Success Goals, Student Success Metrics, and the Office's commitment...

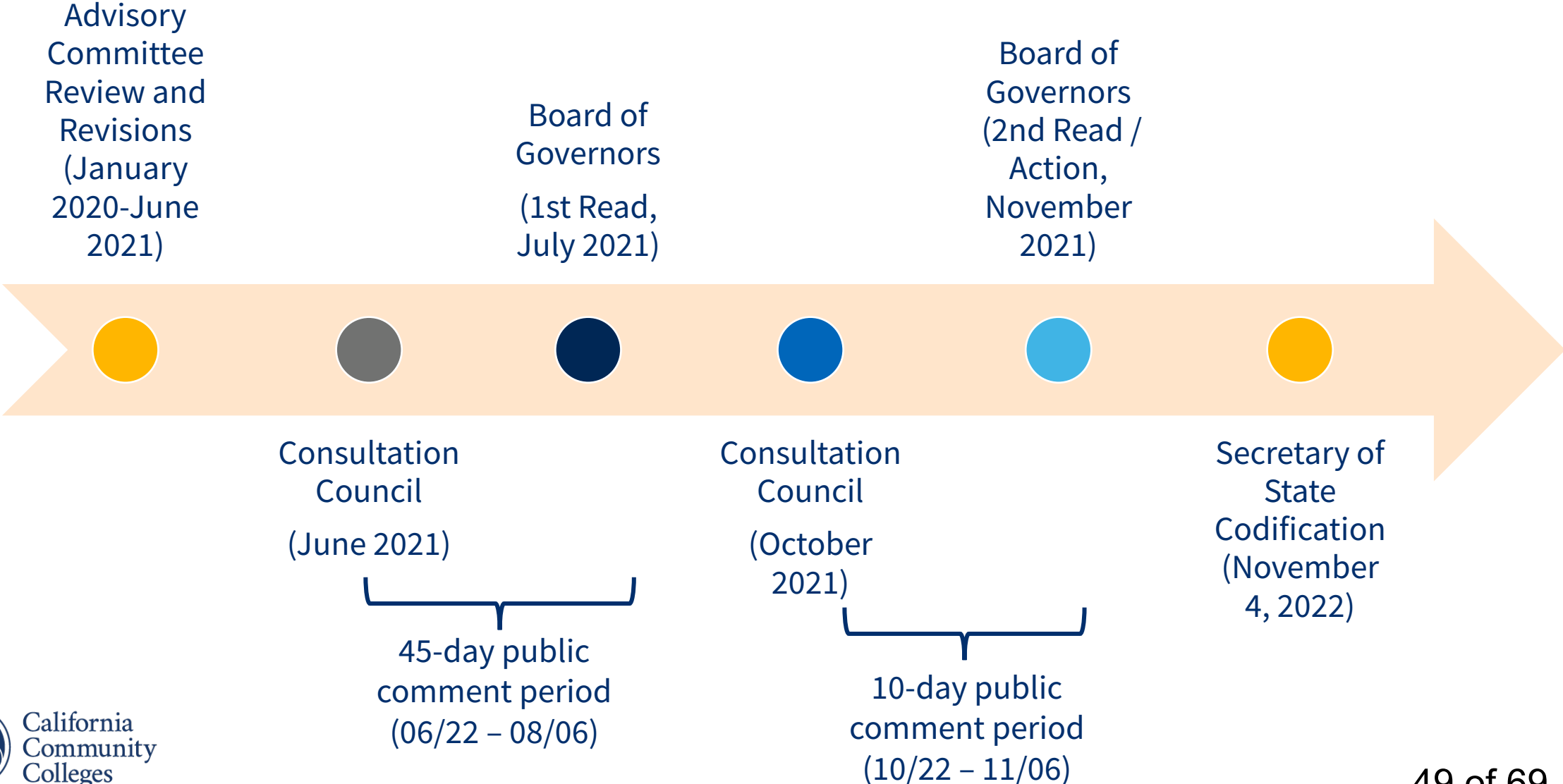
- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Participatory Governance/Advisory Committees
- Intersegmental Coordination
- Data & Research
- Policy & Regulatory Actions
- Funding & Contract Management
- Technology Investments & Tools
- Innovations & System Change / proof of concept & pilots
- Strategic & Procedural (operational) Communication

Purpose of the Distance Education Changes

Align to the Code of Federal Regulations and the Federal Register

Expand the scope of the publication of course standards to include online course requirements.

Review Timeline



Section Amendments and Key Areas of Revision

- 55005- Online Course Disclosure to Students
- 55200- Instruction & Accessibility
- 55204- Instruction
- 55206- Instruction & Accessibility
- 55208- Instruction





Section 55005

Publication of Course Standards

Disclosure to Students

§55005- Publication of Course Standards

- If the course is online and if so
 - Online and in-person synchronous meetings;
 - Any required asynchronous in-person activities;
 - Any required technology platforms, devices and applications; and
 - Any test or assessment proctoring requirements

Section 55005 – General Guidance

- Activities: meetings outside of class, events, field trips
- Technology: equipment, anything needed to be downloaded
- Test/assessment proctoring

- Not specific in the law
- Must be to students



Section 55200

Definition and Application

Section 55200 - Definition and Application



Section 55200 - General Guidance

- Lists: Internet, broadcast, closed circuit, wireless communication devices, etc.
- (a)(4) “other media” – flexibility for innovations
- Ensure equal access on the first day of class



Section 55204

Instructor Contact

Section 55204- Instructor Contact

- Substantive interaction
- Regular interaction
- Asynchronous instructional time

Section 55204 - Correction



Section 55204 - General Guidance



Section 55204 – General Guidance Continued

- Direct instruction
- Accessing or providing feedback on coursework
- Responding to questions
- Facilitating group discussions
- Other activities approved by the institution or accrediting agency



Section 55206

Separate Course Approval

Section 55206- Separate Course Approval



General Guidance





Section 55208

Faculty Selection and Workload

Section 55208- Faculty Selection and Workload

Changes

- Added the federal requirement that distance education instructors must meet qualifications established by the accrediting agency
- Revised references in the “Authorities cited” section

Guidance

See the policies for ACCJC or DEAC depending on who your accrediting agency is.



Next Steps

Enabling Conditions to Support Quality & Equity DE

Equitable Funding for Online Education



Ensure Accessibility



Strengthen PD in Teaching & Learning in DE



Focus on Student Experience



Support Cross Enrollment



Enhance Technology & Data Infrastructure



Intentional Engagement in Participatory Governance





California Community Colleges

Thank you!

www.cccco.edu