

**Santa Monica College  
 Curriculum Committee Meeting Agenda**

Wednesday, March 3, 2010  
 3:00 p.m.

Loft Conference Room (DH-300E)  
 Third Floor, Drescher Hall

Members:	Guido Davis Del Piccolo, Chair	Eleni Hioureas	Christina Preciado
	Georgia Lorenz, Vice Chair	Maral Hyeler	Judith Remmes
	Brenda Antrim	Randal Lawson	Saul Rubin
	Brenda Benson	Helen LeDonne	Jeff Shimizu
	Karissa Gonzalez	Judy Marasco	Edie Spain
	Diane Gross	Walter Meyer	Mary Lynne Stephanou
	Nancy Hanson	Eric Minzenberg	Gary Taka
		Estela Narrie	Diana Wattapongsakorn

Interested Parties:	Jonathan Cohanne	Kiersten Elliott	Katharine Muller
	Mary Colavito	Mona Martin	Wendy Parise
	Ellen Cutler	Mitra Moassessi	Eleanor Singleton
			Julie Yarrish

ExOfficio Members:	Eric Oifer	Cameron Henton
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**Agenda:** Approval of Minutes

Chairs Report: State Approvals

- Information Items:
1. Accounting 01: Accounting 1 (course update)
  2. Business 32: Business Communication (course update)
  3. CIS 51: XHTML, CSS, and Accessibility (course update; title change—*from* Web Page Design Using XHTML and CSS)
  4. CIS 56: Web Media Production (course update; title change—*from* Multimedia for the Web)
  5. CIS 57: Web Planning and Production (course update; title change—*from* Website Management)
  6. CS 32: Database Programming in VB Net (course update)
  7. CS 37: Web Programming in VB Net (course update)
  8. ECE 11: Child, Family and Community (requests UC transferability)
  9. ECE 23: Fieldwork in Early Intervention (course update)
  10. ECE 50A: Parent Skills Development (course update; course number change—*from* ECE 50)

- Information Items:  
 (Program Review-Dance)
1. Dance 02: Dance in American Culture (course update)
  2. Dance 05: Dance History (course update)
  3. Dance 09: Dance Production (course update)

(Info Items—cont.)

4. Dance 16: Advanced Modern Jazz (course update)
5. Dance 17: Beginning Tap (course update)
6. Dance 18: Intermediate Tap (course update)
7. Dance 19: Ballroom Dance (course update)
8. Dance 20: Ethnic Dance (course update)
9. Dance 21: Asian Pacific Dance Survey (course update)
10. Dance 24: Flamenco Dance 1 (course update)
11. Dance 25: African Dance (course update)
12. Dance 27: Brazilian Dance (course update)
13. Dance 37: Beginning Pointe (course update)
14. Dance 55A: Dance Performance-Modern/Contemporary (course update)
15. Dance 55B: Dance Repertory-Modern /Contemporary (course update)
16. Dance 57A: World Dance Performance (course update)
17. Dance 57B: Dance Repertory-Ethnic (course update)
18. Ethnic Dance Staging Techniques (course update)
19. Dance 59A: Dance Performance-Ballet (course update)
20. Dance 79: Dance in New York City (course update)

New Courses—

Credit:

1. Cosmetology 50B: State Board Practical
2. Cosmetology 50C: State Board Written
3. ECE 20: High Scope Curriculum

Distance Education:

1. ECE 20: High Scope Curriculum

Certificates:

1. Business Merchandising Department Certificate
2. Business Entrepreneurship Department Certificate
3. Business International Department Certificate
4. Business Management Department Certificate
5. Business Logistics Department Certificate
6. Business Marketing Department Certificate
7. Early Childhood Education Core Department Certificate
8. Fashion Design: Certificate of Achievement
9. Website Creator Department Certificate (revised)
10. Website Software Specialist Certificate of Achievement (revised)

AA Degrees:

1. Fashion Merchandising: Associate in Arts Degree
2. Website Software Specialist: Associate in Arts Degree (revised)

Old Business:

1. Transfer Degree Debate
2. Life Science Prerequisites

New Business:

1. Application of International Baccalaureate Exam to SMC's A.A. General Education Pattern
2. Chancellor's Office: Avocational, Recreational, and Personal Development Courses
3. Study Abroad Approval Process Subcommittee

Adjournment

SANTA MONICA COLLEGE  
 CURRICULUM COMMITTEE MEETING  
 MINUTES OF DECEMBER 2, 2009

The Santa Monica College Curriculum Committee was called to order by Guido Davis Del Piccolo at 3:09 p.m.

**Members Present:**

Guido Davis Del Piccolo, Chair	Maral Hyeler	Judith Remmes
Georgia Lorenz, Vice Chair	Randy Lawson	Saul Rubin
Brenda Benson	Emily Lodmer	Jeff Shimizu
Karissa Gonzalez	Walter Meyer	Edie Spain
Diane Gross	Eric Minzenberg	Mary Lynne Stephanou
Nancy Hanson	Estela Narrie	Gary Taka
Eleni Hioureas	Christina Preciado	Diana Wattapongsakorn Carol Womack

**Members Absent:** Helen LeDonne

**Others Present:** Amber Katharine                      Christine Schultz                      Bob Ware

**Approval of Minutes:** The minutes of November 18, 2009 were unanimously approved.

**Chair's Report:**

- Guido announced that the Academic Senate on November 24, 2009 approved the following: New Course—Energy 01; Distance Education—Business 31; Prerequisite of English 1 added—Biology 21, 22, and 23.
- Guido went to the Business Department to discuss Auto 50 (which was submitted to the Curriculum Committee as a Global Citizenship course in Ecological Literacy and not approved in Spring 2009). They discussed the possibility of adding a fourth category more geared to vocational courses.
- Guido and Estela Narrie were invited to the Student Affairs Committee to discuss the Administrative Regulations regarding the wording for the IGETC and CSUGE Certificates of Achievement. Language for the change is being considered by the Student Affairs Committee.

**Information Items:**

1. Anthropology 02: Cultural Anthropology (course update)
2. Anthropology 14: Sex, Gender and Culture (course update)
3. English 26/Humanities 26: Introduction to the Humanities (course update)
4. Political Science 22: Environmental Politics and Policies (course update)

**Information Items:**  
 (Program Review: Dance)

1. Dance 14: Beginning Modern Jazz (course update)
2. Dance 15: Intermediate Modern Jazz (course update)
3. Dance 22: Beginning Mexican Jazz (course update)
4. Dance 23: Intermediate Mexican Jazz (course update)

**Information Items:**  
 (Program Review: Library)

1. Library 01: Library Research Methods (course update)
2. Library 03: Advanced Library Research Methods (course update)

(Info Items—cont.)

4. Dance 16: Advanced Modern Jazz (course update)
5. Dance 17: Beginning Tap (course update)
6. Dance 18: Intermediate Tap (course update)
7. Dance 19: Ballroom Dance (course update)
8. Dance 20: Ethnic Dance (course update)
9. Dance 21: Asian Pacific Dance Survey (course update)
10. Dance 24: Flamenco Dance 1 (course update)
11. Dance 25: African Dance (course update)
12. Dance 27: Brazilian Dance (course update)
13. Dance 37: Beginning Pointe (course update)
14. Dance 55A: Dance Performance-Modern/Contemporary (course update)
15. Dance 55B: Dance Repertory-Modern /Contemporary (course update)
16. Dance 57A: World Dance Performance (course update)
17. Dance 57B: Dance Repertory-Ethnic (course update)
18. Ethnic Dance Staging Techniques (course update)
19. Dance 59A: Dance Performance-Ballet (course update)
20. Dance 79: Dance in New York City (course update)

New Courses—  
Credit:

1. Cosmetology 50B: State Board Practical
2. Cosmetology 50C: State Board Written
3. ECE 20: High Scope Curriculum

Distance Education:

1. ECE 20: High Scope Curriculum

Certificates:

1. Business Merchandising Department Certificate
2. Business Entrepreneurship Department Certificate
3. Business International Department Certificate
4. Business Management Department Certificate
5. Business Logistics Department Certificate
6. Business Marketing Department Certificate
7. Early Childhood Education Core Department Certificate
8. Fashion Design: Certificate of Achievement
9. Website Creator Department Certificate (revised)
10. Website Software Specialist Certificate of Achievement (revised)

AA Degrees:

1. Fashion Merchandising: Associate in Arts Degree
2. Website Software Specialist: Associate in Arts Degree (revised)

Old Business:

1. Transfer Degree Debate
2. Life Science Prerequisites

New Business:

1. Application of International Baccalaureate Exam to SMC's A.A. General Education Pattern
2. Chancellor's Office: Avocational, Recreational, and Personal Development Courses
3. Study Abroad Approval Process Subcommittee

Adjournment

- (Information Items cont.) 3. Library 10A-Z: Information Resources: Selected Disciplines (course update)

Note: Library 15 is not on the agenda. Ways are being explored to bring this course back redesigned to fit the mission of the college.

- Consent Agenda:** 1. **Photo 60: Business Practices in Photography**—presented by Bob Ware. (course update; unit change *from 2 units to 3 units*).

Eric Minzenberg moved to approve the Consent Agenda. The motion passed unanimously.

- Global Citizenship:** 1. **Anthropology 02: Cultural Anthropology**—presented by Eric Minzenberg.

The following changes were made: Course Objectives—Change #D to read: "Analyze the significance of, and employ, cross-cultural comparison within the field of cultural anthropology." Change #F to read: "Explain the ethical issues anthropologists are faced with, and professional ethical obligations that must be met in the study of cultural groups different from their own."

Diane Gross moved to approve Anthropology 2 as a Global Citizenship course. The motion passed with 13 yes votes and 6 abstentions.

2. **Anthropology 14: Sex, Gender and Culture**—presented by Eric Minzenberg.

The following change was made: Course Description: The first sentence should read: "Using an anthropological framework, this course presents a cross-cultural survey of the position of men and women throughout the world."

Carol Womack moved to approve Anthropology 14 as a Global Citizenship course. The motion passed with 18 yes votes and 1 abstention.

3. **Political Science 22: Environmental Politics and Policies**—presented by Amber Katharine and Christine Schultz.

The following change was made to the Course Outline: Skills Advisory: Eligibility for English "1."

Nancy Hanson moved to approve Political Science 22 as a Global Citizenship course. The motion passed unanimously.

- Distance Education:** 1. **English 26/Humanities 26: Introduction to the Humanities**—presented by Judith Remmes.

The following change was made: Course Objectives—Change #E to read: "Recognize the relationship between religion and the arts in the western tradition."

Saul Rubin moved to approve English 26/Humanities 26 as a Distance Education course. The motion passed unanimously.

**New Business:**

1. **Transfer Degree Debate**—Resolution AB440 of the Academic Senate for California Community Colleges. This bill deals with having 18 units in an area of emphasis or major in addition to the general education courses. The Academic Senate of California Community Colleges has asked for input from community colleges. The recently adapted resolution opposes eliminating local degree requirements.

Estela Narrie stated that the Articulation and Transfer Committee does not favor this resolution. There was limited discussion due to the lateness of the meeting. This will be on the first agenda in the Spring.

2. **AR 5110 Curriculum Committee Structure, Functions, Responsibilities, Meetings**

Due to time constraints, this discussion will be held in the Spring.

3. **Application of International Baccalaureate Exam to SMC's A.A. General Education Pattern**

Due to time constraints, this discussion will be held in the Spring.

**Adjournment:**

The meeting was adjourned at 5:11 p.m.

**Next Meeting:**

The next meeting of the Curriculum Committee will be Wednesday, March 3, 2010 at 3:00 p.m. in DH-300E, The Loft.

Respectfully submitted,  
Georgia Lorenz  
sb

# COURSE APPROVAL AND DATA SHEET

Request Date: 1-6-10

First Semester: Summer

Total Instructional Hours: 81

Revised X Reinstated

1. Course Number C O S M 5 0 B New

2. Course Title for Schedule of Classes: State Board Practical- Prep

3. Units: 1.5 Hours/Week: 4.5 (Lec \_\_\_ In-Class Lab 4.5 Arranged \_\_\_)  
(Full Semester Equivalent)

4. Prerequisites: Completion of the minimum of 1000 hours of cosmetology training

5. Printed Catalog and Class Schedule Description:

The State Board Practical-Prep class is a class that will prepare the student to take the California State Board practical exam required to obtain a cosmetology license. The state board procedures include: wet hairstyling, thermal pressing and curling with Marcel iron, haircutting, finger waving, roller placement, pin curls, manicure, pedicure, acrylic nails, nail repair, (silk and paper), facial (chemical facial, dermal light facial, plain facial) Hair removal, (tweezers and wax), soft perm (ammonium thioglycolate), hair straightening (sodium hydroxide), cold wave (permanent wave), hair coloring, bleaching, P.D. test (predisposition test), disinfection, sanitation and safety procedures.

6. Rationale for addition of the course to the curriculum:

This is an existing course containing the practical and written components' of the class. If a student needs to retake or study the class a second time, they have to take both components at the same time. The proposal for this class is to separate the two components so that the student can concentrate on the area needed.

7. Should this course be in the A.A. General Education Pattern? Yes No X  
Please indicate what part of the pattern: \_\_\_\_\_ Natural Science  
\_\_\_\_\_ Social Science  
\_\_\_\_\_ Humanities  
\_\_\_\_\_ Language and Rationality  
\_\_\_\_\_ Global Citizenship Requirement

A.A. majors in which this course is required: Cosmetology

A.A. majors in which this course fulfills an option: NA

Certificates of Achievement in which this course is required: Cosmetology

Certificates of Achievement in which this course fulfills an option: NA

Dept. Certificates in which this course is required: NA

Dept. Certificates in which this course fulfills a requirement: NA

8. Should this course be transferable? to CSU Yes \_\_\_ No X to UC\* Yes \_\_\_ No X

\* If you are requesting UC transferability, please list a comparable lower division course

offered at one of the UC campuses: UC Campus:  
Course Number:  
Course Title:

9. Should this course be recommended for inclusion in the CSU general education pattern?

Yes No X

If yes, please indicate what part of the pattern:

- Communication in the English Language
- Physical Universe and Life Forms
- Arts, Literature, Philosophy and Foreign Language
- Social, Political and Economic Institutions
- Understanding and Self Development
- American History and Institutions

10. Should this course be recommended for inclusion in the IGETC pattern?

Yes            No    X            If yes, please indicate what part of the pattern:  
 \_\_\_\_\_ English Communication  
 \_\_\_\_\_ Mathematical Concepts and Quantitative Reasoning  
 \_\_\_\_\_ Arts and Humanities  
 \_\_\_\_\_ Social and Behavioral Sciences  
 \_\_\_\_\_ Biological/Physical Science  
 \_\_\_\_\_ Foreign Language

11. Should this course be repeatable?            Yes    2 x            No            N/A  
 Number of times:

12. Course load factor suggested by department:   .75    
 Rationale:

13. Appropriate discipline(s) for faculty teaching the course:  
 (Refer to: *Minimum Qualifications for Faculty and Administrators in California Community Colleges* adopted by The Board of Governors)

The faculty teaching this course must have a Cosmetology license and a Cosmetology Instructors license or equivalent.

14. Are the required documents submitted?

• Course Outline of Record	Yes	<u>  X  </u>	No	<u>      </u>	N/A	<u>      </u>
• Prerequisite, Corequisite and Advisory Checklist	Yes	<u>  X  </u>	No	<u>      </u>	N/A	<u>      </u>
• Prerequisite Worksheet (Exit/Entrance Skills)	Yes	<u>      </u>	No	<u>      </u>	N/A	<u>      </u>
• Global Citizenship Requirement Application for Approval	Yes	<u>      </u>	No	<u>      </u>	N/A	<u>  X  </u>
• Distance Education Checklist	Yes	<u>      </u>	No	<u>      </u>	N/A	<u>  X  </u>
• Distance Education Form	Yes	<u>      </u>	No	<u>      </u>	N/A	<u>  X  </u>



# Santa Monica College

## Course Outline For State Board Practical Prep COSM 50B

Course Title: State Board Practical  
Date Submitted:  
Updated: January 6, 2010

Units: 1.5  
IGETC Area:  
CSU GE Area:  
Transfer: N/A

### I. Catalog Description:

Prerequisite: Completion of at least 1000 hours of Cosmetology coursework

The State Board Practical-Prep class is a class that will prepare the student to take the California State Board practical exam required to obtain a cosmetology license.

The state board procedures include; wet hairstyling, thermal pressing and curling with Marcel iron, haircutting, finger waving, roller placement, pin curls, manicure, pedicure, acrylic nails, nail repair, (silk and paper), facial (chemical facial, dermal light facial, plain facial) Hair removal, (tweezers and wax), soft perm (ammonium thioglycolate), hair straightening (sodium hydroxide), cold wave (permanent wave), hair coloring, bleaching, P.D. test (predisposition test), disinfection, sanitation and safety procedures.

### II. Required Text and References:

Milady's Standard Cosmetology Textbook: Milady's Publishing Company, 2004  
Milady's Standard Cosmetology Practical Workbook: Milady's Publishing Company, 2004  
Milady's Standard Cosmetology Theory Workbook: Milady's Publishing Company, 2004

### III. Course Objectives:

Upon completion of the course students will be able to:

- A. Demonstrate ability to pass the State Board practical exam.
- B. Describe State Board procedures.
- C. Integrate proper State Board practical procedures with the following subjects:
  - Disinfectant and sanitation procedure
  - Predisposition Test
  - 9 Hair color applications (virgin tint light and dark, dye back, virgin bleach, toner on pre lightened hair, toner retouch, retouch light and dark, bleach retouch).
  - Soft perm
  - Hair cutting
  - Hair straightening
  - Cold wave (permanent Waving)
  - Thermal hair styling (soft and hard press and Marcel iron)
  - Wet hair styling
  - Facials (plain, scrub, dermal light)
  - Hair removal (tweezers and wax)
  - Manicure, pedicure
  - Nail tips
  - Nail repair (silk and paper)

Acrylic nails (sculpture nails)

- D. Demonstrate the proper use of cosmetology equipment.
- E. Demonstrate safe practices in of all above

**IV. Methods of Presentation:**

Lectures/Power point  
Demonstration  
Video/DVD  
Information Sheets  
Field Trip

**V. Course Content:**

<u>Percentage of Term</u>	<u>Topic</u>
5%	Disinfectant and sanitation procedure
10%	California Cosmetology Rules and Regulations
2.5%	Predisposition Test
10%	9 Hair color applications (virgin tint light and dark, dye back, virgin bleach, toner on pre lightened hair, toner retouch, retouch light and dark, bleach retouch).
10%	Soft perm
8%	Hair cutting
8%	Hair straightening
8%	Cold wave (permanent Waving)
8%	Thermal hair styling (soft and hard press and Marcel iron)
8%	Wet hair styling
5%	Facials (plain, scrub, dermal light)
5%	Hair removal (tweezers and wax)
5%	Manicure, pedicure
2.5%	Nail tips
2.5%	Nail repair (silk and paper)
2.5%	Acrylic nails (sculpture nails)

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

Practical Final	20%
Written Final	50%
Verbal Testing	20%
Participation	10%

100 – 90 = A  
89 – 80 = B  
79 – 70 = C  
69 – 60 = D  
59 Below Fail

**VII. Sample Assignment:**

Research steps and make flash cards for hair color applications including: virgin tint dark, virgin tint light, virgin bleach, dye back, and virgin toner on pre lightened hair to assist you in the practical applications of color.

# Santa Monica College

## Student Learning Outcomes

**Date:** January 19, 2010

**Course Name and Number:** COSM 50B: Practical Preparation for State Board Exam

**Student Learning Outcome(s):**

1. Analyze and follow all State Board procedures mandated by the State of California.

As assessed by:

Practical exams given to the students and observed by the instructor that could be implemented by the State Board of California.

2. Demonstrate and utilize techniques that lessen anxiety commonly associated with test taking.

As assessed by:

Students will be given multiple practical exams within a given period of time allowing instructor to assess student test taking progress.

**Demonstrate how this course supports/maps to at least one program and one institutional learning outcome.** Please include all that apply:

1. Program Outcome(s):

Students will recognize all cosmetology practical program procedures in every aspect in the cosmetology field.

COSM 50B expects that students will complete all services following all of the state board procedures

2. Institutional Outcome(s):

**ANALYTIC & COMMUNICATION SKILLS--**

obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;

COSM 50B expects that the students analytical skills are used to analyze the hair, skin and nails of each client to better serve their needs in completing all services following the state board procedures.

# COURSE APPROVAL AND DATA SHEET

Request Date: 1-6-10

First Semester: Summer

Total Instructional Hours: 54

1. Course Number C O S M 5 0 C New X

Revised Reinstated

2. Course Title for Schedule of Classes: State Board Practical- Prep

3. Units: 1 Hours/Week: 3 (Lec \_\_\_ In-Class Lab 3 \_\_\_ Arranged \_\_\_)  
(Full Semester Equivalent)

4. Prerequisites: Completion of the minimum of 1000 hours of cosmetology training

5. Printed Catalog and Class Schedule Description:

This theory course is designed to successfully prepare the student to take the written portion of the California State Board exam required to obtain a cosmetology license. State Board written testing includes: wet hairstyling, thermal pressing and curling with Marcel iron, haircutting, finger waving, roller placement, pin curls, manicure, pedicure, acrylic nails, nail repair, (silk and paper), facial (chemical facial, dermal light facial, plain facial, hair removal (tweezers and wax), soft perm (ammonium thioglycolate), hair straightening (sodium hydroxide), cold wave (permanent wave), P.D. test (predisposition test), disinfection, sanitation and safety procedures.

6. Rationale for addition of the course to the curriculum:

This is an existing course containing the practical and written components' of the class. If a student needs to retake or study the class a second time, they have to take both components at the same time. The proposal for this class is to separate the two components so that the student can concentrate on the area needed.

7. Should this course be in the A.A. General Education Pattern? Yes No X

Please indicate what part of the pattern: \_\_\_\_\_ Natural Science  
 \_\_\_\_\_ Social Science  
 \_\_\_\_\_ Humanities  
 \_\_\_\_\_ Language and Rationality  
 \_\_\_\_\_ Global Citizenship Requirement

A.A. majors in which this course is required: Cosmetology  
 A.A. majors in which this course fulfills an option: NA  
 Certificates of Achievement in which this course is required: Cosmetology

Certificates of Achievement in which this course fulfills an option: NA

Dept. Certificates in which this course is required: NA  
 Dept. Certificates in which this course fulfills a requirement: NA

8. Should this course be transferable? to CSU Yes \_\_\_ No X to UC\* Yes \_\_\_ No X

\* If you are requesting UC transferability, please list a comparable lower division course offered at one of the UC campuses: UC Campus:  
 Course Number:  
 Course Title:

9. Should this course be recommended for inclusion in the CSU general education pattern? Yes No X

If yes, please indicate what part of the pattern:  
 Communication in the English Language  
 Physical Universe and Life Forms  
 Arts, Literature, Philosophy and Foreign Language  
 Social, Political and Economic Institutions  
 Understanding and Self Development  
 American History and Institutions



# SIGNATURE PAGE

COSM 50C Written Preparation for State Board Exam

1. Course Number & Title

## 2. Approvals

Department Vote: Yes 3 No        Not Voting        Date: 2-23-2010

Department Chair: Helen LeDonne *Helen LeDonne* Date: 2-23-2010

Librarian: *[Signature]* Date: 24 Feb 10

List of suggested materials has been given to librarian

Yes  No

Library has adequate materials to support course

Yes  No

## 3. Signatures of Approval

Articulation Officer: \_\_\_\_\_ Date: \_\_\_\_\_

Instructional Dean: \_\_\_\_\_ Date: \_\_\_\_\_

Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Academic Senate: \_\_\_\_\_ Date: \_\_\_\_\_

Board of Trustees: \_\_\_\_\_ Date: \_\_\_\_\_

# Santa Monica College

## Course Outline For State Board Written COSM 50C

Course Title: State Board Written

Units: 1

Date Submitted:

IGETC Area:

Updated: July 1, 2009

CSU GE Area:

Transfer: N/A

### I. Catalog Description:

Prerequisite: Completion of at least 1000 hours of Cosmetology coursework

This theory course is designed to successfully prepare the student to take the written portion of the California State Board exam required to obtain a cosmetology license. State Board written testing includes: wet hairstyling, thermal pressing and curling with Marcel iron, haircutting, finger waving, roller placement, pin curls, manicure, pedicure, acrylic nails, nail repair, (silk and paper), facial (chemical facial, dermal light facial, plain facial, hair removal (tweezers and wax), soft perm (ammonium thioglycolate), hair straightening (sodium hydroxide), cold wave (permanent wave), P.D. test (predisposition test), disinfection, sanitation and safety procedures.

### II. Required Text and References:

Milady's Standard Cosmetology Textbook: Milady's Publishing Company, 2004  
Milady's Standard Cosmetology Practical Workbook: Milady's Publishing Company, 2004  
Milady's Standard Cosmetology Theory Workbook: Milady's Publishing Company, 2004

### III. Course Objectives:

Upon completion of the course students will be able to:

- A. Demonstrate the ability to pass the State Board written exam (Cosmetology State Board Rules and Regulations).
- B. Describe State Board procedures.
- C. Integrate proper State Board theory procedures in the following subjects:
  - Disinfectant and sanitation procedure
  - Predisposition Test
  - 9 Hair color applications (virgin tint light and dark, dye back, virgin bleach, toner on pre lightened hair, toner retouch, retouch light and dark, bleach retouch).
  - Soft perm
  - Hair cutting
  - Hair straightening
  - Cold wave (permanent Waving)
  - Thermal hair styling (soft and hard press and Marcel iron)
  - Wet hair styling
  - Facials (plain, scrub, dermal light)
  - Hair removal (tweezers and wax)
  - Manicure, pedicure
  - Nail tips
  - Nail repair (silk and paper)



Acrylic nails (sculpture nails)  
D. Demonstrate the proper use of cosmetology equipment.

**IV. Methods of Presentation:**

Lectures/Power point  
Demonstration  
Video/DVD  
Information sheets

**V. Course Content:**

<u>Percentage of Term</u>	<u>Topic</u>
5%	Disinfectant and sanitation procedure
10%	California Cosmetology Rules and Regulations
2.5%	Predisposition Test
10%	9 Hair color applications (virgin tint light and dark, dye back, virgin bleach, toner on pre lightened hair, toner retouch, retouch light and dark, bleach retouch).
10%	Soft perm
8%	Hair cutting
8%	Hair straightening
8%	Cold wave (permanent Waving)
8%	Thermal hair styling (soft and hard press and Marcel iron)
8%	Wet hair styling
5%	Facials (plain, scrub, dermal light)
5%	Hair removal (tweezers and wax)
5%	Manicure, pedicure
2.5%	Nail tips
2.5%	Nail repair (silk and paper)
2.5%	Acrylic nails (sculpture nails)

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

Written Final	50%
Verbal Testing	30%
Participation	20%

100 – 90 = A  
89 – 80 = B  
79 – 70 = C  
69 – 60 = D  
59 Below Fail

**VII. Sample Assignment:**

Research steps and make flash cards for the draping, safety and procedure for electrical facial using blue, red and white dermal lights to assist you in the understanding of the theory related to the procedure.

# Santa Monica College

## Student Learning Outcomes

**Date:** January 19, 2010

**Course Name and Number:** COSM 50C: Written Preparation for State Board Exam

**Student Learning Outcome(s):**

1. Analyze and follow all State Board procedures mandated by the State of California.

As assessed by:

Written exams given to the students and observed by the instructor that could be implemented by the State Board of California.

2. Demonstrate and utilize techniques that lessen anxiety commonly associated with test taking.

As assessed by:

Students will be given multiple written exams within a given period of time allowing instructor to assess student test taking progress.

**Demonstrate how this course supports/maps to at least one program and one institutional learning outcome.** Please include all that apply:

1. Program Outcome(s):

Students will recognize and understand all theory of the cosmetology procedures in every aspect in the cosmetology field.

COSM 50C expects that students will completely understand the theory of all services as well as all of the state board procedures

2. Institutional Outcome(s):

**ANALYTIC & COMMUNICATION SKILLS--**

obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;

COSM 50C expects that the students analytical skills are used to analyze the hair, skin and nails of each client to better serve their needs in completing all services mandated by the state board procedures.

# COURSE APPROVAL AND DATA SHEET

Request Date: 2/4/2010

First Semester:

Total Instructional Hours:

54

1. Course Number E C E 2 0 New X Revised Reinstated

2. Course Title for Schedule of Classes: High Scope Curriculum

3. Units: 3 Hours/Week: 3 (Lec\_3\_\_\_ In-Class Lab \_\_\_ Arranged \_\_\_)  
(Full Semester Equivalent)

4. Prerequisites:  
None

5. Printed Catalog and Class Schedule Description:

This course outlines the foundational principles of the High/Scope Preschool Curriculum which is an open-framework model derived from Piagetian theory. This curriculum views children as active learners who learn best from activities that they themselves plan, carry out, and reflect upon. The children are encouraged to engage in a variety of key experiences that help them to make choices, solve problems, and actively contribute to their own development.

6. Rationale for addition of the course to the curriculum:

This is one type of curriculum used in Head Start and other federally funded child development programs for children. One of our goals is to assist the Head Start programs with their staff development. It also offers our ECE students a variety when selecting curriculum options needed for both the certificate and degree options.

7. Should this course be in the A.A. General Education Pattern? Yes No x

Please indicate what part of the pattern: \_\_\_\_\_ Natural Science  
 \_\_\_\_\_ Social Science  
 \_\_\_\_\_ Humanities  
 \_\_\_\_\_ Language and Rationality  
 \_\_\_\_\_ Global Citizenship Requirement

A.A. majors in which this course is required: none

A.A. majors in which this course fulfills an option: Early Childhood Education / Early Childhood Intervention Assistant / Early Childhood Education Intervention Teacher

Certificates of Achievement in which this course is required: none

Certificates of Achievement in which this course fulfills an option: Early Childhood Education / Early Childhood Intervention Assistant / Early Childhood Education Intervention Teacher

Dept. Certificates in which this course is required: none

Dept. Certificates in which this course fulfills a requirement: none

8. Should this course be transferable? to CSU Yes x No \_\_\_ to UC\* Yes \_\_\_ No X

\* If you are requesting UC transferability, please list a comparable lower division course

offered at one of the UC campuses: UC Campus: Similar courses at other CCC transfer to UC

Course Number:

Course Title:

9. Should this course be recommended for inclusion in the CSU general education pattern?

Yes No x If yes, please indicate what part of the pattern:

Communication in the English Language

Physical Universe and Life Forms  
 Arts, Literature, Philosophy and Foreign Language  
 Social, Political and Economic Institutions  
 Understanding and Self Development  
 American History and Institutions

10. Should this course be recommended for inclusion in the IGETC pattern?

Yes  No

If yes, please indicate what part of the pattern:

- English Communication
- Mathematical Concepts and Quantitative Reasoning
- Arts and Humanities
- Social and Behavioral Sciences
- Biological/Physical Science
- Foreign Language

11. Should this course be repeatable?  
 Number of times:

Yes No  N/A

12. Course load factor suggested by department: 1.0

Rationale:

13. Appropriate discipline(s) for faculty teaching the course:

(Refer to: *Minimum Qualifications for Faculty and Administrators in California Community Colleges* adopted by The Board of Governors)

Masters in Early Childhood Education, Education , or Special Education

14. Are the required documents submitted?

- |                                                           |                                         |                             |                                         |
|-----------------------------------------------------------|-----------------------------------------|-----------------------------|-----------------------------------------|
| • Course Outline of Record                                | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/>            |
| • Prerequisite, Corequisite and Advisory Checklist        | Yes <input type="checkbox"/>            | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| • Prerequisite Worksheet (Exit/Entrance Skills)           | Yes <input type="checkbox"/>            | No <input type="checkbox"/> | N/A <input checked="" type="checkbox"/> |
| • Global Citizenship Requirement Application for Approval | Yes <input type="checkbox"/>            | No <input type="checkbox"/> | N/A <input type="checkbox"/>            |
| • Distance Education Checklist                            | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/>            |
| • Distance Education Form                                 | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | N/A <input type="checkbox"/>            |

# SIGNATURE PAGE

1. Course Number & Title Early Childhood Education 20

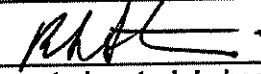
2. Approvals

Department Vote: Yes 5 No 0 Not Voting n/a

Date: November 30, 2009

Department Chair: Laura Manson

Date: February 9, 2010

Librarian: 

Date: 16 FEB 2010

List of suggested materials has been given to librarian

Yes  No

Library has adequate materials to support course

Yes  No

3. Signatures of Approval

Articulation Officer: \_\_\_\_\_

Date: \_\_\_\_\_

Instructional Dean: \_\_\_\_\_

Date: \_\_\_\_\_

Curriculum Committee: \_\_\_\_\_

Date: \_\_\_\_\_

Academic Senate: \_\_\_\_\_

Date: \_\_\_\_\_

Board of Trustees: \_\_\_\_\_

Date: \_\_\_\_\_

# Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Department Early Childhood Education Course Number: 20

Full Course Title: High Scope Curriculum (up to 35 characters, including spaces)

## Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

	Criterion	Criterion	Criterion
	Met	Not Met	Null
<input checked="" type="checkbox"/> <input type="checkbox"/> <b>Copy and paste where appropriate</b>			
1. This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
2. This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
3. The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
4. The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
5. The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
6. This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
7. This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
8. This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
9. The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
10. A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
11. Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
12. Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
13. Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>
14. Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>

## Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required? If yes, state the recommended prerequisites. **NO**

16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course? If yes, state the English and/or math level necessary for success. **N/A**

English level recommended: \_\_\_\_\_

Math level recommended: \_\_\_\_\_

# Santa Monica College

## Course Outline For ECE 20

Course Title: High Scope Key Experience Curriculum

Units: 3

IGETC Area: Not Applicable

CSU GE Area: Not Applicable

Date Submitted: February 1, 2010

CSU GE Area:

Updated:

Transfer: CSU

### I. Catalog Description:

Prerequisite: None

This course outlines the foundational principles of the High/Scope Preschool Curriculum which is an open-framework model derived from Piagetian theory. This curriculum views children as active learners who learn best from activities that they themselves plan, carry out, and reflect upon. The children are encouraged to engage in a variety of key experiences that help them to make choices, solve problems, and actively contribute to their own development.

### II. Required Text and References:

Hohmann and Weiker, Educating Young Children, 3<sup>rd</sup> Edition, High Scope Press: Ypsilanti, MI, 2008.

### III. Course Objectives:

Upon completion of the course students will be able to:

- A. Understand the historical development of the High Scope Curriculum with emphasis on Jean Piaget and the constructivist approach as well as the research involved in the project.
- B. Identify the developmental characteristics of all young children, both typically and atypically developing including the following: cognitive, social-emotional, language and physical development.
- C. Develop activities and techniques to enhance the child's learning in each of the key experiences.
- D. Design a classroom environment and activities that support active learning and social-emotional development.
- E. Describe the teaching strategies used in the High Scope approach during the plan, do, and review portions of a child's day.
- F. Describe the elements of positive adult-child interactions and its importance in laying the foundation for all learning.
- G. Record and interpret observations of children using key experience notes, anecdotal observations and checklists.
- H. Describe the teacher's role in creating positive partnerships with families.
- I. Recognize the value of and strategies involved in teaching in a team comprised of school personnel and families.

**IV. Methods of Presentation:**

Lecture/ Powerpoint  
Video  
Group discussions

**V. Course Content:**

<u>Percentage of Term</u>	<u>Topic</u>
15%	Overview of High Scope Curriculum a. Theoretical foundations b. Child development c. Components of active learning d. Adult-Child interaction strategies e. Working with families
15%	Room Arrangement/classroom environment a. Setting up activity centers b. Materials c. Labeling
15%	Daily Routine a. Elements of the daily routine b. Sequence of the daily routine c. Plan-do-review strategies
15%	Curriculum a. Use of key experiences as a framework for curriculum b. Planning for small group experiences c. Teacher's role during work time, small groups and circle time
20%	Curriculum Planning/ Assessment a. Daily planning - use of team planning b. Child Observation and assessment c. Use of the Child Assessment Record
20%	Key Experiences a. Creative representation b. Language and literacy c. Initiative and social relations d. Movement e. Music f. Classification g. Seriation h. Number i. Space j. Time

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

<u>Percentage</u>	<u>Evaluation Method</u>
35%	Preschool Observation
10%	Journal entries
30%	Key Experience / Curriculum lesson plans



<u>Percentage</u>	<u>Evaluation Method</u>
15%	Quizzes
10%	Case Studies

**VII. Sample Assignments:**

**1) Child Study: Watching and Listening to an Active Learner**

For 10 - 20 minutes, observe a child aged 3-5 years old at play alone or with others. As you watch and listen, record your observations by checking the appropriate items on the Essential Ingredients Summary checklist. If you check an item, note the verifying evidence. Write a summary of your findings.

2) Answer the following questions. Your paper should be a minimum of 2 pages and maximum of 5:

1. Why do many early childhood educators wish to teach young children to recite, recognize, and write alphabet letters?
2. In an active learning setting, how do children learn about alphabet letters and letter sounds?
3. Children who lack hearing, sight, or speech nevertheless retain the desire to communicate. Why is it important for adults to focus on their communication initiatives rather than on their deficits?
4. What is the relationship between language and literacy and creative representation?

# Santa Monica College

## Student Learning Outcomes

**Date:** February 2010

**Course Name and Number:** ECE 20: High Scope Key Experience Curriculum

**Student Learning Outcome(s):**

1. Students will analyze the principles of the High Scope educational approach by comparing/contrasting High Scope educational approach with one other constructivist early childhood curriculum models. (For example Montessori, Reggio Emilia, Bank Street).

**As assessed by:** written documentation

2. Students will describe the philosophical basis of the High Scope Educational approach as it relates to active learning, use of key experiences, room arrangement, the plan-do-review cycle, and teacher planned but child oriented learning experiences.

**As assessed by:** written documentation

**Demonstrate how this course supports/maps to at least one program and one institutional learning outcome.** Please include all that apply:

1. Program Outcome(s):  
Understanding content knowledge in Education\*  
Students understand the importance of each content area in children's learning.  
Students know the essential concepts, inquiry tools, and structure of content areas, and can identify resources.

**Rationale:**

Design a classroom environment and activities that supports active learning and social-emotional development.

2. Institutional Outcome(s):  
ANALYTIC & COMMUNICATION SKILLS--  
Through their experiences at SMC, students will obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;

**Rationale:**

Record and interpret observations of children using key experience notes, anecdotal observations and checklists



For the Curriculum Committee

**QUESTIONS FOR FACULTY PREPARING DISTANCE EDUCATION CLASSES**  
(An additional page for more complete answers may be attached)

**NAME OF CLASS** Early Childhood Education 20: High Scope Curriculum

1. **How specifically will your methods of instruction change in delivering the course online? Describe the specific methods of instruction you will use for this online class. For example, if you typically present a lecture followed by small and large group discussion, how will you teach this same lesson in the online environment? (Keep in mind that in the online environment, written lectures do not get read.)**
  - a. Lectures topics would be presented via PowerPoint using articulate or Zentation (<http://www.zentation.com/>) which combines video and PowerPoints presentations
  - b. Small group discussions will be done via threaded discussion groups followed by a large group debriefing discussion.
2. **How specifically will your methods of evaluation change?**

Methods of evaluation will be the same online as on-ground.
3. **Does eCollege support your technology needs? What other software does your course need?**
  - a. Yes, eCollege will support the technology needed for this course. Audio and video lessons
4. **What are the benefits of offering this course content via distance education?**
  - a. It will reach a wider range of students who are employed and have multiple responsibilities.
5. **What are the anticipated challenges with teaching this course via distance education? (Consider pedagogical, practical, and technical challenges.)**
  - a. Assisting students who enroll in the online class but are not technologically savvy or do not understand the importance of self motivation, organization and time management are consistently a challenge for me as an online instructor. Often these students end up dropping, being dropped, or failing the class. I am hoping to develop more online strategies to assist students to be successful in the online environment.
6. **What experience do you have with the technology needed to support your method of delivering this course via distance education? If you have little or none, what training do you anticipate undertaking to facilitate the delivery of your class?**
  - a. I have been teaching online since Spring 2005 and I take advantage of several professional development opportunities offered through eCollege, @ONE and Distance Education GEEK club.

- 7. In which semester do you wish to begin offering this distance education class? Spring 2011**
  
- 8. How do you propose to establish and maintain regular and effective contact with students as required by Title V, Section 55211?**
  - a. Virtual office
  - b. Announcements posted in the virtual classroom
  - c. Email
  - d. Phone contact
  - e. Office hours by appointment

## **Business Management**

### **Department Certificate—12 units**

#### *Required courses:*

Business 1, Introduction to Business (3)  
Business 20, Principles of Marketing (3)  
Business 32, Business Communication (3)  
Business 65, Management Principles (3)

#### *Additional recommended courses:*

Business 62, Human Relations and Ethical Issues in Business (3)  
Business 51, Intercultural Business Communication (3)  
Business 76, Human Resource Management (3)  
Business 5, Business Law (3)  
Business 54, International Management (3)  
Accounting 1, Accounting 1, (5)

## **Business Logistics**

### **Department Certificate--12 units**

#### *Required courses:*

Business 80, Principles of Logistics (3)  
Business 81, Transportation Management (3)  
Business 82, Supply Chain Management (3)  
Business 83, Operations Management (3)

#### *Additional recommended courses:*

Business 1, Introduction to Business (3)  
Business 51, Introduction to International Business (3)  
Business 52, International Marketing (3)  
Business 53, Importing and Exporting (3)

## **Business Marketing**

### **Department Certificate—12 units**

#### *Required courses:*

Business 1, Introduction to Business (3)  
Business 20, Principles of Marketing (3)  
Business 26, Marketing Research and Consumer Behavior (3)

#### *Choose one of the following:*

Business 22, Introduction to Advertising (3)  
Business 23, Principles of Selling (3)  
Business 28, Marketing Promotion (3)  
Business 52, International Marketing (3)

**Business Department  
Department Certificates of Completion  
February 2010**

**Business Merchandising  
Department Certificate—12 units**

*Required courses:*

Business 20, Principles of Marketing (3)  
Business 21, Merchandising Principles (3)  
Business 25, Advertising Display

And

*Choose one from the following:*

Business 1, Introduction to Business (3)  
Business 22, Introduction to Advertising (3)  
Business 23, Principles of Selling (3)

**Business Entrepreneurship  
Department Certificate—12 units**

*Required courses:*

Accounting 21, Business Bookkeeping (3) or Accounting 1, Accounting 1 (5)  
Business 5, Business Law (3) or Business 32, Business Communication (3)  
Business 63, Principles of Entrepreneurship (3)

And

*Choose one from the following:*

Business 1, Introduction to Business (3)  
Business 27, Introduction to e-Commerce (3)  
Business 50, Introduction to International Business (3)  
Business 65, Management Principles (3)  
Business 80, Principles of Logistics (3)  
Accounting 35/CIS 35 Quickbooks (3)

**Business International  
Department Certificate—12 units**

*Required courses:*

Business 50, Introduction to International Business (3)  
Business 52, International Marketing (3)  
Business 53, Importing and Exporting (3)

And

*Choose one from the following:*

Business 1, Introduction to Business (3)  
Business 32, Business Communication (3)  
Business 54, International Management (3)  
Business 80, Principles of Logistics (3)

**Early Childhood Education**  
Early Childhood Education Core Department Certificate

**Required Coursework: (12 Units)**

1. Psychology 11- Child Growth and Development
2. Early Childhood Education 2- Principles and Practices in Early Childhood programs
3. Early Childhood Education 11- Home, School and Community
4. Chose one of the following:
  - Early Childhood Education 4
  - Early Childhood Education 5
  - Early Childhood Education 8
  - Early Childhood Education 17

**Rationale:**

This certificate mirrors the courses required to obtain the Associate Teacher Permit according to the Child Development Permit Matrix issued by the California Commission on Teaching Credentialing. It will outline the 12 core units needed for employment in a California Community Care Licensed program, thus making the requirements apparent to students.

Note: All who desire to work in an early childhood setting are required to take these core classes. Students taking these classes are often post BA/BS and come to SMC to take these units. Other students take the 12 core units and then transfer to a 4 year institution. Not all of our early childhood education students complete the traditional 27 unit Early Childhood Education certificate. Without this certificate, we are unable to capture this group of completers.



Application Date



California Community Colleges

**SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM**

<u>Fashion Design</u> TITLE OF PROPOSED PROGRAM		<u>Georgia Lorenz</u> CONTACT PERSON
_____ TITLE OF EXISTING PROGRAM (IF DIFFERENT)		<u>Dean, Instruction</u> TITLE
<u>1303.10</u> EXISTING PROGRAM T.O.P. CODE	<u>03284</u> EXISTING PROGRAM UNIQUE CODE	<u>(310) 434-4277</u> PHONE NUMBER
<u>Santa Monica College</u> COLLEGE	<u>Santa Monica</u> DISTRICT	<u>lorenz_georgia@smc.edu</u> E-MAIL ADDRESS
<u>upon approval</u> PROJECTED START DATE FOR CHANGE		
<b>GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):</b>		
<input checked="" type="checkbox"/> CAREER TECHNICAL EDUCATION (CTE) <input type="checkbox"/> TRANSFER <input type="checkbox"/> OTHER		

**PLANNING SUMMARY**

Type of change requested: Check all that apply.		
Replace Existing Program	<input type="checkbox"/>	Recommended T.O.P. Code
Add new Certificate of Achievement	<input checked="" type="checkbox"/>	Units for Degree Major or Area of Emphasis
Add Degree to Existing Certificate Program	<input type="checkbox"/>	Required Units—Certificate
Add new Option/Track to Existing Degree	<input type="checkbox"/>	Projected Annual Completers
Delete Existing Degree Major, Area of Emphasis, Track or Option	<input type="checkbox"/>	
Delete Existing Certificate	<input type="checkbox"/>	

**DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION**

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but do not re-number the sections. Provide documentation in the form of attachments as indicated.

**Criteria A. Appropriateness to Mission**

1. Statement of goals and objectives for existing program, including new changes.
2. Catalog description for existing program, including new option.
3. New program requirements.
4. **Optional:** Discussion of background and rationale (if needed).

**Criteria B. Need**

5. Enrollment and Completer Projections
6. Place of proposed change in the curriculum – relation to existing program and options; relation to other programs at your college.
7. Discussion of impact on other colleges in region (optional for transfer only programs).
8. Analysis of labor market need or job availability (for career technical education only).

**Criteria C. Curriculum Standards**

9. Transfer applicability to two 4-year institutions (if applicable).
- Attachment:** Course outlines for required courses (required for all applications).  
**Attachment:** Articulation Agreements (if applicable).

**If applicable to revised program:**

10. **Criteria D-Adequate Resources:** Facilities, additional faculty, and new equipment or library resources
11. **Criteria E-Compliance:** Enrollment restrictions and licensing or accreditation standards

## Criteria A. Appropriateness to Mission

1. Statement of goals and objectives for existing program, including new changes.  
Santa Monica College would like to offer a Certificate of Achievement in Fashion Design which mirrors our existing Associate in Arts degree in Fashion Design. We would like to give students the option of completing *either* a certificate or a degree in this field. By offering a certificate of achievement, students will receive acknowledgment of completion of a body of work in Fashion Design without also being obligated to complete 60 units and the general education pattern. This will allow students to have proof of their accomplishment and to get out into the workforce faster.
2. Catalog description for existing program, including new option.  
Fashion designers create new apparel and accessory designs. They may sketch the garment, cut the pattern, select the fabric and materials, and in some cases construct the sample garment. They may arrange for the showing of a line at sales meetings and/or fashion shows.

At least 50% of the required units for Certificates of Achievement must be completed at Santa Monica College. Each course must be completed with a grade of C or higher.

40 units are required to complete the certificate.

3. New program requirements.  
The requirements for the proposed certificate of achievement will be the same as the major for the A.A. degree in Fashion Design.

Fashion Design 40 units  
Core Classes (9 units)  
Fashion 1, Trends and Design (3)  
Fashion 3, Apparel Construction (3)  
Fashion 9A, Fashion Illustration & Merchandising (3)

Second Level Classes (11-12 units)  
Fashion 2, Color Analysis (3)  
Fashion 5, Fashion Buying (3)  
Fashion 10, Advanced Design & Construction (3)  
Fashion 6A, Pattern Analysis and Design (2) OR Fashion 13, Draping I (3)

Third Level Classes (8 units)  
Fashion 6B, Pattern Drafting and Design Intermediate (3)  
Fashion 11, Tailoring (2)  
Fashion 14, Draping II (3)

Fourth Level Classes (9 units)  
Fashion 7, Fabrics for Fashion Design and Merchandising (3)  
Fashion 8, History of Fashion Design (3)  
Fashion 12, Fashion Show Production (3)

Electives (3 units)  
Art 10A, Design I (3)  
Art 20B, Drawing II  
Business 63, Principles of Entrepreneurship (3)  
Fashion 9B, Advanced Fashion Illustration and Advertising (2)  
Fashion 15, Ethnic Fashion (3)  
Fashion 16, Pattern Grading (2)  
Fashion 17, Apparel Production Manufacturing Techniques (3)  
Fashion 18, Computer Assisted Fashion Illustrator and Design (2)  
Fashion 19, Fashion Marketing (3)  
Fashion 20, Window Display for Fashion (3)

4. **Optional:** Discussion of background and rationale (if needed). N/A

## Criteria B. Need

5. Enrollment and Completer Projections

The Fashion Design program at Santa Monica College has experienced steady enrollment. While it is one of our smaller programs, it has proven to be popular among our students. 18 sections were fully enrolled in Fall 2009. In addition several students engaged in independent study and internships in the field. 22 sections were offered in Spring 2009. The total annual enrollment estimate for Fashion Design courses is approximately 800 (duplicated). We estimate that there will be 30 certificate completers per year.

6. Place of proposed change in the curriculum – relation to existing program and options; relation to other programs at your college.

The college currently offers a certificate of achievement in Fashion Merchandising but only an AA degree in Fashion Design. By creating a certificate option for students in Fashion Design, we will allow students the flexibility to take the required courses in the major without the obligation of fulfilling the general education requirements and an additional 20 units. This will fulfill a student need by helping students to pursue jobs in the field more quickly with proof of their academic accomplishment in hand. The required courses are the same as those for the degree. Some of the courses are shared with the Fashion Merchandising program, and these two programs are operated in the same department utilizing the same resources and faculty.

7. Discussion of impact on other colleges in region (optional for transfer only programs).  
Adding a certificate of achievement option for students in Fashion Design will have no impact on other colleges in the region. The Fashion Design degree program has been operating for many years. We do not anticipate increasing the number of sections offered or expanding the program in any way to accommodate the new certificate, so there should be no additional impact to other colleges.

8. Analysis of labor market need or job availability (for career technical education only).  
We are not proposing a new CTE area of study, only the addition of a certificate of achievement option.

According to EMSI (Economic Modeling Specialists, Inc.) there will be a 9% increase in the jobs available in the field of Fashion/Apparel Design between 2009 and 2014 in the Los Angeles County area. There will be 213 annual openings and 642 replacement jobs. See attachment.

### Criteria C. Curriculum Standards

9. Transfer applicability to two 4-year institutions (if applicable). N/A

**Attachment:** Course outlines for required courses (required for all applications). *See attached.*

**Attachment:** Articulation Agreements (if applicable). N/A

### If applicable to revised program:

10. **Criteria D-Adequate Resources:** Facilities, additional faculty, and new equipment or library resources  
The addition of the certificate of achievement option in Fashion Design will not require any new investment of facilities, equipment, funding or faculty.
11. **Criteria E-Compliance:** Enrollment restrictions and licensing or accreditation standards  
The Fashion Design program is an open access program which does not have additional licensing requirements or accreditation standards.

**REVISION OF EXISTING CERTIFICATE  
(February 2010)**

**REVISED – WEBSITE CREATOR (15 units) (effective Fall 2010)**

**Required Courses: (15 units)**

- CIS 50, Internet, HTML and Web Design (3)
- CIS 51, XHTML, CSS, and Accessibility (3)
- CIS 59A, Dreamweaver I (3)
- CIS 54, Web Page Development and Scripting (3)
- CIS 60A, Photoshop I (3)

**CURRENT - Certificate for Comparison Purposes**

**Required Courses: (15 units)**

- CIS 50, Internet, HTML and Web Design (3)
- CIS 51, Web Page Design Using XHTML and CSS (3)
- CIS 53, Microsoft Expression Web (3) or CIS 59A, Dreamweaver I (3)
- CIS 54, Web Page Development and Scripting (3)
- CIS 60A, Photoshop I (3)

**Recommended Courses:**

- CIS 58, Designing Accessible Websites (3)
- CIS 61, Fireworks (3)

Application Date



California Community Colleges

SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM

Fashion Merchandising
TITLE OF PROPOSED PROGRAM

Georgia Lorenz
CONTACT PERSON

TITLE OF EXISTING PROGRAM (IF DIFFERENT)

Dean, Instruction
TITLE

1303.20
EXISTING PROGRAM T.O.P. CODE

03283
EXISTING PROGRAM UNIQUE CODE

(310) 434-4277
PHONE NUMBER

Santa Monica College
COLLEGE

Santa Monica
DISTRICT

lorenz\_georgia@smc.edu
E-MAIL ADDRESS

upon approval
PROJECTED START DATE FOR CHANGE

GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):

- [X] CAREER TECHNICAL EDUCATION (CTE) [ ] TRANSFER [ ] OTHER

PLANNING SUMMARY

Table with 3 columns: Type of change requested (checkboxes), Recommended T.O.P. Code, Units for Degree Major or Area of Emphasis, Required Units—Certificate, Projected Annual Completers.

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. Number the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but do not re-number the sections. Provide documentation in the form of attachments as indicated.

Criteria A. Appropriateness to Mission

- 1. Statement of goals and objectives for existing program, including new changes.
2. Catalog description for existing program, including new option.
3. New program requirements.
4. Optional: Discussion of background and rationale (if needed).

Criteria B. Need

- 5. Enrollment and Completer Projections
6. Place of proposed change in the curriculum - relation to existing program and options; relation to other programs at your college.
7. Discussion of impact on other colleges in region (optional for transfer only programs).
8. Analysis of labor market need or job availability (for career technical education only).

Criteria C. Curriculum Standards

- 9. Transfer applicability to two 4-year institutions (if applicable).

Attachment: Course outlines for required courses (required for all applications).

Attachment: Articulation Agreements (if applicable).

If applicable to revised program:

- 10. Criteria D-Adequate Resources: Facilities, additional faculty, and new equipment or library resources
11. Criteria E-Compliance: Enrollment restrictions and licensing or accreditation standards

## Criteria A. Appropriateness to Mission

1. Statement of goals and objectives for existing program, including new changes.  
Currently Santa Monica College only offers a certificate of achievement in Fashion Merchandising. We would like to give students the option of pursuing an Associate in Arts degree in this field. The goals and objectives of the program remain unchanged.
2. Catalog description for existing program, including new option.  
Fashion merchandisers select, purchase, promote, and sell clothing and accessories. They study fashion trends and visit manufacturers and merchandise markets. They work as part of a team and consult with managers and buyers, advise the advertising and display departments, and organize and coordinate promotional activities such as fashion shows. They may advance to become buyers and purchasing agents, sales representatives, and managers.

Students must complete major requirements in effect at the time enrollment begins or major requirements in effect at graduation as long as continuous enrollment is maintained. At least 50% of the required major units must be completed at Santa Monica College. All coursework for the major must be completed with a grade of C (2.0) or higher.

Graduation from Santa Monica College with the Associate in Arts degree is granted upon successful completion of a program of studies of 60 units with a grade point average of C (2.0) or higher. Each program of study is composed of State and local requirements. The General Education requirements consist of 18 units in the following five areas:

- I. Natural Science (3 units)
- II. Social Science (6 units)
- III. Humanities (3 units)
- IV. Language and Rationality (6 units)
- V. Global Citizenship (3 units)- please note, courses from other areas may be used to fulfill more than one area

3. New program requirements.

Fashion Merchandising major 40 units  
Core Classes (9 units)  
Fashion 1, Trends and Design (3)  
Fashion 3, Apparel Construction (3)  
Fashion 9A, Fashion Illustration & Merchandising (3)

Second Level Classes (9 units)  
Fashion 2, Color Analysis (3)  
Fashion 5, Fashion Buying (3)  
Fashion 6A, Pattern Analysis and Design (2) OR Fashion 13, Draping I (3)

Third Level Classes (9 units)  
Fashion 7, Fabrics for Fashion Design and Merchandising (3)  
Fashion 12, Fashion Show Production (3)  
Fashion 19, Fashion Marketing (3)

Fourth Level Classes (8 units)  
Fashion 8, History of Fashion Design (3)  
Fashion 9B, Advanced Fashion Illustration and Advertising (2)  
Fashion 15, Ethnic Fashion (3)

Electives (5 units)  
Art 10A, Design I (3)  
Art 20B, Drawing II  
Business 31, Business English Fundamentals (3)  
Business 63, Principles of Entrepreneurship (3)  
CIS 1, Computer Concepts with Applications (3)  
Fashion 6B, Pattern Drafting and Design Intermediate (3)  
Fashion 11, Tailoring (2)  
Fashion 14, Draping II (3)  
Fashion 16, Pattern Grading (2)  
Fashion 17, Apparel Production Manufacturing Techniques (3)  
Fashion 18, Computer Assisted Fashion Illustrator and Design (2)  
Fashion 20, Window Display for Fashion (3)

4. **Optional:** Discussion of background and rationale (if needed). N/A

### Criteria B. Need

5. Enrollment and Completer Projections

The Fashion Merchandising program at Santa Monica College has experienced steady enrollment. While it is one of our smaller programs, it has proven to be popular among our students. 18 sections were fully enrolled in Fall 2009. In addition several students engaged in independent study and internships in the field. 22 sections were offered in Spring 2009. The total annual enrollment estimate for Fashion Merchandising courses is approximately 800 (duplicated). We estimate that there will be 15 AA degree completers per year.

6. Place of proposed change in the curriculum – relation to existing program and options; relation to other programs at your college.

The college currently offers a certificate of achievement in Fashion Merchandising but not an AA degree. The addition of an AA degree option for students will give students the choice to pursue a degree that provides a broader base of academic coursework that will serve them well in the workplace. This includes mathematics, writing skills, communication skills, and knowledge areas that are part of the general education requirements. Possessing a degree as opposed to a certificate may allow the student to advance along the career ladder more quickly and earn a higher salary as well.

The required courses are the same as those for the certificate. Most of the courses are shared with the Fashion Design degree program, and these two programs are operated in the same department utilizing the same resources and faculty.

7. Discussion of impact on other colleges in region (optional for transfer only programs).

Adding a degree option for students in Fashion Merchandising will have no impact on other colleges in the region. The Fashion Merchandising certificate program has been operating for many years. We do not anticipate increasing the number of sections offered or expanding the program in any way to accommodate the new degree, so there should be no additional impact to other colleges.

8. Analysis of labor market need or job availability (for career technical education only).  
We are not proposing a new CTE area of study, only the addition of a degree option.

According to EMSI (Economic Modeling Specialists, Inc.) there will be a 9% increase in the jobs available in the field of Fashion/Apparel Design between 2009 and 2014 in the Los Angeles County area. There will be 213 annual openings and 642 replacement jobs. See attachment.

### Criteria C. Curriculum Standards

9. Transfer applicability to two 4-year institutions (if applicable). N/A

**Attachment:** Course outlines for required courses (required for all applications). *See attached.*

**Attachment:** Articulation Agreements (if applicable). N/A

### If applicable to revised program:

10. **Criteria D-Adequate Resources:** Facilities, additional faculty, and new equipment or library resources

The addition of the degree option in Fashion Merchandising will not require any new investment of facilities, equipment, funding or faculty.

11. **Criteria E-Compliance:** Enrollment restrictions and licensing or accreditation standards

The Fashion Merchandising program is an open access program which does not have additional licensing requirements or accreditation standards.

**REVISION OF EXISTING CERTIFICATE  
(February 2010)**

**REVISED – WEBSITE SOFTWARE SPECIALIST CERTIFICATE (37 units) (effective Fall 2010)**

**Required Core Courses: (18 units)**

CIS 1, Computer Concepts with Applications (3)  
CIS 50, Internet, HTML, and Web Design (3)  
CIS 51, XHTML, CSS, and Accessibility (3)  
CIS 54, Web Page Development and Scripting (3)  
CIS 59A, Dreamweaver I (3)  
CIS 60A, Photoshop I (3)

**Required Concentration Courses (13 units)**

CIS 56, Web Media Production (3)  
CIS 57, Website Planning and Production (3)  
CIS 59B, Dreamweaver II (3)  
CIS 62A, Flash I (3)  
CIS 88A, Independent/special topics (1)

**Select Two of the Following Elective Courses (6 units)**

CIS 55, Advanced Web Page Development and Scripting (3)  
CIS 62B, Flash II (3)  
CIS 66, FLEX (3)

**CURRENT - WEBSITE SOFTWARE SPECIALIST CERTIFICATE & ASSOCIATE IN ARTS  
DEGREE ( 34 units)**

**Required Courses: (34 units)**

CIS 1, Computer Concepts with Applications (3)  
CIS 50, Internet, HTML, and Web Design (3)  
CIS 51, Web Page Design Using XHTML and CSS (3)  
CIS 53, Microsoft Expression Web (3)  
CIS 54, Web Page Development and Scripting (3)  
CIS 55, Advanced Web Page Development & Scripting (3)  
CIS 56, Multimedia for the Web (3)  
CIS 57, Web Site Management (3)  
CIS 59A, Dreamweaver I (3)  
CIS 60A, Photoshop I (3)  
CIS 62A, Flash I (3)  
CIS 88A, Independent Study (1)

**Additional Recommended Courses:**

CIS 58, Designing Accessible Websites (3)  
CIS 59B, Dreamweaver II (3)  
CIS 60B, Photoshop II (3)  
CIS 61, Fireworks (3)  
CIS 62B, Flash II (3)



# 41<sup>st</sup> FALL SESSION RESOLUTIONS

## Academic Senate for California Community Colleges (ASCCC)

### FALL 2009 ADOPTED RESOLUTIONS

**4.02 F09 Maintain Local Autonomy over Degree Requirements**  
**Chris Hill, Grossmont College**

Whereas, Assembly Bill 440 (Beall), in an attempt to remove perceived barriers to transfer for community college students, recently proposed legislation that would remove local autonomy for degrees by placing degree requirements into statute and could effectively lead to legislative curriculum dictates;

Whereas, Placing any degree requirements in statute is in direct contradiction to Education Code §70902(b)(7), which clearly puts responsibility for curriculum and academic standards under the joint responsibility of the local board and the academic senates of a district;

Whereas, Title 5 already grants community colleges the right to develop degrees with a minimum of 60 transferable semester units consisting of an approved transfer general education program (e.g., IGETC or CSU GE) and a major or area of emphasis as locally defined, and allows local colleges the ability to create degree variations that best serve their students' ability to transfer; and

Whereas, The Academic Senate for California Community Colleges previously affirmed its support for local autonomy in several of the 10+1 areas, including curriculum (Resolution 6.02 F03 and 18.03 F07);

Resolved, The Academic Senate for California Community Colleges oppose any legislation that seeks to alter its curriculum, degree, and certificate requirements and reaffirm its support of local autonomy and faculty primacy over the same.

MSC Disposition: Chancellor's Office, Local Senates  
Assigned: President

### FALL 2009 REFERRED RESOLUTIONS

**4.03 F09 Response to AB 440: "Transfer Degree"**  
**Stephanie Dumont, Golden West College, Executive Committee**

Whereas, Assembly Bill 440 (Beall) as of July 2, 2009 would authorize a community college to award an associate degree in a major or area of emphasis designated "for transfer" to students who complete a minimum of 60 transferable semester units consisting of an approved transfer general education program (e.g., IGETC or CSU GE) and a major or area of emphasis as locally defined and requires colleges that do so to refrain from requiring additional local requirements that are not included in the GE package or the major/area of emphasis;

Whereas, There is a great deal of support for the concept of a "transfer degree" in the legislature and public, and it is possible that a bill will move forward that would put California community college degrees in statute rather than in Title 5, and such a bill could require degree standards that could be inconsistent with the Academic Senate positions; and

Whereas, Placing any degree in statute is inappropriate and could effectively lead to legislative curriculum dictates, but making a change in Title 5 regulations would retain control of degrees within the California Community Colleges and codify degrees that many colleges are already awarding;

Resolved, The Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 regulations such that colleges would be permitted to offer associate degrees in a major or area of emphasis designated for transfer to students who complete GE (IGETC or CSU GE) and 60 transferable semester units with a minimum of 18 semester units in a major or area of emphasis and require the colleges that do so to refrain from requiring additional local requirements that are not included in the GE package or the major/area of emphasis.

MSR Disposition: Referred to the Executive Committee to collect further information and return in Spring 2010.

**4.03.01 F09 Amend Resolution 4.03 F09  
Stephanie Dumont, Golden West College**

Amend the resolve:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 regulations such that colleges would be permitted to award an associate degree in a major or area of emphasis designated "for transfer" (e.g., "Psychology for Transfer") to students who complete at least 60 transferable semester units including a minimum of 18 semester units in a major or area of emphasis that meet the requirements of transfer institutions and a transfer general education pattern, and require the colleges that choose to offer such a degree do not impose any additional local graduation requirements.

MSR Disposition: Referred to the Executive Committee to collect further information and return in Spring 2010.

**4.04 F09 Transfer Degree  
Paul Setziol, De Anza College**

Whereas, State legislators have proposed statewide transfer degrees;

Whereas, The Academic Senate for California Community Colleges maintains that the purview of degree definitions in legislation goes against basic higher education principles embedded in past practice;

Whereas, The faculty should maintain the right and responsibility to determine graduation degree requirements as specified in Title 5; and

Whereas, Title 5 currently makes no reference to transfer associate degrees;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to seek a change to Title 5 requiring the colleges to offer a transfer associate degree; and

Resolved, That the Academic Senate for California Community Colleges include in Title 5 language the provision that any local requirements for the degree are to be governed by existing Title 5 language on graduation requirements.

MSR Disposition: Referred to the Executive Committee to collect further information and return in Spring 2010.

**4.04.01 F09 Amend Resolution 4.04 F09  
Paul Setziol, De Anza College**

Add second resolve:

Resolved, That the Academic Senate for California Community Colleges define a transfer associate degree to be a degree, the successful completion of which certifies that a student meets the requirements for transfer to UC and or CSU.

MSR Disposition: Referred to the Executive Committee to collect further information and return in Spring 2010.

---

## Background for Resolution 4.02 F09 Response to AB 440: "Transfer Degree" (FAQs)

This resolution calls for the Academic Senate to "... work with the Chancellor's Office to change Title 5 regulations such that colleges would be permitted to offer associate degrees in a major or area of emphasis designated for transfer to students who complete GE (IGETC or CSU GE) and 60 transferable semester units with a minimum of 18 semester units in a major or area of emphasis, and require the colleges that do so to refrain from requiring additional local requirements that are not included in the GE package or the major/area of emphasis."

1. Why/how is this resolution a response to AB 440?

AB 440, a bill being considered today, seeks to put a community college degree into law. It intends to introduce a degree option for community colleges through legislation. However, legislation is often not the best way to improve higher education. Although the proposed language of AB440 is **permissive**, meaning that it would not mandate us to change, the idea of placing a degree into **law** could set a dangerous precedent. It could lead to all of our degrees being legislated, removing faculty control of our degrees. No other segment of higher education has their degrees legislated. In contrast, resolution 4.02 recommends placing the language in Title 5 regulation rather than in law--- so the community colleges may *elect* to make this change. Note that the language is **permissive** in nature and does not mandate that local degrees be modified in any way – it merely states explicitly that this is an option that colleges have.

2. I thought we opposed AB 440 – what happened?

The ASCCC took a strong oppose position to AB 440 early on in the process because the bill had many flaws. It was only in the final hours that AB 440 took its current form –and reflected our degree structure (i.e., general education and a major or area of emphasis). Even though the final form of the language (July 2009) was far less problematic than early versions and the original intent language, it still sought to put a degree into law, which is what remains problematic.

3. How does this resolution differ from what AB 440 proposed? Why do we need to take any action?

Keeping degrees out of law is the goal. The momentum behind AB 440 has not waned and its sponsor is not only well-funded, but has hired experienced professionals to assist in moving this legislation forward. If this resolution is adopted, we would be able to "pre-empt" legislation and make Title 5 changes that would make legislation unnecessary.

4. Can't we already offer these kinds of degrees?

We certainly can. There is nothing to preclude colleges from not imposing local graduation requirements on students who complete a transfer general education pattern and major or area of emphasis.

5. Don't colleges already do this?

Yes. In the past few years, as colleges sought to modify existing non-compliant degrees and expand the options for students, some colleges integrated their local requirements into their local general education pattern and established degrees that achieve just what this resolution suggests.

6. Is this kind of degree good for students?

It appears that when colleges offer degrees that are expressly designed for the transfer-bound student and do not impose additional requirements, the number of degrees awarded increases, and most would agree that earning a degree is a good thing, as long as the students complete the appropriate requirements.

7. Would this resolution require local changes?

No. The language is permissive. Colleges may choose to offer these kinds of degrees as one option among their degrees - or not.

8. What would such a degree be called?

It would be, for example, an "A.A. in history for transfer" or an "A.S. in natural sciences for transfer." Such a degree would satisfy those who call for a "transfer degree" but would not compromise the Title 5 and Academic Senate requirement for a major or area of emphasis.

9. But many colleges just removed the word "transfer" from their degree titles. What's up?

This proposed degree title is different because it indicates the major or area of emphasis where the student focused his or her study. That is very different from a degree with no major/area of emphasis. Students don't major in "transfer" but rather they study one or more *disciplines*. As long as the discipline is in the title, designating that it was designed with transfer in mind would be very different from a holding an "A.A. in transfer". Never the less, this is inconsistent with the position established by ASCCC resolution 9.02 in Fall 2006 that called for the removal of the word "transfer" in all degree titles. One justification for that position, however, would be removed here if all courses for the degree were transferable.

10. What is lost if we pass this resolution?

If this resolution is passed and the language is added to Title 5, it may lead to local pressure to reconsider local graduation requirements. It may have the effect of increasing local pressure to waive such requirements for students completing transfer general education patterns.

11. What is gained if we pass this resolution?

If this resolution is passed and the language is added to Title 5, there would be no need or reason for AB 440 to move forward in its current form.

12. What do we lose if we don't pass this resolution?

It is very likely AB 440 will pass; it has a great deal of support. If our degrees are set in law, we lose the autonomy of community college faculty determining their degrees. It gives over control of community college degrees to the legislators.

Nov 2009



**LIFE SCIENCE COURSE PREREQUISITE VALIDATION:  
REPORT OF THE FINDINGS**

*Santa Monica College*  
*Office of Institutional Research*  
Hannah Alford, Director, Matriculation Research  
Caroline Sheldon, Dean, Institutional Research

**January 2010**

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Hannah Alford, Director, Matriculation Research  
Caroline Sheldon, Dean, Institutional Research  
*Santa Monica College*

## Executive Summary

A study was conducted to validate an ENGL 1 or eligibility for ENGL 1 prerequisite on three life science courses, ANATOMY 1, BIOL 21, and MCRBIO 1. Empirical data was analyzed to determine whether the prerequisites are necessary for success in the life science courses and to determine whether students who do not meet the prerequisites are highly unlikely to earn a successful grade in the life science courses. The study was initiated after a documented content review revealed ENGL 1 as a potential prerequisite course for the life science courses.

The study adopted the California state standards for evidence to evaluate the appropriateness and need for either ENGL 1 or eligibility for ENGL 1 as prerequisites for the life science courses. The analyses revealed the following findings and the subsequent recommendations and conclusions were made:

- It is recommended that the district establish ENGL 1 as a prerequisite for ANATOMY 1. The data reveal that implementing an ENGL 1 prerequisite on ANATOMY 1 would increase the overall course success rate by nearly 10% and that students who meet the prerequisite are more likely to obtain a satisfactory grade in ANATOMY 1 than those who do not. However, the data also reveal that an ENGL 1 prerequisite would adversely impact access to the course for Black and Hispanic students; therefore, it is recommended that strategies be developed to correct for the disproportionate impact.
- It is recommended that neither the ENGL 1 nor eligibility for ENGL 1 prerequisites be established for enrollment in BIOL 21. The data reveal that placing either prerequisite would not substantially increase the overall course success rate and students with the prerequisites are not more likely to complete the course than students without the prerequisite. In addition, a large proportion (approximately 70%) of students already meet the prerequisite, therefore, there is little need for the prerequisites on BIOL 21.
- It is recommended that neither the ENGL 1 nor eligibility for ENGL 1 prerequisites be established for enrollment in MCRBIO 1. The data reveal that regardless of prerequisite status, the overall course success rate is a high 84.1%; therefore, enforcing either prerequisite will do little to increase the course success rate. Similar to BIOL 21, a large proportion of students enrolled in MCRBIO 1 (approximately 75%) have already met either prerequisite, therefore, there is little need for the prerequisites on MCRBIO 1.

## Background

In fall 2009, the Life Sciences Department at Santa Monica College (SMC) proposed a research study to validate an English 1 (ENGL 1) course requirement for seven life science courses, including: ANATOMY 1 (Anatomy 1), ANATOMY 2 (Anatomy 2), BIOL 21 (Biology 21), BIOL 22 (Biology 22), BIOL 23 (Biology 23), MCRBIO 1 (Microbiology 1), and PHYS 3 (Physiology 3). Currently, these courses have a skills advisory of eligibility for ENGL 1. In addition to the course prerequisite study, the Life Sciences Department requested that an analytic study be conducted to determine whether the current advisory is better suited as a prerequisite than adopting ENGL 1 as a prerequisite for the outcome courses. Descriptions of courses with a proposed prerequisite (outcome courses) are provided in Appendix 8.

According to the Academic Senate for California Community Colleges (ASCCC) (1997), prerequisites, an integral component of the college curriculum, assure that students have the necessary skills and abilities to be successful in a course and that the skill levels of all students in a course are consistent. Prerequisites, when appropriate, increase course retention and success, ensure academic quality in the classroom, while preserving access for students (ASCCC).

Currently, California Community College (1998) Matriculation Regulations require that in order to implement a mandatory prerequisite requirement on a course, a relationship between the course and its prospective prerequisite be established. The regulations state that the "prerequisite for a course shall be clearly related to course content and must be validated as being necessary for success in such course" [58106 (c) (2)]. In addition, the regulations assert that "in order to show that a prerequisite is necessary for success in a particular course, the validation procedure must ensure that a student who has not met the prerequisite is highly unlikely to obtain a satisfactory grade in the course" [58106 (e)].

In the absence of a local standard for the evaluation of course prerequisites<sup>1</sup>, the ASCCC (1997) advises colleges to engage in two analytical processes, documented content analysis and statistical analysis, in order to validate courses in communication or computation skills as prerequisites for courses other than another skills course. For example, placing an ENGL 1 (communication skills course) prerequisite on HIST 1 (a non-communication or computation skill s course) requires validation using content and statistical analyses. Currently, Santa Monica College has not adopted its own local standards for the benchmark of the standards which to evaluate and validate course prerequisites.

In the first analysis, documented content review, faculty teaching the outcome course define the expectations for entrance abilities, skills, and knowledge in the outcome course, determine the means of obtaining these skills, and identify the course that provide the skills necessary for the outcome course (ASCCC, 1997). Subsequently, faculty teaching the proposed prerequisite course define the exit skills possessed by students who are successful in the course. Lastly, the entrance skills in the outcome course and exit skills in the proposed prerequisite course are compared; in cases where the exit skills clearly match the entry skills of the outcome course, the proposed prerequisite is justified (ASCCC).

<sup>1</sup> The local standard for the evaluation and validation of course prerequisites is distinct from the local standard for the establishment of course prerequisites.

Once the content analysis identifies a potential prerequisite course for the outcome course, statistical data needs to be collected to substantiate the content analysis findings (ASCC, 1997). Statistical validity, the second method of prerequisite validation, is the use of empirical data to evaluate whether the prerequisite is necessary for success in the outcome course and whether students without the prerequisite are highly unlikely to earn a satisfactory grade in the course. "Highly unlikely" is undefined except through the three standard research analyses recommended in "Good Practice for the Implementation of Prerequisites" (ASCC). The following table describes the three research methods and minimum standards for evidence outlined by the ASCC in the evaluation of the relationship between the prerequisite and success in the outcome course.

**Table 1. Three Methods of Validating Course Prerequisites**

Research Method	Description	Criteria for Evidence
Net Increase in Accuracy	Applying the prerequisite should show a gain in the percentage of students who are successful in the outcome course	Increase of at least 10% in course success rate
2x2 Matrix & Chi-Square	A 2x2 matrix of outcomes in the course (success, non-success) and prerequisite status (met the prerequisite, did not meet the prerequisite) and chi-square to determine where a systematic and statistically significant relationship exists between the variables	The percentage of students who meet the prerequisite and are successful in the outcome course should be statistically larger than expected
Correlation Coefficient	Analysis to determine the strength of the relationship between performance in the prerequisite and outcome courses	A minimum of +0.35

SOURCE: Academic Senate for California Community Colleges (2007). *Good Practice for the Implementation of Prerequisites*. Sacramento, CA: Chancellor's Office.

## Current Study

The purpose of the current study is to attempt to validate ENGL 1 as a prerequisite for ANATOMY 1, BIOL 21, and MCRBIO 1 using the three research methods for course prerequisite validation recommended by the California Chancellor's Office. In addition, the study investigates the relationship between the skills advisory, eligibility for enrollment in ENGL 1, and success in the outcome courses. The study did not examine the relationship between ENGL 1 or eligibility for ENGL 1 and ANATOMY 2, BIOL 22, BIOL 23, nor PHYS 3 as ANATOMY 1 and/or BIOL 21 currently serve as prerequisites to the former group of courses (see Table 1); ENGL 1 will be a prerequisite to these courses, by default, if ENGL 1 is established as a prerequisite for ANATOMY 1 and BIOL 21 (see Table 2).

**Table 2. Current Course Prerequisites for Life Science Courses**

Prerequisite(s)	Life Sciences (Outcome) Courses						
	ANATOMY 1 (None)	ANATOMY 2	BIOL 21	BIOL 22	BIOL 23	MCRBIO 1	PHYS 3
		ANATOMY 1	CHEM 11	BIOL 21 CHEM 11	BIOL 22 CHEM 11	BIOL 23 CHEM 11	PHYS 3 or CHEM 10 BIOL 21

The proposed prerequisite course, ENGL 1, Reading and Composition 1, is a transfer-level course focused on rhetoric. It emphasizes clear, effective written communication and prepares students to write a research paper. In spring 2009, the Life Sciences Department conducted content review analyses for placing an ENGL 1 prerequisite on ANATOMY 1, BIOL 21, and MCRBIO 1; the findings of the review suggest that the exit skills of ENGL 1 match the entry skills of these outcome courses.

The study concludes with an analysis of disproportionate impact to test for adverse impact of the prerequisite on any race, ethnic group, or gender groups.

Appendix A compares the findings of the current study to the findings of a prior study conducted in spring 2009.

❖ **A DESCRIPTION OF THE COHORT**

The cohort consists of students who first enrolled in any of the outcome courses, ANATMY 1, BIO 21, and/or MCRBIO 1, in academic years 2006-2007<sup>1</sup> or 2007-2008<sup>2</sup>. Only the first attempt in the course was included in the analyses to account for the potential effects of course repetition on successful course completion.

Course enrollment, student demographic, and education status (highest degree earned) data was obtained from the college's Management Information Systems (MIS) database. Assessment and placement information was obtained from the Santa Monica College Integrated School Information Systems database.

Table 3 describes the count and percent of students in the cohort, by outcome course, who met the prerequisite. Students who successfully completed ENGL 1 with a grade of C/CR or better or earned an associate or higher degree prior to their first enrollment in the outcome course were identified as those who met the prerequisite.

**Table 3. Count and Percent of Students in Cohort Who Met the Prerequisite**

Outcome Course	Met the Prerequisite	Did Not Meet the Prerequisite	Total
ANATMY 1	1,172 (65.3%)	946 (44.7%)	2,118 (100%)
BIO 21	372 (70.9%)	153 (29.1%)	525 (100%)
MCRBIO 1	501 (73.2%)	183 (26.8%)	684 (100%)

Slightly over half of students enrolled in ANATMY 1 met the prerequisite prior to enrolling in the course. A larger proportion of students enrolled in BIO 21 and MCRBIO 1 met the prerequisite; approximately seven in ten students met the prerequisite prior to enrolling in these courses.

Table 4 describes the count and percent of students in the cohort, by outcome course, eligible for enrollment in ENGL 1. The 'Eligible for ENGL 1' group includes students who met the prerequisite (see description above) in addition to students who met at least one of the following conditions prior to the first enrollment in the outcome course:

- (1) Enrolled in but did not successfully complete ENGL 1 (earned a D, F, NC, I, or W grade);
- (2) Placed into ENGL 1 but did not enroll in ENGL 1; and/or
- (3) Successfully completed ENGL 21B<sup>3</sup> with a grade of C/CR or better.

<sup>1</sup> includes summer 2006, fall 2006, winter 2007, and spring 2007 terms  
<sup>2</sup> includes summer 2007, fall 2007, winter 2008, and spring 2008 terms  
<sup>3</sup> ENGL 21B is the prerequisite course for ENGL 1

**Table 4. Count and Percent of Students in Cohort Who Were Eligible for ENGL 1**

Outcome Course	Eligible for ENGL 1	Not Eligible for ENGL 1	Total
ANATMY 1	1,303 (61.5%)	815 (38.5%)	2,118 (100%)
BIO 21	400 (76.2%)	125 (23.8%)	525 (100%)
MCRBIO 1	528 (77.2%)	156 (22.8%)	684 (100%)

Approximately six in ten students in the ANATMY 1 cohort were eligible for ENGL 1 or higher. Only 131 of the 2,118 students in the cohort (6.2%) were eligible for ENGL 1 but did not meet the ENGL 1 prerequisite.

A similar pattern is observed for the BIO 21 and MCRBIO 1 cohorts; only 28 of the 525 students in the BIO 21 cohort (5.3%) and 27 of the 684 students in the MCRBIO 1 cohort (3.9%) were eligible for ENGL 1 but did not meet the prerequisite.

Overall, a majority of the students enrolled in the outcome courses have met the prerequisite or were eligible for ENGL 1.



❖ **DATA ANALYSES AND FINDINGS**

The following section describes the findings of the three standard research analyses for validation of course prerequisites recommended by the ASCCC (1997).

**Net Increase in Accuracy**  
According to the ASCCC (1997), if by applying the prerequisite the success rate in the outcome course increases by at least 10%, there is enough empirical evidence to support the need for the prerequisite.

Tables 5 and 6 describe the overall course success rates and the rates after each of the proposed prerequisites are applied for the cohort. Success rates were calculated by dividing the total number of satisfactory grades (A, B, C, or CR) by the total course enrollment (A, B, C, CR, D, F, I, NC, and W grades).

**Table 5. Course Success Rates Comparison, Before and After Applying ENGL 1 Prerequisite**

Outcome Course	BEFORE Applying Prerequisite	COURSE SUCCESS RATE AFTER Applying the Prerequisite	Net Increase in Accuracy
ANATMY 1	59.7%	69.6%	+9.9%
BIOL 21	64.4%	66.1%	+1.7%
MCRBIO 1	84.1%	87.0%	+2.9%

**Table 6. Course Success Rates Comparison, Before and After Applying Eligibility for ENGL 1 Prerequisite**

Outcome Course	BEFORE Applying Prerequisite	COURSE SUCCESS RATE AFTER Applying the Prerequisite	Net Increase in Accuracy
ANATMY 1	59.7%	67.0%	+7.3%
BIOL 21	64.4%	66.5%	+2.1%
MCRBIO 1	84.1%	86.2%	+2.1%

Prior to applying the prerequisite, the overall course success rate for ANATMY 1 was 59.7%. The success rate increases by nearly 10 percentage points to 69.6% after applying the ENGL 1 prerequisite. When applying the less stringent prerequisite, eligibility for ENGL 1, the success rate increased by more than seven percentage points to 67.0%; although substantive, the net increase when applying eligibility for ENGL 1 as a prerequisite is smaller than the rate increase experienced when using ENGL 1 as the prerequisite. **The net increase in accuracy suggests that ENGL 1 is a valid prerequisite for ANATMY 1 and ENGL 1 as a prerequisite would increase the overall course success at a higher rate than the eligibility for ENGL 1 prerequisite.**

Without the ENGL 1 or eligibility for ENGL 1 prerequisites, the overall course success rate in BIOL 21 is 64.4%; approximately two in three students enrolled in BIOL 21 earned a C/CR or better. Applying the ENGL 1 prerequisite only increases the success rate by less than two percentage points to 66.1%, an insignificant amount. In fact, applying the less stringent prerequisite (eligibility for ENGL 1) increases the success rate by 0.4% more when compared to applying the higher-level prerequisite, ENGL 1. The

*findings suggest that placing either prerequisite does little to increase the overall course success rates in BIOL 21.*

Similar to BIOL 21, placing either prerequisite (ENGL 1 or eligibility for ENGL 1) on MCRBIO 1 only slightly improves the overall course success rates. Overall, the course success rate in MCRBIO 1 is a high 84.1% which means that nearly four in five students, regardless of their English course enrollment history, earn a grade of C/CR or better in the course. Placing the ENGL 1 prerequisite only increases the success rate by 2.9% to 87.0% and applying the eligibility for ENGL 1 prerequisite increases the rate to 86.2% (2.1% net increase). **The findings suggest that students are successfully completing MCRBIO 1 at a very high rate, regardless of prerequisite status. As a result, applying either prerequisite does little to improve the success performance in MCRBIO 1.**

**2x2 Matrix of Outcomes and Prerequisite Status: Chi-Square Analysis**

Two by two matrices comparing success and non-successful completion for students with and without the prerequisite were constructed. According to Pascalella and Terenzini (2005), while some students withdraw from courses for academic reasons, many withdraw for personal reasons such as job change and family responsibilities. Because information related to the reasons students withdraw are not available, 'W' or withdrawal grades were excluded from the success variable. Unlike the net increase in accuracy analysis, the successful course completion rate was calculated by dividing the number of A, B, C, and CR grades by the total number of A, B, C, CR, D, F, and NC grades (Ws were excluded in the denominator).

A Pearson chi-square statistic was obtained to determine whether prerequisite status and outcome course success are statistically related to one another. In cases where a statistically significant relationship was found, standardized residuals were computed to determine which cells in the matrices were the major contributors to the significant chi-square test statistic.

According to the standards described in "Good Practice for the Implementation of Prerequisites," at minimum, the yes prerequisite/successful cell should be a significant contributor to a significant chi-square test statistic with a positive standardized residual figure (larger percentage in the cell than expected).

**ANATMY 1  
Figure 1. Success in ANATMY 1 with ENGL 1 Prerequisite**

ANATMY 1 Course Outcome	Prerequisite Status	Yes
Successful (A, B, C, CR)	No	69.3% Std. Residual=-3.1* N=448
	Yes	88.0% Std. Residual=+2.6*N=816
Non-successful (D, F, NC, I)	No	30.7% Std. Residual=+6.3*N=198
	Yes	12.0% Std. Residual=-5.3*N=111

\*Significant standardized residual  
N=1,573  
Significant @ .001

Chi Square = 84.12

The percentage of students who were successful in ANATMY 1 significantly differed by whether they met the prerequisite<sup>5</sup>. ENGL 1; disproportionately more students who met the prerequisite and disproportionately fewer students who did not meet the prerequisite were successful in ANATMY 1 than expected.

All cells contributed to the significance of the chi-square statistic. There were disproportionately more students in the yes prerequisite/successful and no prerequisite/unsuccessful cells than expected. In addition, there were disproportionately fewer students in the no prerequisite/successful and yes prerequisite/unsuccessful cells than expected. *The 2x2 matrix and chi-square analysis supports the establishment of ENGL 1 as a prerequisite for ANATMY 1.*

Although the empirical data indicate that the relationship between prerequisite status and success in outcome course are significant statistically, it is imperative to examine the significance on a practical level. Nearly 90% of students with the prerequisite were successful in ANATMY 1, however, a large proportion of students who do not meet the prerequisite were still successful in the course. *Placing an ENGL 1 prerequisite on ANATMY 1 would deny access for a large proportion (81.1%) of students in the cohort, a large percentage of who (69.3%) would have been successful in the course, even without meeting the required prerequisite.*

Figure 2. Success in ANATMY 1 with Eligible for ENGL 1 Prerequisite

ANATMY 1 Course Outcome	Prerequisite Status	
	No	Yes
Successful (A, B, C, CR)	69.6% Std. Residual=-2.9* N=391	86.4% Std. Residual=+2.1* N=873
Non-successful (D, F, NC, I)	30.4% Std. Residual=+5.8* N=171	13.6% Std. Residual=-4.3* N=138

Chi Square = 64.41  
Significant @ .001  
\*Significant standardized residual N=1,573

When applying the less stringent prerequisite of eligibility for ENGL 1, the percentage of students who were successful in ANATMY 1 was still significantly different by prerequisite status<sup>6</sup>, disproportionately more students who met the prerequisite and fewer students who did not meet the prerequisite were successful in ANATMY 1.

All cells contributed to the significance of the chi-square statistic. There were disproportionately more students in the yes prerequisite/successful and no prerequisite/unsuccessful cells than expected. In addition, there were disproportionately fewer students in the no prerequisite/successful and yes prerequisite/unsuccessful cells than expected. *The 2x2 matrix and chi-square analysis supports the establishment of eligibility for ENGL 1 as a prerequisite for ANATMY 1.*

<sup>5</sup>  $\chi^2(1, N=1,573) = 84.12, P < .001$   
<sup>6</sup>  $\chi^2(1, N=1,573) = 64.41, P < .001$

However, placing a requirement of eligibility for ENGL 1 on ANATMY 1 will deny access to the outcome course for 35.7% of the cohort. In addition, among those denied access, 69.6% would have been successful in the course, even without meeting the prerequisite. *Although the relationship between prerequisite and course outcome is statistically significant, establishing eligibility for ENGL 1 as a prerequisite for ANATMY 1 will deny access to a large proportion of students who would have been successful in the course, regardless of prerequisite status.*

Figure 3. Success in BIOL 21 with ENGL 1 Prerequisite

BIOL 21 Course Outcome	Prerequisite Status	
	No	Yes
Successful (A, B, C, CR)	84.4% Std. Residual=-.10 N=92	85.1% Std. Residual=0 N=246
Non-successful (D, F, NC, I)	15.6% Std. Residual=+.10 N=17	14.9% Std. Residual=-.10 N=43

Chi Square = 0.03  
Not Significant  
N=398

The percentage of students who were successful in BIOL 21 did not significantly differ by whether they met the prerequisite<sup>7</sup>, ENGL 1. In addition, the percentage of students who were not successful in BIOL 21 did not significantly differ by prerequisite status. *The findings of the 2x2 matrix and chi-square analysis are statistically insignificant; there is no empirical support for the establishment of ENGL 1 as a prerequisite to BIOL 21.*

By placing an ENGL 1 prerequisite on BIOL 21, over one-quarter of the cohort would not be able to access the outcome course. Among students denied access to BIOL 21, 84.4% would have been successful, even without meeting the prerequisite. *Establishing an ENGL 1 prerequisite for BIOL 21 will deny access to a large proportion of students who would have otherwise been successful in the course.*

Figure 4. Success in BIOL 21 with Eligible for ENGL 1 Prerequisite

BIOL 21 Course Outcome	Prerequisite Status	
	No	Yes
Successful (A, B, C, CR)	83.7% Std. Residual=-.10 N=72	85.3% Std. Residual=+.10 N=266
Non-successful (D, F, NC, I)	16.3% Std. Residual=+.30 N=14	14.7% Std. Residual=-.20 N=46

Chi Square = 0.12  
Not Significant  
N=398

<sup>7</sup>  $\chi^2(1, N=398) = 0.03, P = .875$

The percentage of students who were successful in BIOL 21 did not significantly differ by whether they met the prerequisite<sup>8</sup>, eligible for ENGL 1. In addition, the percentage of students who were not successful in BIOL 21 did not significantly differ by prerequisite status.

The data reveals that although 85% of students who met the prerequisite were successful in BIOL 21, a large proportion of students who do not meet the prerequisite (83.7%) were still successful in the course. By placing an ENGL 1 prerequisite on BIOL 21 over one-fifth of the cohort would not be able to access the outcome course.

The results of the chi-square analyses for BIOL 21 reveal that a systematic relationship between prerequisite status and course success outcome does not exist. In addition, placing either prerequisite (ENGL 1 or eligibility for ENGL 1) would deny access to a large proportion of students who would have been successful in the outcome course.

#### MCRBIO 1

Figure 5. Success in MCRBIO 1 with ENGL 1 Prerequisite

MCRBIO 1 Course Outcome	Prerequisite Status	
	No	Yes
Successful (A, B, C, CR)	89.1% Std. Residual = -.70 N=139	96.5% Std. Residual = +.40 N=436
Non-successful (D, F, NC, I)	10.9% Std. Residual = +2.9*	3.5% Std. Residual = -1.7 N=15

Chi Square = 12.23  
Significant @ .001  
N=608  
\*Significant standardized residual

The chi-square statistic obtained reveals a systematic relationship between prerequisite status and course success outcome<sup>9</sup> that is statistically significant. However, an analysis of the standardized residuals found that only one cell, no prerequisite/non-successful contributed to the significance of the chi-square statistic. Disproportionately more students without the prerequisite earned a non-successful grade in MCRBIO 1 than expected. The yes prerequisite/successful cell was NOT a contributor to the significant chi-square statistic; the percent of students who were successful in MCRBIO 1 did not statistically differ by prerequisite status.

Establishing an ENGL 1 prerequisite will deny access to a large proportion of students, 85% of who would have been successful without the prerequisite.

<sup>8</sup>  $\chi^2(1, N=398) = 0.12, p=.715$   
<sup>9</sup>  $\chi^2(1, N=608) = 12.23, p<.001$

Figure 6. Success in MCRBIO 1 with Eligible for ENGL 1 Prerequisite

MCRBIO 1 Course Outcome	Prerequisite Status	
	No	Yes
Successful (A, B, C, CR)	89.6% Std. Residual = -.60 N=120	96.0% Std. Residual = +.30 N=455
Non-successful (D, F, NC, I)	10.4% Std. Residual = +2.5*	4.0% Std. Residual = -1.3 N=19

Chi Square = 8.44  
Significant @ .01  
N=608  
\*Significant standardized residual

Establishing an ENGL 1 prerequisite will deny access to a larger proportion of students, 89% of who would have been successful without the prerequisites.

The chi-square statistic obtained reveals a systematic relationship between prerequisite status and course success outcome<sup>10</sup> that is statistically significant. However, an analysis of the standardized residuals found that only one cell, no prerequisite/non-successful contributed to the significance of the chi-square statistic. Disproportionately more students without the prerequisite earned a non-successful grade in MCRBIO 1 than expected. The yes prerequisite/successful cell was NOT a contributor to the significant chi-square statistic; the percent of students who were successful in MCRBIO 1 did not statistically differ by prerequisite status.

Establishing an ENGL 1 prerequisite will deny access to a large proportion of students, 90% of who would have been successful without the prerequisite.

The results of the chi-square analyses for MCRBIO 1 reveal a statistically significant relationship between the prerequisite status and course success variables; however, there is no difference in the percent of successful students by prerequisite status. In addition, placing either prerequisite (ENGL 1 or eligibility for ENGL 1) would deny access to a large proportion of students who would have been successful in the outcome course.

#### Correlational Analyses

Correlation coefficients relating outcome course grades and prerequisite course grades were computed to establish whether a relationship between the prerequisite and outcome courses existed and determine the strength of the relationship between performances in the two courses. Only cases where students enrolled in both the proposed prerequisite course, ENGL 1, and the outcome course and earned a non-W/CR/NC/I grade were included in the analyses<sup>11</sup>.

<sup>10</sup>  $\chi^2(1, N=608) = 8.44, p<.01$

<sup>11</sup> Students who were eligible for ENGL 1 or met the ENGL 1 prerequisite by placement or degree attainment information alone were not included in the analyses. Students who were eligible for ENGL 1 by successful performance in the preceding ENGL course (ENGL 218) were only included in the analyses if they also enrolled in ENGL 1.

A Pearson correlation was computed for grades in ENGL 1 and the outcome course where, A=4, B=3, C=2, D=1, and F=0.

Table 7 provides the correlation coefficients for the variables for all outcome courses. A significance level at or below the .05 level provides evidence of a relationship between performance in the prerequisite course, ENGL 1, and performance in the life science outcome course. The ASCCC (1997) recommends a minimum correlation of +0.35 as evidence for prerequisite course validation.

**Table 7. Correlations for ENGL 1 and Outcome Course Grades**

Outcome Course	Count of Students	Correlation Coefficient	Significance Level
ANATMY 1	493	+0.38	p<.001
BIOL 21	230	+0.24	p<.001
MCRBIO 1	241	+0.34	p<.001

The correlation analyses found a positive and significant relationship between grades in ENGL 1 and life science courses; therefore, students who earn high grades in ENGL 1 also earn high grades in ANATMY 1, BIOL 21, and MCRBIO 1, and students who earn low grades in ENGL 1 also earn low grades in the outcome courses. While a significant relationship was observed between the two variables for all outcome courses, the strength of the relationship for BIOL 21 and MCRBIO 1 does not meet the minimum threshold recommended by the State Academic Senate. The correlation coefficient is only slightly higher than the minimum threshold for evidence for placement of the prerequisite on ANATMY 1. **For all outcome courses, the size of the correlation is small and does not provide compelling evidence for prerequisite validation.**

**Disproportionate Impact Analyses**

Title 5 regulations require that an evaluation be conducted to determine whether implementation of a course prerequisite will have a disproportionate impact "on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor" (Section 55201(e)(2)(b)). Although Title 5 does not contain a specific definition of "disproportionate impact", the ASCCC advise that the standard used by the Equal Employment Opportunity Commission be applied. Under this standard, disproportionate impact occurs if the selection rate for a particular group is less than 4/5ths or 80% of the selection rate for the group with the highest selection rate. Selection rate is calculated by dividing the number of students in a group who meet the prerequisite by the total number of students in the group.

A study was conducted examining whether establishing either prerequisite (ENGL 1 or eligibility for ENGL 1) would have an adverse impact on specific ethnic/race and gender groups.

**GENDER**

Women had the highest selection rates for ANATMY 1, BIOL 21, and MCRBIO 1 when compared with men for an ENGL 1 prerequisite. Table 8 describes the ENGL 1 selection rates for both female and male gender groups in the outcome courses and calculates the figures for 4/5ths or 80% of the female selection group rates.

**Table 8. Selection Rates by Gender Group for ENGL 1 Prerequisite**

Selection Rates	Outcome Course	Female	Male
Gender Group	ANATMY 1	55.6%	54.7%
	BIOL 21	72.0%	69.2%
	MCRBIO 1	74.2%	69.7%
4/5 or 80% of Highest Selection Rate		44.5%	57.6%
Disproportionate Impact		None	None

The data reveals no disproportionate impact of implementing and ENGL 1 prerequisite for the life science outcome courses on any gender group. The male group's selection rates were higher than 4/5 or 80% of the female group's selection rates.

Women had the highest selection rates for ANATMY 1, BIOL 21, and MCRBIO 1 when compared with men for the eligibility for ENGL 1 prerequisite. Table 9 describes the eligibility for ENGL 1 selection rates for both female and male gender groups in the outcome courses and determines what 4/5ths or 80% of the female selection group rates are.

**Table 9. Selection Rates by Gender Group for Eligibility for ENGL 1 Prerequisite**

Selection Rates	Outcome Course	Female	Male
Gender Group	ANATMY 1	61.8%	60.9%
	BIOL 21	76.5%	75.7%
	MCRBIO 1	77.8%	75.0%
4/5 or 80% of Highest Selection Rate		49.4%	61.2%
Disproportionate Impact		None	None

The data reveals no disproportionate impact of implementing and eligibility for ENGL 1 prerequisite for the life science outcome courses on any gender group. The male group's selection rates were higher than 4/5 or 80% of the female group's selection rates.

**No gender group is adversely impacted if either prerequisite (ENGL 1 or eligibility for ENGL 1) was established for the life science courses.**

**ETHNICITY/RACE**

Tables 10 and 11 describe the selection rates, by ethnic/race group, for the eligibility for ENGL 1 prerequisite on the outcome courses. Native American/Alaskan Native students were not included in the analysis because there were fewer than ten students in each cohort.

**Table 10. Selection Rates by Ethnic/Race Group for ENGL 1 Prerequisite**

Selection Rates	Outcome Course	BIOL 21	MCRBIO 1
Ethnic/Race Group	ANATMY 1	BIOL 21	MCRBIO 1
Asian/Pacific Islander	60.3%	66.3%	74.6%
Black	42.5%	60.0%	66.7%
Filipino	54.5%	84.6%	76.0%
Hispanic	43.4%	69.5%	68.4%
Other	56.1%	72.7%	75.0%
White	61.3%	77.4%	75.4%
4/5 or 80% of Highest Selection Rate	49.0%	67.7%	60.8%
Disproportionate Impact	Black	Asian/Pacific Islander	None
	Hispanic	Black	

White students had the highest selection rate (percent of students who met the ENGL 1 prerequisite) in ANATMY 1 (61.3%). Black and Hispanic students had selection rates that were lower than 4/5ths of 61.3% (49.0%); approximately 43% of Black students and Hispanic students met the ENGL 1 prerequisite in ENGL 1. **Black and Hispanic students would be adversely impacted by implementing an ENGL 1 prerequisite on ANATMY 1.**

Filipino students had the highest selection rates in BIOL 21 and MCRBIO 1 for the ENGL 1 prerequisite (84.6% and 76.0%, respectively). Asian/Pacific Islander and Black students had selection rates that were lower than 4/5ths of the Filipino students' rate in BIOL 21 (4/5 of 84.6% = 67.7%); approximately 66% of Asian/Pacific Islander and 60% of Black students met the ENGL 1 prerequisite in the BIOL 21 cohort.

**While both Asian/Pacific Islander and Black students would be adversely impacted by the implementation of ENGL 1 as a prerequisite on BIOL 21, the impact would be smaller for Asian/Pacific Islander students as their selection rate is only 1.5% lower than 4/5 of the highest selection rate.**

**No groups would be adversely impacted by placing an ENGL 1 prerequisite on MCRBIO 1.**

**Table 11. Selection Rates by Ethnic/Race Group for Eligibility for ENGL 1 Prerequisite**

Selection Rates	Outcome Course	BIOL 21	MCRBIO 1
Ethnic/Race Group	ANATMY 1	BIOL 21	MCRBIO 1
Asian/Pacific Islander	64.1%	71.8%	78.0%
Black	51.7%	65.0%	78.8%
Filipino	61.2%	84.6%	80.0%
Hispanic	53.1%	71.2%	72.6%
Other	61.0%	77.3%	75.0%
White	66.2%	82.4%	78.8%
4/5 or 80% of Highest Selection Rate	53.0%	67.7%	64.0%
Disproportionate Impact	Black	Black	None

**Implementing an 'eligibility for ENGL 1' prerequisite on ANATMY 1 and BIOL 21 would have a negative, disproportionate impact on Black students.** In both courses, however, the selection rate for the Black group is less than 3% lower than 4/5 of the highest group's selection rate.

**No groups would be adversely impacted by placing an 'eligibility for ENGL 1' prerequisite on MCRBIO 1.**

## ❖ SUMMARY OF THE FINDINGS

### ***Proposed Prerequisites and Anatomy 1***

The key findings from the current study regarding the establishment of either ENGL 1 or eligibility for ENGL 1 as prerequisites for ANATOMY 1 are as follows:

- Currently, half of students enrolled in ANATOMY 1 already meet the ENGL 1 prerequisite. Six in ten students are at least eligible for ENGL 1. Approximately 40 to 50% of ANATOMY 1 students would be affected by the establishment of the proposed prerequisites.
- Without the prerequisite, the overall course success rate in ANATOMY 1 is 60%. Establishing ENGL 1 or eligibility for ENGL 1 as prerequisites would increase the success rates to 70% and 67%, respectively. The ENGL 1 prerequisite meets the minimum net increase in percent of successful students required by the standards of the ASCCC; however, eligibility for ENGL 1 as a prerequisite does not.
- A statistically significant relationship exists between prerequisite status and course success for both prerequisites. In both cases, disproportionately more students with the prerequisite are successful in ANATOMY 1 than students who do not meet the prerequisite.
- An examination of practical significance reveals that placing either prerequisite on ANATOMY 1 will deny access to a large proportion of students (approximately 70%) who would have been successful without meeting the required prerequisites.
- There is a positive and significant relationship between performance in ENGL 1 and ANATOMY 1; students who earn higher grades in ENGL 1 also earn higher grades in ANATOMY 1 and students who earn lower grades in ENGL 1 also earn lower grades in ANATOMY 1. However, the size of the correlation is only small to moderate.
- Establishing either prerequisite has no disproportionate impact on any gender groups.
- Establishing ENGL 1 as a prerequisite for ANATOMY 1 would adversely impact Black and Hispanic students; disproportionately fewer students from these groups would have access to the course when compared with other ethnic/race groups.
- Establishing eligibility for ENGL 1 as a prerequisite for ANATOMY 1 would adversely impact Black students; disproportionately fewer Black students would have access to the course when compared with other ethnic/race groups.

### ***Proposed Prerequisites and Biology 21***

The key findings from the current study regarding the establishment of either ENGL 1 or eligibility for ENGL 1 as prerequisites for BIOL 21 are as follows:

- Currently, a large majority of students enrolled in BIOL 21 already meet the ENGL 1 prerequisite (71%) and/or the eligibility for ENGL 1 prerequisite (76%).
- Without the prerequisite, the overall course success rate in BIOL 21 is 64%. Establishing ENGL 1 or eligibility for ENGL 1 as prerequisites would increase the success rates to 66% and 67%, respectively. Establishing either prerequisite does little to increase the net percentage of successful students in BIOL 21.
- A statistically significant relationship does not exist between prerequisite status and course success for both prerequisites. Students who meet the prerequisite are not more likely to be successful in BIOL 21 when compared with students who did not meet the prerequisite. In fact, approximately 84% of students who do not meet either prerequisite are still successful in the course.
- There is a positive and significant relationship between performance in ENGL 1 and BIOL 21; students who earn higher grades in ENGL 1 also earn higher grades in BIOL 21 and students who earn lower grades in ENGL 1 also earn lower grades in BIOL 21. However, the size of the correlation coefficient is small and does not meet the minimum standards recommended by the ASCCC.
- Establishing either prerequisite has no disproportionate impact on any gender groups.
- Establishing ENGL 1 as a prerequisite for BIOL 21 would adversely impact Asian/Pacific Islander and Black students; disproportionately fewer students from these groups would have access to the course when compared with other ethnic/race groups.
- Establishing eligibility for ENGL 1 as a prerequisite for BIOL 21 would adversely impact Black students; disproportionately fewer Black students would have access to the course when compared with other ethnic/race groups.

## Recommendations & Conclusions

Recommendations are made based on the California state standards for the establishment, evaluation, and benchmarking of course prerequisites and the findings of the current study.

- (1) It is recommended that the district develop local standards to evaluate course prerequisites and specify the minimum standard for evidence using empirical data. It is recommended that the district adopt two of the three research methods to validate course prerequisites, net increase in accuracy and 2x2 matrix/chi-square statistic, and follow the minimum standards of evidence outlined by the ASCCC in the document 1997 "Good Practices for the Implementation of Prerequisites". Therefore, the data should show an overall success rate increase of at least 10% after establishing the proposed prerequisite. In addition, a systematic and statistically significant relationship between prerequisite status and course success should exist where disproportionately more students with the prerequisite are successful in the outcome course than students without the prerequisite.

The third research method, correlational analysis, is not recommended for the evaluation of proposed prerequisites as the method relies on a restricted range (0 to 4) of grade performance and excludes a large proportion of students, including students who have never enrolled in the prerequisite course and students who withdrew or earned credit-no credit grades in either the prerequisite or outcome course.

In the absence of a local standards for the research methods and minimum standards of evidence for course prerequisite validation, the California state standards outlined by the ASCCC apply. Currently, the state standards do not address issues of practical significance; therefore, it is recommended that the district develop local standards of practical significance in the evaluation of course prerequisites. The purpose of the practical significance standard will be facilitate discussion and dialogue among campus constituents related to the potential and practical consequences of establishing the proposed prerequisite. Issues of practical significance are important in cases where empirical data supports the need for a prerequisite; however, implementation of the prerequisite threatens access for students, quality in the classroom, and student success. For example, the data supports the need for an ENGL 1 prerequisite for ANATMY 1 as adopting the prerequisite would increase the overall course success rate by nearly 10%. However, consideration for the large proportion of students without the prerequisite who are successful in the outcome course should be made; implementing the prerequisite will deny access to these students.

It is recommended that established prerequisites be evaluated every six years to ensure that the prerequisite continues to be necessary for success in an outcome course. It is recommended that the potential disproportionate impact of the prerequisite on gender and ethnic/race groups continue to be monitored on a six-year cycle.

- (2) There is sufficient evidence supporting the establishment of ENGL 1 as a prerequisite for ANATMY 1. Instituting an ENGL 1 prerequisite on ANATMY 1 would increase the overall course success rate by 10% to a course success rate of 70%. The data reveals that students who meet the prerequisite are highly likely and students who do not meet the prerequisite are unlikely to obtain a satisfactory grade in ANATMY 1. Because a majority of students (90%) who are eligible for ENGL 1 already meet

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### Proposed Prerequisites and Microbiology 1

The key findings from the current study regarding the establishment of either ENGL 1 or eligibility for ENGL 1 as prerequisites for MCRBIO 1 are as follows:

- Currently, a large majority of students enrolled in MCRBIO 1 already meet the ENGL 1 prerequisite (73%) and/or the eligibility for ENGL 1 prerequisite (77%).
- Without the prerequisite, the overall course success rate in MCRBIO 1 is 84%. Establishing ENGL 1 or eligibility for ENGL 1 as prerequisites would only increase the success rates by 2 to 3%, the net increase in success is not large enough to meet the minimum standards recommended by the ASCCC.
- A statistically significant relationship exists between prerequisite status and course success for both prerequisites. However, the percent of students with the prerequisite who are successful does not differ from the percent of students without the prerequisite.
- An examination of practical significance reveals that placing either prerequisite on MCRBIO 1 will deny access to a large proportion of students (approximately 90%) who would have been successful without meeting the required prerequisites.
- There is a positive and significant relationship between performance in ENGL 1 and MCRBIO 1; students who earn higher grades in ENGL 1 also earn higher grades in MCRBIO 1 and students who earn lower grades in ENGL 1 also earn lower grades in MCRBIO 1. However, the size of the correlation coefficient is small and does not meet the minimum standards recommended by the ASCCC.
- Establishing either prerequisite has no disproportionate impact on any gender groups.
- Establishing either prerequisite has no disproportionate impact on any ethnic/race groups.

Hannah Alford, Director, Matriculation Research  
 Caroline Sheldon, Dean, Institutional Research  
 Santa Monica College

the ENGL 1 prerequisite and the implementation of ENGL 1 as a prerequisite would produce a higher course success rate increase, it is recommended that ENGL 1 be established as a prerequisite for ANATMY 1.

Implementation of the ENGL 1 prerequisite would adversely impact access to ANATMY 1 for Black and Hispanic students; therefore, it is recommended that the Curriculum Committee develop strategies to correct for the disproportionate impact. Some examples of strategies addressing disproportionate impact include making all groups feel comfortable and welcome on campus, increasing contact between students and faculty outside of the classroom, and promoting diversity in the classroom (Boatright, 2003).

(3) It is recommended that the ENGL 1 and eligibility for ENGL 1 prerequisites **NOT BE** established for enrollment in BIOL 21. The findings do not meet the minimum standards of validity and implementing either prerequisite will only increase the overall course success rate by less than 3% while denying access for 25% of the cohort. In addition, because more than seven in ten students enrolled in BIOL 21 already meet either prerequisite, there is little need for an English prerequisite on this course.

(4) It is recommended that the ENGL 1 and eligibility for ENGL 1 prerequisites **NOT BE** established for enrollment in MCRBIO 1. Implementing either prerequisite will only increase the overall course success rate by less than 3% while denying access for nearly 25% of the cohort.

The course success rate in MCRBIO 1, regardless of prerequisite status, is 84.1%. The success rate is considerably high when compared with the average college-wide overall course success rate (66.5% in 2007-2008) and life science course success rate (68.5% in 2007-2008). Therefore, enforcing any prerequisite will do little to increase the net percent of course success as the rate is already near ceiling. In addition, a large majority of MCRBIO 1 students (approximately 75%) have already met either English prerequisite. Based on these findings, there is little evidence suggesting that students who do not meet the prerequisite are highly unlikely to be successful in the course.

The current study evaluated the establishment of ENGL 1 and eligibility for ENGL 1 as prerequisites for ANATMY 1, BIOL 21, and MCRBIO 1. While the findings of the study found support for the implementation of ENGL 1 as a prerequisite for ANATMY 1, they failed to support the implementation of an English prerequisite for BIOL 21 and MCRBIO 1. This report offers recommendations to be considered by the Curriculum Committee in the establishment and evaluation of course prerequisites.

## References

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## Appendix A: Comparison of Current Findings to Previous Study

An earlier study conducted in spring 2009 attempted to provide empirical support for the establishment of ENGL 1 or eligibility for ENGL 1 as prerequisites for ANATMY 1, BIOL 21, and MCRBIO 1. However, the study failed to follow the research methods recommended by the ASCCC and the California state standards for evidence of course prerequisite validation were not met.

The following tables compare the findings of the first study with the findings of the current study. Any comparisons should be made with caution as the documentation of the analyses of the first study is unavailable. For example, it is unknown what years of cohorts were used, who were in the cohorts, whether prerequisite and outcome course enrollment data were extracted in temporal order, and whether the outcome course sample included duplicates of student enrollment.

**Table 12. Comparison of Percent of Students in Cohort Who Met the Prerequisite**

Met the Prerequisite	Outcome Course	
ENGL 1	ANATMY 1	MCRBIO 1
First Study	66.0%	78.7%
Current Study	55.3%	73.2%
Difference in Data?	YES	YES
Eligibility for ENGL 1	ANATMY 1	MCRBIO 1
First Study	18.6%	17.8%
Current Study	61.5%	77.2%
Difference in Data?	YES	YES

There are differences in the figures produced for percent of students in the cohorts who meet the prerequisite between the earlier and current studies. The earlier study produced a disproportionately larger percentage figure for those who met either prerequisite in ANATMY 1, BIOL 21, MCRBIO 1, than the current study. It is unknown how ENGL 1 prerequisite status was determined in the earlier study, in the current study, students who successfully completed ENGL 1 and/or students who completed an associate degree or higher prior to enrolling in their life science course (first attempt) were identified as those who 'met the ENGL 1 prerequisite'. In addition, it is unknown how eligibility for ENGL 1 prerequisite was determined or whether those who were eligible for ENGL 1 included students who met the ENGL 1 prerequisite. In the current study, the eligible for ENGL 1 group included students who had not met the ENGL 1 prerequisite as well as those who did.

**Table 13. Comparison of Overall Course Success Rate Before and After Placing the ENGL 1 Prerequisite**

Course Success Rate	Outcome Course	
Before Prerequisite	ANATMY 1	MCRBIO 1
First Study	60.4%	84.0%
Current Study	59.7%	84.1%
Difference in Data?	NO	NO
After Prerequisite	ANATMY 1	MCRBIO 1
First Study	68.2%	86.9%
Current Study	69.6%	87.0%
Difference in Data?	NO	NO

The findings from the earlier study are consistent with the findings from the current study in overall course success rates prior to and after establishing the ENGL 1 prerequisite. For both studies, the overall course success rates before placing the prerequisite for ANATMY 1 and BIOL 21 was approximately 60 to 63%. Placing the ENGL 1 prerequisite increased the rate by approximately 8% to 10% for ANATMY 1; however, the ENGL 1 prerequisite did not increase the overall course success rate in BIOL 21.

In both studies, the overall course success rate for MCRBIO 1 is a high 84%. Placing an ENGL 1 prerequisite did not substantially increase the success rates.

**Table 14. Comparison of Overall Course Success Rate Before and After Placing the Eligibility for ENGL 1**

Course Success Rate	Outcome Course	
Before Prerequisite	ANATMY 1	MCRBIO 1
First Study	60.4%	84.0%
Current Study	59.7%	84.1%
Difference in Data?	NO	NO
After Prerequisite	ANATMY 1	MCRBIO 1
First Study	64.9%	84.8%
Current Study	67.0%	86.2%
Difference in Data?	NO	NO

The findings from the earlier study are consistent with the findings from the current study in overall course success rates prior to and after establishing the eligibility ENGL 1 prerequisite. However, the net increase in accuracy experienced after placing the prerequisite in BIOL 21 differs by nearly 6%. In the earlier study, placing the eligibility for ENGL 1 prerequisite on BIOL 21 increased the course success rate by 8%. In the current study, the success rate increased by only 2% after placing the prerequisite.

Comparisons for success rates of students with prerequisites with students without prerequisites were not made as the earlier study included Ws in the calculation of the rates as the current study did not.

## Appendix B: Description of the Life Science Courses

### ANATOMY 1, General Human Anatomy

This course is an intensive study of the gross and microscopic structure of the human body including the four major types of tissue and their subgroups, and the following organ systems: integumentary, skeletal, muscle, circulatory, respiratory, digestive, urinary, reproductive, endocrine, nervous, and senses. Functions of the organ systems are included at the introductory level to prepare students for a course in Human Physiology. Laboratory assignments develop the skills of observation, investigation, identification, discovery, and dissection. The use of actual specimens, including cat dissection and observation of a human cadaver, is emphasized to assure that students learn the relative structure, functions, textures, and variations in tissues not incorporated in models. Supplemental materials such as models, photographs, charts, videotapes, and digitized images are also provided. This course is required for students preparing for many Allied Health professions including, but not limited to, Nursing, Respiratory Therapy, Physical Therapy, Physical Education and Kinesiology Training, and Physician's Assistant and is a prerequisite for Human Physiology 3.

### ANATOMY 2, Advanced Human Anatomy

This course emphasizes developmental, comparative, gross anatomy as applied to various disciplines such as clinical medicine, anthropology, art, illustration, kinesiology, and pathology in order to demonstrate practical and professional applications of anatomy. The laboratory experience includes individualized instruction in dissection of the human body. Students prepare seminars on specific anatomy topics for presentation to faculty and other students. Guest lecturers and field trips may be included.

### BIOL 21, Cell Biology and Evolution

This is the first course of a three-course lecture and laboratory sequence for Biology majors, including Biology 21, 22, and 23. It describes how scientist approach the scientific method to generate scientific knowledge; studies the history, evidence, and mechanism of evolution; identifies the chemistry of four classes of macromolecules; elucidates the cell principles including cell structure, function, and physiology; describes general energy metabolism; and illustrates the processes of growth and reproduction through mitosis, meiosis, development, and life cycles. Students are required to perform at least two experiments that require data collection, computer-based data management and graphing, and scientific analysis and interpretation of data. The course is designed to meet the needs of students transferring to upper division biology student.

### BIOL 22, Genetics and Molecular Biology

This is the second course of a three-course lecture and laboratory sequence for Biology majors, including Biology 21, 22, and 23. It focuses on the structure, function, and transmission of genes from the

perspectives of genetic and molecular biology. A strong foundation in genetics and its relationship to molecular biology is developed through problem solving. Students perform experiments that require data analyses and demonstrate interpretations in laboratory reports. Application of internet databases for bioinformatics is used to show relationships between DNA and protein sequences. The course is designed to meet the needs of students transferring to upper division biology study.

### BIOL 23, Organismal and Environmental Biology

This is the third course of a three-course lecture and laboratory sequence for Biology majors, including Biology 21, 22, and 23. Organisms at and above the cellular level of organization are examined, with plants, invertebrates, and vertebrates receiving equal attention. Topics emphasized include morphology, physiology, systematic, ecology, evolution, and behavior. Additionally, each student must complete a term project which includes lab or fieldwork and library research.

### MICRIBIO 1, Fundamentals of Microbiology

This course involves study of several types of microorganisms with emphasis on bacteria. Principles of microbiology, metabolism, genetics, immunology, and medical and non-medical applications are considered. The laboratory includes aseptic transfer techniques, cultural characteristics, methods of microscopy, and analytical techniques for identifying microbial organisms. The course content is related to both general and clinical applications including recent molecular biological and serological techniques.

### PHYS 3, Human Physiology

This rigorous course provides a basic understanding of physiological mechanisms with a focus on the human body. Basic concepts of cellular physiology, including: molecular control; mechanisms of gene expression; ligand-binding site interactions; energy and cellular metabolism; membrane transport; membrane and action potentials; and cellular communication, including signal transduction, will be integrated within the concept of homeostasis involving the following body systems: nervous and sensory, endocrine, muscular, circulatory, immune, respiratory, renal, digestive, and reproductive. This course content includes both general and clinical applications and is intended to prepare students for advanced courses in Allied Health and Medical professions including Nursing, Physical Therapy, Respiratory Therapy, Physician's Assistant, Pharmacy, and Exercise Science/Kinesiology Training.

## Application of International Baccalaureate to SMC AA GE, Liberal Arts, and General Science Degrees

The Diploma Program for students aged 16 to 19 is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by many universities around the world. Each program includes a curriculum and pedagogy, student assessment appropriate to the age range, professional development for teachers and a process of school authorization and evaluation. The programs are available through 2,741 IB World Schools in 138 countries. There are 1,037 IB World Schools in the United States -- including 668 schools that offer the Diploma Program.

The IB does not own or manage any schools. Instead, they work with schools around the world (both state and privately funded) that share their commitment to international education. More information can be found at: <http://www.ibo.org/diploma/>

In the summer of 2009, the UC and CSU agreed to accept IB exams for use on IGETC and CSUGE (see below).

### CSUGE

INTERNATIONAL BACCALAUREATE (IB)				
The following International Baccalaureate (IB) exams may be used on CSU GE:				
INTERNATIONAL BACCALAUREATE (IB)	PASSING SCORE	MINIMUM SEMESTER CREDITS EARNED	SEMESTER CREDITS TOWARD GE BREADTH CERTIFICATION	AMERICAN INSTITUTIONS AND/OR GE BREADTH AREA
IB Biology HL	5	6	3	B2
IB Chemistry HL	5	6	3	B1
IB Economics HL	5	6	3	D2
IB Geography HL	5	6	3	D5
IB History (any region) HL	5	6	3	C2 or D6
IB Language A1 (any language) HL	4	6	3	C2
IB Language A2 (any language) HL	4	6	3	C2
IB Language B (any language) HL	4	6	0	n/a
IB Mathematics HL	4	6	3	B4
Physics HL	5	6	3	B1

### IGETC

INTERNATIONAL BACCALAUREATE (IB)			
<ul style="list-style-type: none"> <li>A score of 5, 6 or 7 on Higher Level (HL) exams is required to grant credit for IGETC certification.</li> <li>An acceptable IB score for IGETC equates to either 3 semester/4 quarter units for certification purposes.</li> <li>Students who have earned credit for an IB exam should not take a comparable college course because transfer credit will not be granted for both.</li> </ul>			
The following International Baccalaureate (IB) exams may be used on IGETC:			
INTERNATIONAL BACCALAUREATE (IB) EXAM	IGETC AREA	INTERNATIONAL BACCALAUREATE (IB)	IGETC AREA
IB Biology HL	5B (without lab)	IB Language A1 (any language) HL	3B
IB Chemistry HL	5A (without lab)	IB Language A2 (any language) HL	3B
IB Economics HL	4B	IB Language B (any language) HL	6A
IB Geography HL	4E	IB Mathematics HL	2
IB History (any region) HL	3B or 4F	IB Physics HL	5A (without lab)
IB Language A1 (any language, except English) HL	3B and 6A	IB Psychology HL	4I
IB Language A2 (any language, except English) HL	3B and 6A	IB Theatre HL	3A

## Proposed SMC AA GE, Liberal Arts, and General Science Degrees

INTERNATIONAL BACCALAUREATE (IB)			
<ul style="list-style-type: none"> <li>A score of 5, 6 or 7 on Higher Level (HL) exams is required to grant credit for the Santa Monica College AAGE pattern.</li> <li>An acceptable IB score equates to either 3 semester units.</li> </ul>			
The following International Baccalaureate (IB) exams may be used on the Santa Monica College AAGE pattern:			
INTERNATIONAL BACCALAUREATE (IB) EXAM	AAGE AREA	INTERNATIONAL BACCALAUREATE (IB)	AAGE AREA
IB Biology HL	I (without lab)	IB Language A1 (any language) HL	III
IB Chemistry HL	I (without lab)	IB Language A2 (any language) HL	III
IB Economics HL	II B	IB Language B (any language) HL	III
IB Geography HL	II B	IB Mathematics HL	IV B
IB History (any region) HL	II B	IB Physics HL	I (without lab)

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**Date:** January 22, 2010

**To:** Chief Instructional Officers  
Chief Student Services Officers

**From:** Barry A. Russell, Vice Chancellor of Academic Affairs

**Subject:** Avocational, Recreational, and Personal Development Courses ... Some Suggestions

In fall 2009, messages concerning some possible funding changes for certain courses at California community colleges began to surface from a variety of sources. After much discussion, several phone meetings, and some investigative activities, the Chancellor's Office makes the following observations and suggestions to guide colleges.

**Why Is There Confusion?**

In the 2009-10 Budget Act<sup>1</sup>, language was provided that directed community colleges to

“the greatest extent possible, shall implement any necessary workload reductions in areas other than basic skills, workforce training, and transfer.”

Although this language was clear about the classes to be included in the focus for 2009-2010, it gave no specific direction about all the other courses and programs being offered at community colleges. The budget was reduced \$120 million without identifying specific cuts that must be made or courses that must be eliminated. Subsequently, colleges are looking for direction. In addition, it is important to note that this limitation (at this point) is only attached to the 2009-2010 budget language. Budget language is still being crafted for the 2010-2011 year and it is yet to be determined if there will be a continued focus directly communicated by the Legislature or if more general language will be used. Whatever the action, it is probably fair to say that the Legislature has communicated an overall priority for colleges during this budget crisis...however long it should last.

For 2009-2010 it is safe to assume all courses that are outside of transfer, basic skills, or career technical are potential courses for scrutiny as community colleges limit class offerings in response to large budget cuts across the state. In addition to focusing on these three areas, community colleges also must continue to respond to local community need and workforce issues through the noncredit offerings which are already restricted to 10 areas of identified content (California Education code 84757(a)).

<sup>1</sup> Budget Act of 2009, Section 482, item 6870-101-0001, provision 29, page 617

So, the questions are:

- Where do colleges draw the line between the three categories and those outside?
- What courses do colleges exclude and what courses do they include?
- Do colleges discontinue very popular courses should they fall outside the designated areas?

### **What's Next?**

The Legislative Analyst Office, legislators, and others are looking closely at both credit and noncredit offerings throughout the state and have found a variety of courses that seem to fall outside of the accepted areas listed above. There could be legislation or other actions taken to remove some local control of course offerings if colleges are not responding to the expressed intent of the budget language.

This is not a new question. In a review of documents all the way back to 1982, there have been several instances where recreational, avocational, and personal development courses have been addressed. In fact, in a letter dated January 31, 1984 to all Chief Instructional Officers, clear direction was provided that still remains appropriate today. The difference is that at that time, the Legislature mandated that the Chancellor's Office develop a list for a \$30 million reduction and at this time, there is no mandate from the current Legislature. Here is a quote from this 1984 memo:

- “Recreational, avocational, and personal development courses are those which:
- (a) are not required courses or suggested electives leading to the completion of the requirements of a major offered by the college,
  - (b) are offered primarily to provide recreational or avocational pursuits for students.
  - (c) are of greater private than public interest.
  - (d) should be offered as a community service class for a fee which covers the cost of instruction.”<sup>2</sup>

It should also be noted that the language is very general intentionally so as not to focus or marginalize one specific sector of the curriculum. These types of courses can occur in virtually every curricular area of the campus.

### **How can community colleges respond?**

While not giving colleges specific direction, the Chancellor's Office would highly recommend that each college visit their course offerings and review them for three priorities: basic skills, transfer, and career technical. If courses do not fit into one of those three categories, then further analysis should be done according to the four points (a through d) listed above. Note that option “d” provides a way to continue offering a course as a community service class without affecting the state budget.

It is the opinion of the Chancellor's Office that this is a local decision and not one that should be made at the state level. The reality, though, is that if courses that are perceived as recreational, avocational, or personal development are not voluntarily removed from the credit/noncredit offerings, the Legislature or others may choose a more intrusive method.

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<sup>2</sup> Letter to Chief Instructional Officers by Allan L. Petersen, Dean, January 31, 1984.

It would be prudent for colleges to also focus on communication with their local communities and governance groups as these changes take place. The budget message should be clear to all sectors (boards, administration, faculty, staff, and students) that the necessary limited focus on basic skills, transfer, and career technical education requires subsequent changes in scheduling and course offerings.

**Where will this take us?**

In the next Legislature, the issue of funding community college courses will inevitably include some review of courses which the Legislature interprets as outside the scope of the community college mission. If California community colleges have proactively changed or removed the offering of these courses voluntarily, there will be less evidence to support further reductions in state funding based on this one point of contention.

As you study your offerings and take action to reduce course offerings to meet workload reduction goals, please focus first on sustaining basic skills, transfer, and career/technical courses and programs. With a statewide response to this reduction of \$120 million, hopefully the chance of further state budget reductions based on this issue can be minimized. If you have any questions or concerns throughout this process, please feel free to contact the Chancellor's Office Division of Academic Affairs at 916.322.6881.

cc: Chief Executive Officers  
Academic Senate for the California Community Colleges