



# CURRICULUM COMMITTEE | AGENDA

Wednesday, May 18, 2011 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300E

## Members:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Estela Narrie	Marcel Strickler
Georgia Lorenz, <i>Vice Chair</i>	Randal Lawson	James Pacchioli	Richard Tahvildaran-Jesswein
Brenda Benson	Helen LeDonne	Patricia Ramos	Gary Taka
Ellen Cutler	Emily Lodmer	Deborah Schwyter	Esau Tovar
Diane Gross	Walter Meyer	Jeffery Shimizu	Marco Vivero
Aileen Huang	Eric Minzenberg	Edie Spain	Carol Womack

## Interested Parties:

Maria Bonin	Katharine Muller	Mitra Moassessi	Linda Sinclair
Jonathan Cohanne	Kiersten Elliott	Chris Young	Eleanor Singleton
Mary Colavito	Mona Martin	Wendy Parise	Julie Yarrish

## Ex-Officio Members:

Eric Oifer	Tiffany Inabu
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## AGENDA

*(Items for action are listed alphabetically; items for information are listed numerically)*

I. Call to order	
II. Public Comments*	
III. Approval of Minutes.....	2
IV. Chair’s report	
V. Information items:	
I. Update on Arranged Hours	
VI. Degrees & Certificates:	
a. Associate in Science – Transfer - Chemistry (AS-T Chemistry).....	28
VII. Distance Education:	
b. Geography 8/Urban Studies 8: Urban Geography: Introduction to Urban Studies.....	4
c. Business 11: Introduction to the Hospitality Industry.....	17
VIII. Old Business:	
d. SB 1440 update	
IX. New Business:	
e. AR 4314 Credit by Examination.....	30
f. AR 4351 Catalog Rights.....	32
X. Adjournment	

*Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Grace Smith (x. 4454) if you are unable to attend this meeting.*

*\*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.*



# CURRICULUM COMMITTEE | MINUTES

Wednesday, May 4, 2011 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300E

## Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Eric Minzenberg	Edie Spain
Georgia Lorenz, <i>Vice Chair</i>	Randal Lawson	Estela Narrie	Marcel Strickler
Brenda Benson	Helen LeDonne	James Pacchioli	Richard Tahvildaran-Jesswein
Ellen Cutler	Emily Lodmer	Deborah Schwyter	Gary Taka
Diane Gross	Walter Meyer	Jeffery Shimizu	Marco Vivero
			Carol Womack

## Members Absent:

Aileen Huang	Patricia Ramos	Esau Tovar
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## Others Present:

Judith Douglas	Eric Oifer	Linda Sinclair	Roberta Wolin-Tupas
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## MINUTES

### I. Call to order:

The meeting was called to order at 3:12 p.m.

### II. Public Comments:

None.

### III. Approval of Minutes:

The minutes of April 20, 2011 were approved as presented.

### IV. Chair's report (and reports requested by the Chair):

- The Academic Senate approved the following on May 3, 2011:
  - Energy Efficiency 2: Residential Building Science
  - Public Policy A.A. Degree/Certificate of Achievement
- 1. Course repetition in the Visual and Performing Arts, and Physical Education (discussed at the Spring 2011 Plenary session of the statewide Academic Senate) – presented by Randal Lawson.
- 2. Proposed Title 5 change on apportionment limit for enrollment in credit courses (discussed at the California Community Colleges Board of Governors meeting on May 9, 2011) – presented by Randal Lawson.
- 3. SB 1440 and the use of content review in place of statistical evaluation for prerequisites (discussed at the ASCCC Regional Curriculum Meeting on April 30, 2011) – presented by Eric Oifer.

### V. Information items:

1. **IGETC/CSUGE decisions** – presented by Estela Narrie.

### VI. New courses – credit:

- a. **Dance 75/ECE 75: Dance for Children: Creative Dance in the Pre-K and Elementary Classroom** – presented by Roberta Wolin-Tupas at the April 20 meeting, and tabled for consideration at this meeting with acceptance of changes requested.

#### Approval of Course:

**Motion made by:** Brenda Benson

**Seconded by:** Marco Vivero

The motion passed unanimously.

**VII. Degrees & Certificates:**

- b. **Associate in Arts – Sociology (Transfer)** – presented by Guido Davis Del Piccolo.

**Approval of Program:**

**Motion made by:** Emily Lodmer  
The motion passed unanimously.

**Seconded by:** Estela Narrie

- c. **Expansion of GE Area Credit for College Level Examination Program (CLEP)** – presented by Estela Narrie. Ms. Narrie presented an expanded California Community College (CCC) GE CLEP Exam Equivalency list at the Spring Plenary Session of the statewide Academic senate.

She reported that the statewide Academic Senate had adopted a resolution to urge local senates to adopt and implement the proposed CCC GE CLEP exam score equivalency list.

RECOMMENDATION: That the Curriculum Committee adopt and implement the expanded CLEP Exam Equivalency List.

**Motion made by:** Randal Lawson

**Seconded by:** Estela Narrie

**Ayes:** 20

**Noes:** 0

**Abstentions:** 1

**VIII. Old Business**

- d. **SB 1440 update** – presented by the *Chair* and Estela Narrie. A report was presented on the recent Tri-Valley Alliance meeting which they attended at California State University – Northridge on April 22, 2011. Guido displayed the Region-7 TMC during the Sociology breakout session and there was interest in the TMC and requests for the document from several present.
- e. **Global Citizenship AA requirement** – Linda Sinclair, Counselor, Veterans Resource Center was present on invitation of the Curriculum Committee and addressed the following questions:  
Should veteran students be required to satisfy SMC's Global Citizenship requirement (just as any other student)?  
or  
Should SMC recognize (in the context of the requirement) the experience of veteran students?

Ms. Sinclair suggested that the global citizenship requirement be waived for veterans, as they experience diversity and build multi-cultural skills while in training, and are often engaged in rebuilding other countries. In addition, they do not get financial credit for taking a Global Citizenship class from the GI Bill.

There was an extensive discussion on the requirement, with emphasis on the difficulty of quantifying the global citizenship experience of a particular group and the options that could be explored, in terms of infusing it throughout curriculum without creating problems for articulation and transfer. The committee will further consider this requirement, after evaluation of data from Institutional Research, which will determine how many students have completed 45-60 units without taking a Global Citizenship course.

- IX. Adjournment** – The meeting was adjourned at 5:15 p.m.

Respectfully submitted,

Georgia Lorenz, *Vice Chair*  
GL/gs

# Form 1: Course Outline of Record

## Santa Monica College

### Course Outline For Geography 8 / Urban Studies 8 v4

<b>Course Title:</b>	Urban Geography: Introduction to Urban Studies			<b>Units:</b>	3
Total Instructional Hours: (usually 18 per unit)	54				
Hours per week (full semester equivalent) in Lecture:	54	In-Class Lab:	0	Arranged:	0
<b>Date Submitted:</b>	April 27, 2011				
<b>Date Updated:</b>	May 3, 2011				
		<b>IGETC Area:</b>	4E		
		<b>CSU GE Area:</b>	D5		
		<b>SMC GE Area:</b>	IIB		
		<b>Transfer:</b>	CSU, UC		
<b>Prerequisite(s):</b>	None				
<b>Skills Advisory:</b>	Eligibility for English 1				

#### I. Catalog Description:

This course introduces students to the multi-disciplinary study of urban society and space. Cities are examined both as complex social-economic groupings of people, and as material landscapes of buildings, pathways, and public and private spaces. Attention is paid to what cities are and have been (the evolving urban experience of the past and present) as well as to ever-changing ideas about what cities should be (urban planning and design for the future). While the overall perspective of the course is global, its primary focus is on the cities of North America and, in particular, the Los Angeles metropolitan area. This emphasis is evident both in the classroom and in field trips or other assignments that ask students to apply classroom ideas to our local urban setting.

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

1. David Kaplan, James O. Wheeler, and Steven Holloway, *Urban Geography 2/e* (Wiley, 2008)
2. Paul L. Knox and Linda M. McCarthy, *Urbanization: An Introduction to Urban Geography 2/e* (Prentice Hall, 2005)
3. Michael Pacione, *Urban Geography: A Global Perspective 3/e* (Routledge, 2009)
4. Richard LeGates and Frederic Stout, *The City Reader 5/e* (Routledge, 2011)
5. Larry R. Ford, *Cities and Buildings: Skyscrapers, Skid Rows, and Suburbs* (Johns Hopkins UP, 1994)
6. Stanley D Brunn, et al., *Cities of the World: World Regional Urban Development 4/e* (Rowman & Littlefield, 2008)
7. Joel Kotkin, *The City: A Global History* (Modern Library, 2006)
8. Blake Gumprecht, *The Los Angeles River: Its Life, Death, and Possible Rebirth* (Johns Hopkins UP, 2001)
9. Reyner Banham, *Los Angeles: The Architecture of Four Ecologies 2/e* (reprint; UC Press, 2009)
10. Lewis H. Lapham, ed., "The City", *Lapham's Quarterly* 3:4 (Fall 2010)

#### III. Course Objectives:

Upon completion of the course students will be able to:

1. Recognize and apply different conceptions of the "urban" (the city), as distinct from the "suburban" and the "rural".
2. Discuss major concepts and themes in contemporary urban planning and design, understood within their

	historic-geographic context.
3.	Describe, discuss, and differentiate common types of urban spaces from a variety of historical-geographical contexts; this includes the ability to apply a number of social-scientific models that scholars have developed to better understand patterns of urban morphology.
4.	See and understand the world's ever-evolving connections between peoples, cities, and environments, particularly in this dynamic age of globalization.
5.	Locate, compile, and analyze a variety of demographic and socio-economic data, in combination with visual and textual sources, to describe and assess specific urban settings and situations.
6.	Apply historical-geographical insight to present-day discussions of topics such as housing, transportation, urban (re)development, segregation, and "smart growth" policies to control and combat urban sprawl.
7.	Critically read urban landscapes, especially those of Santa Monica and the rest of greater Los Angeles—the quintessential postmodern, "fragmented" metropolis.

**IV. Methods of Presentation:**

Classroom lectures and discussion (some of which might take place in an online forum) will introduce students to key information and concepts. Assigned readings and homework exercises will further illustrate and develop course material, both through case-study example and critical discussion of major issues of the day. Students will be encouraged, if not required, to supplement their coursework with regular attention to current news events via print and/or electronic sources. Students also will be asked to apply ideas from the lectures, readings, and discussions, to their local, lived-in urban environment through one or more field-based exercises.

**V. Course Content:**

<b>% of course</b>	<b>Topic</b>
15%	Introduction to core concepts: urbanism and urban morphology
5%	The local context: Santa Monica and greater Southern California
10%	Urban planning and design
10%	Urban origins: pre-industrial cities
10%	The industrial revolution: the emergence of downtown and the slum
10%	Globalization and urbanization in today's world
5%	Housing and segregation
15%	Suburban decentralization: edge cities, suburban sprawl, transportation, and new urbanism
10%	Blight, urban renewal, and community redevelopment
10%	Diverse patterns of urbanism around the world

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
20%	Weekly homework assignments
20%	Research paper / semester project
25%	Midterm Exam(s)
25%	Final Exam
10%	Discussion / Participation

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	<p><b>City Skylines around the World</b></p> <p>This online discussion is based on a concept developed by Larry Ford—his Skyline Score—to facilitate the global intercity comparison with respect to their collections of skyscrapers. This score is simply calculated as <b>B</b> multiplied by <b>H</b> divided by <b>P</b>, where <b>B</b> equals the total number of buildings in the city over 300 feet tall, <b>P</b> is the</p>
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city's metropolitan-area population (in millions), and **H** is the combined height of the city's three tallest buildings, measured in thousands of feet.

Students in this assignment, which can be presented as an online group discussion, are asked to do two things:

- (1) Calculate the skyline score for the city of their choice utilizing data freely available online at [emporis.com](http://emporis.com).
- (2) Discuss the scores they have calculated, in comparison to scores calculated for other cities by their classmates and/or instructor. Does their city have a high score, or a low score? Does their city's skyline consist mostly of newer construction, or older? Which companies and industries are generally behind their city's collection of skyscrapers? Reviewing all the cities' scores, what generalizations can be made about the kind(s) of cities that have high scores, or low scores? Finally, after reflecting on this simple empirical exercise, how useful of a concept is the Skyline Score for understanding the geography of tall buildings? Is there an alternative, perhaps better, way to compare the skyscraper densities of different cities? Or are we just wasting our time trying to quantify this concept; maybe skyline density is a phenomenon that is subjectively "felt" more than it is precisely observed?

## 2. **The Modern Industrial Slum**

In addition to the skyscraper-rich Central Business District, the modern industrial city is epitomized by the impoverished slum dense with tenements. This discussion asks students to reflect on two of the classic contemporary portrayals of the slums of the industrializing Nineteenth Century.

The industrial revolution had profound impacts on urban life. While the "shock cities" of the industrial age possess a long list of noteworthy features, perhaps the most shocking of all is the intense poverty and squalor of their slums. Arguably the two most famous contemporary accounts of the 19th-century industrial slum are the highly descriptive, reform-minded efforts of Friedrich Engels (a German living in Britain) and Jacob Riis (a Dane living in the USA). Writing nearly a half-century apart, they painted vivid pictures in words—and for Riis, in photographs, too—so that the more affluent classes could better see the everyday worlds of economically struggling laborers and immigrants. For this discussion assignment, you should read the following two chapters from their books:

- Friedrich Engels, "The Great Towns," in *The Condition of the Working Class in England* (1845)
- Jacob Riis, "Genesis of the Tenement," in *How the Other Half Lives* (1890)

This assignment is generally an opportunity for open-ended reaction to these pieces of nineteenth-century writing. Bear in mind, however, that as straightforwardly descriptive as these pieces of "realism" appear to be, both authors are writing from a very specific point of view; a then-young Engels displays his radical political leanings which would develop further via subsequent partnership with Karl Marx, while Riis's WASPy bias against Italians, Jews, and other non-Germanic, non-Protestant peoples appear baldly racist by today's standards. Be sensitive, then, to the authors' biases, even as you let them be your guides to the all-too-real crowding of the industrial slum. (For a particularly thoughtful review of Engels' work as an example of early social science, see this online article by Professor Daniel Little. Also, Martin Scorsese's epic, *Gangs of New York* (2002), leaned very heavily on Riis's book in designing the set, costumes, and overall look and feel of the film.

Read the two chapters linked above. It's a significant chunk of extra reading, so feel free to skim. Just make sure to read enough of each author to get a good handle on their general message. Also, since the entire books from which I've selected these chapters are available on the same websites, you can explore each book further if you'd like. With that background reading in hand, there are two parts to this discussion assignment:

1. Describe for your classmates your general reaction to both pieces, illustrating your thoughts with at least one specific example. Are you surprised by what you read? Why, or why not? How do the readings influence your thinking about what are the biggest problems/challenges facing cities of the modern world? How do these readings challenge and/or reinforce what Ford and Kotkin have to say about industrial-era urbanism?

2. Based on the readings and presentations in class, as well as your own experiences and observations outside of class, where might we find in the world today present-day urban conditions similar to those described by Engels and Riis? What might be some of the differences between these 21st-century slums and their counterparts from the 19th century?

## Form 3: Student / Program / Institutional Learning Outcomes

February 23, 2011

Geography 8 / Urban Studies 8

### Course Level Student Learning Outcomes: (Must list at least 2)

1.	Having been presented with specific lists of core concepts in urban geography and urban studies, students will be able to define and apply these concepts to specific contexts.
	As assessed by: multiple-choice, short-answer, and/or keyword-identification questions on exams
2.	Having been presented with a review of different examples of urban morphology, urbanization, and urban design, from a variety of historical geographic contexts, students will be able to critically evaluate their local urban surroundings and make a well-reasoned argument regarding what is good about their city, what is bad about their city, and how conditions might be improved—as well as the obstacles and challenges that might stand in the way.
	As assessed by: an essay or similar presentation in which students analyze and discuss the characteristics of their urban area in comparison to examples of cities from other historical geographic settings

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

1.	Students will be able to identify spatial patterns and interrelationships between systems and cycles that affect life and shape landscapes.
	This course presents urban studies—the story of cities and of evolving ideas about them—in a globally comparative way, that seeks to relate patterns of economic life, social interaction, and the built landscape to the larger historical context of the time and place. For example, how did the introduction of the skyscraper depend upon new advances in technology, and how did it impact both the visible landscape and the social-economic geography of urban life? Likewise, how did the automobile, and of government subsidies of home ownership and highways, change the social, economic, and environmental impacts of the city.
2.	Students will demonstrate cartographic literacy, including map interpretation and, using spatial analysis skills, will be able to analyze, recognize and evaluate spatial distributions on all scales from local to global to become better global citizens.
	One of the core themes of the class, and of urban studies in general, is “urban morphology”—the study of the geographic shape of cities. This refers to efforts to map and model the spatial structure of urban areas: rich neighborhoods versus poor neighborhoods, industrial zones versus residential zones, “skid rows” versus “edge cities”, and the like.

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

ILO #1	acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
	Familiarizing students with the competing ideas regarding urban planning and design, as well as the variety of forms that urbanism has taken throughout history and around the world, provides them with an awareness and sense of collective purpose that supports the ILO, as does the active practice of critical thinking, reading, communicating, and collaborating.
ILO #2	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.
	Requiring students to critically engage a diverse and multidisciplinary range of data, images, and ideas about cities, and to develop and share personal points of view about the desirable and undesirable qualities of urban

*form modified 03/03/2011*

	life, supports this ILO.
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ILO#3	respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.
	Presenting students with comparative examples of urbanism in multiple contexts around the world, and introducing them to the processes of globalization and their transformative effects on urban life, supports this ILO.

ILO #4	take responsibility for their own impact on the earth by living a sustainable and ethical life style.
	Introducing students to contemporary ideas of new urbanism, smart growth, green building, and transit-oriented design, as well as to the historical role of environmental quality and parks' movements in urban planning and design, supports this ILO.

<i>S/ILO Committee Use Only</i>	reviewed by:	CKS	5-3-11
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# Form 7: DISTANCE EDUCATION APPLICATION

## Geography 8 / Urban Studies 8

Instructor preparing this document:	Pete Morris
First Semester course to be offered:	Fall 2011

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to [www.smconline.org](http://www.smconline.org) and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education [yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu).

**This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:**

<input checked="" type="checkbox"/>	Course objectives have not changed.
<input checked="" type="checkbox"/>	Course content has not changed.
<input checked="" type="checkbox"/>	Method of instruction meets the same standard of course quality.
<input checked="" type="checkbox"/>	Outside assignments meet the same standard of course quality.
<input checked="" type="checkbox"/>	Required texts meet the same standard of course quality.
<input checked="" type="checkbox"/>	Serves comparable number of students per section as a traditional course in the same department.

### Additional considerations for all distance education courses:

<input checked="" type="checkbox"/>	Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
<input checked="" type="checkbox"/>	Adequate technology resources exist to support this course/section.
<input checked="" type="checkbox"/>	Library resources are accessible to students.
<input checked="" type="checkbox"/>	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments.
<input checked="" type="checkbox"/>	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
<input checked="" type="checkbox"/>	Will not affect existing or potential articulation with other colleges.
<input checked="" type="checkbox"/>	Special needs (i.e., texts, materials, etc.) are reasonable.
<input checked="" type="checkbox"/>	Complies with current access guidelines for students with disabilities.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services.

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
<b>Department or Area Vote</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Approvals:**

Department Chair:	Vicki Drake	Date:	4/27/11
Librarian:	Carol Womack	Date:	4/28/11
Web Accessibility Specialist:	Ellen Cutler	Date:	5/10/11
Curriculum Committee Chair:		Date:	
Academic Senate President:		Date:	
Chief Instructional Officer:		Date:	

## GUIDELINES AND QUESTIONS FOR CURRICULUM APPROVAL OF A DISTANCE EDUCATION COURSE

**Contact/Interaction Guidelines and Best Practices:**

To meet ACCJC's Guidelines for Distance Education, SMC's Best Practices Guidelines, and Title 5 regulation (55211), which mandates "regular and effective" contact with the students, courses must include the following interactions:

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

**b. Student-student Interaction:** Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

**c. Student-content Interaction:** Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material **before** they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

(The tables will automatically expand to accommodate your most complete answers)

<p><b>1a. Interactions:</b> Describe the nature and expected frequency of <u>instructor-student interactions</u>:</p>	<p>This class incorporates two types of instructor-student interaction. The first type consists of the mix of general “housekeeping” announcements and responses to student questions that characterize all classes. These will be handled through regular (more than once per week) use of eCompanion tools such as email and a general “Bulletin Board” threaded discussion. Announcements can also be redundantly posted to the instructor’s SMC homepage.</p> <p>A second type of instructor-student (and also student-student) interaction for this course is the sharing of articles, photos, personal stories, websites and any other relevant items not included within the assigned readings and lecture presentations. This course emphasizes connecting the academic ideas of the class with the “real world” urban experiences of students’ everyday lives. On a weekly or more frequent basis these supplemental materials are presented via eCompanion, the instructor’s SMC homepage, and/or external blogging websites such as Tumblr. At the latter, Twitter-style hashtags can be used to help students find relevant posts by topic, both from the current term and earlier.</p>
<p><b>1b. Interactions:</b> Describe the nature and expected frequency of <u>student-student interactions</u>:</p>	<p>Continuing a practice already used in the on-ground version of this class, weekly homework assignments are built around threaded discussions at eCompanion. In addition to thought-provoking discussion of ideas and issues raised in assigned readings, these assignments revolve around students’ own experiences in the cities of their homes and travels. Especially in a distance-education class, students are likely to come from a variety of urban places, and the global perspective of this class is enhanced by assignments that call upon students to share descriptions of and reflections upon their varied urban experiences. The goal is to foster the sense of a global, online learning community in which students use examples from their own cities to facilitate comparative understanding of the connections, commonalities, and contrasts of urban life in the Twenty-First Century.</p> <p>The on-ground version of this class also has often included an optional all-day field trip—such as a walking tour of downtown Los Angeles, or a bus-based tour of Santa Monica. When offered, this is always a highlight of the course, usually coming toward the end of the semester. For the online class, a similar field trip could be made early in the term to provide a chance for students to meet each other, as well as the instructor, face to face. It would necessarily remain optional, as many would not be able to attend, but a self-guided version of the tour, along with photographs and/or video clips from the trip posted online, would help share the experience more broadly. Moreover, non-local students enrolled in the course could be invited to share through uploaded photos and texts virtual tours of their own cities.</p>
<p><b>1c. Interactions:</b> Describe the nature and expected frequency of <u>student-content interactions</u>:</p>	<p>Students will interact with the content via illustrated online presentations at eCompanion, possibly supplemented by material at the instructor’s homepage.</p> <p>The material will be presented in discrete units representing approximately one week of the on-ground class. To ensure that students keep pace with the material, as well as receive feedback about their progress, each unit will be linked to a weekly threaded-discussion assignment and brief set of review questions that are given a fixed due date.</p>

**1d. Interactions:**

Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The “online classroom” (just as the “on ground classroom”) should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc. An example is provided below:

**EXAMPLE TABLE**

<b>Sample online class activities that promote class interaction and engagement</b>	<b>Brief description</b>	<b>Percentage of online course hours</b>
Online lecture	Online PowerPoint presentations and narrative with embedded website links to additional material	10%
Videos	Streaming video within course as well as web links to video sources	10%
Discussion	Threaded discussions	30%
Project presentations	Share projects with one another, students comment on each other's work	5%
Class debate	Small groups prepare their arguments, students convene in large group threaded discussion debate	5%
Create class webliography	Students post websites relevant to course content in webliography	5%
Article review	Class reads assigned articles, summarizes and discusses findings in threaded discussion	5%
Exams		20%
Written assignments	Students synthesize material through written assignment turned into dropbox	10%
	<b>TOTAL</b>	<b>100%</b>

**1d. Interactions:**

<b>Sample online class activities that promote class interaction and engagement</b>	<b>Brief description</b>	<b>Percentage of online course hours</b>
Online lecture	Online PowerPoint presentations and narrative with embedded website links to additional material	25%
Multimedia	Photo essays and videos of example urban landscapes, plus links to relevant multimedia presentations online	10%
Discussion	Weekly threaded discussions based on assigned readings and modest research tasks	25%
Create class webliography	Students post and comment upon websites, periodical articles, and other relevant material to an annotated webliography or virtual “bulletin board”	10%
Written assignments	Students synthesize material through written assignments turned into the dropbox	15%
Exams		15%
	<b>TOTAL</b>	<b>100%</b>

**Instruction Best Practices:**

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

**2. Instruction:** Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

Organized around approximately a dozen weekly units, content will be delivered in two primary formats. First, the equivalent of on-ground lectures will be presented as appropriately annotated PowerPoint slides and/or formatted-text webpages. In either format, the presentations will include active links to relevant materials available elsewhere online. Second, following the pattern of the on-ground course, each unit will be accompanied by assigned chapters from the books for the course, supplemented by additional readings that are freely available online.

Supplementing this core material, but importantly illustrating key concepts in a way that reviews and previews various units of the class—while also integrating ideas and grounding them in real-world examples—will be periodic posts to an eCompanion Bulletin Board and/or external blogging site such as Tumblr. Most of the posts will be related to newspaper and magazine articles that appear online throughout the term. They won't follow a regular schedule, but rarely will a whole week go by without at least one posting; the average frequency is closer to once per day than to once per week.

**Assessment Best Practices:**

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

**3. Assignments / Assessments:** Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. This may be done in a table (See example below).

% of grade	Activity	Assessment method
25%	Online discussion	Grading rubric based on posting quality, frequency, timeliness, and relevance
10%	Unit quizzes	Short quizzes keyed to online lecture presentations for each unit
25%	Exams	combination of multiple-choice, fill-in-the-blank, and short-essay questions
15%	Participation	Frequency and quality of posts to the class bulletin board, webliography, etc., as well as direct email interaction with instructor
25%	Dropbox assignments	Letter-graded assessment of written responses to reading discussion questions and/or book-article reviews

**Technology:**

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program ([yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu) or ext.3762). Course design support is available through eCollege's isupport ([isupport@smconline.org](mailto:isupport@smconline.org) or 1-866-874-8138) and platform assistance is available through the HelpDesk ([helpdesk@smconline.org](mailto:helpdesk@smconline.org), or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to [www.smconline.org](http://www.smconline.org) and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education [yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu).

<p><b>4. Technology:</b> Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)</p>	<p>This course would not require any special technical qualifications beyond those generally required for distance education, such as proficiency with email, eCompanion, email, and other online presentation tools. Ability to work with photo, video, and geospatial imagery (e.g., Google Earth) would be beneficial.</p>
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**Student Support:**

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journals); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email ([helpdesk@smconline.org](mailto:helpdesk@smconline.org)).

<p><b>5. Student Support:</b> Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)</p>	<p>Since this course relies significantly on discussion of assigned readings, online library and bookstore resources would be helpful and will be developed in consultation with Library faculty as the course evolves. Materials for minor research tasks associated with some of the assignments are freely available via the World-Wide Web.</p>
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**Accessibility:**

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

<p><b>6. Accessibility:</b> Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.</p>	<p>Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.</p>
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**Online Strategies:**

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport ([isupport@smconline.org](mailto:isupport@smconline.org) or 1-866-874-8138). Platform assistance is available through the HelpDesk ([helpdesk@smconline.org](mailto:helpdesk@smconline.org), or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to [www.smconline.org](http://www.smconline.org) and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education [yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu).

<p><b>7. Online Strategies:</b> Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).</p>
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Recognizing different conceptions of the urban is one of the intended outcomes of the course, and students typically begin the term with

widely varying ideas of what “urban” means. Even if they can accurately identify that label as referring to cities, they still differ in terms of what the “urban” evokes. Is this label limited to only the biggest, most densely populated places or are modest-sized places urban, too? San Francisco is urban, to be sure, but what about Sacramento, Chico, and Yuba City? Beyond questions of scale, there is further confusion over whether the “urban” is mostly an economic, sociological, cultural, demographic, or architectural concept. (The answer, of course, is all of the above...and more.)

As an ice breaker that’s intended to be fun as well as provocative, and an introduction to the range of ideas and images with which we associate the city, the following threaded-discussion assignment is presented during the first week of the course.

### **Cities and the Urban Experience in Popular Culture**

In addition to our first-hand, in-person encounters, we experience cities indirectly through various media. Television, film, music, literature, dance, art—all can represent and capture the essence of urban life. This discussion assignment asks you to offer a specific example or two of city life captured by popular culture.

Your task here is very simple. Provide and discuss examples of works from the worlds of literature, cinema, music, television, etc., that somehow capture or comment on cities and the urban experience in a meaningful way. Your examples can refer to a specific city (e.g., This song is Los Angeles), or to urban places in general. Your examples also can capture the “real” city as you understand it, or rather the “imagined” city that may be, in fact, quite different from the real place (e.g., This film portrays Tehran as this kind of place, but it really isn’t that way at all.)

To push the discussion along, I then provide the following two example responses.

#### **(1) Two Urban Songs**

The first is probably well known to most of you: Sublime’s “April 29 1992”. For those of you who aren’t familiar with this song, it’s a poetic commentary, written in the first person, on the frustrations that boiled over during the riot/disturbance/revolt that was triggered (but not exactly caused) by the acquittal of the L.A. police officers who beat up Rodney King. Quite frankly, this song is as insightful a commentary on those ugly events as anything I’ve read, academic or otherwise.

The second song is probably not so well known to you: Bruce Springsteen and the E Street Band’s “It’s Hard to Be a Saint in the City.” This is the Boss at his youngest and freshest, from his debut album in 1973. Both lyrically and musically it comes as close as any song I’ve heard to plopping you down emotionally onto crowded, exciting, and a little bit scary city streets. I’ve attached a short clip of the song in MPEG-4 format.

#### **(2) Two Suburban Films**

The urban experience has been told and retold in a countless number of films, and I expect that many of you will discuss your favorites here. I personally am a child of American suburbia, so I am particularly attracted to and intrigued by the smaller number of movies that tackle the suburban experience (as something distinct from the truly urban) head on. Most of these films cast suburban realities in a rather unfavorable light, contrasting a reality of individual alienation and spiritual bankruptcy against the myth of the American Dream.

Two of my favorite suburban-themed films present just such a picture of unhappy suburban life, from the perspective of disaffected young adults and with an edgy comic bent. The first of these is “Office Space”, a satirical Dilbert-like (and “The Office”-like) comedy that pokes fun at the cubicle world of suburban office parks in the information age. One of my favorite moments in the film is when the three work buddies take out their frustrations on a much-hated computer printer; I’m not sure I’ve ever felt happier at seeing a movie villain get his/its just dessert on screen. I also especially like the movie’s satirical look at suburban, “Pieces of Flair” restaurants—the TGIFridays, Chili’s, and Applebees of the world.

The second film is a bit more obscure and quite a bit darker: “SubUrbia”. It’s about a group of recent high-school graduates who can’t figure out what to do with their lives, other than to hang out on Friday and Saturday nights at the local convenience store—about as exciting a spot as their suburban community offers them. Then one of their old classmates shows up in a limo one night, and he wows them with tales of the big city and how his career as a pop/rock star is taking off—yet bizarrely he actually says he misses his old home and friends. It’s a strange movie in that there isn’t much to the plot, but there are some hilarious moments and it paints a very provocative picture of suburban life.

Finally, even more so than the “big screen”, it is television that really has come to dominate popular conceptions of the suburbs (Ozzie and Harriet, Leave it to Beaver, Bewitched, All in the Family, The Simpsons, The Jetsons, The Flintstones, The Brady Bunch, ... the list really goes on and on.) I’m a little afraid to admit that one of my recent favorites is the now-defunct “The OC”, and you can find a few of my thoughts about that show (and Orange County in general) at my GLoOuW website.

**Helpful Reminder:**

**Pre-Course Obligations or Best Practices:**

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.



# Form 1: Course Outline of Record

## Santa Monica College

### Course Outline For BUSINESS 11

<b>Course Title:</b>	Introduction to the Hospitality Industry	<b>Units:</b>	3
Total Instructional Hours: (usually 18 per unit)	54		
Hours per week (full semester equivalent) in Lecture:	3	In-Class Lab:	0
		Arranged:	0

<b>Date Submitted:</b>	April 21, 2011
<b>Date Updated:</b>	March 24, 2011

		<b>Transfer:</b>	CSU
<b>Prerequisite(s):</b>	None		
<b>Skills Advisory:</b>	None		

#### I. Catalog Description:

This course provides students with an introduction to the hospitality industry, explaining the interrelationships and history of key leisure industry segments. An emphasis is placed on the application of technology, sustainability, ethics, leadership, teams, critical thinking, and service standards for the restaurant, hotel, and travel-related businesses. The course examines career opportunities, operations management, human resource management, marketing, and financial considerations for each segment.

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

- Walker R., John and Walker T., Josielyn; Exploring the Hospitality Industry; 2nd Ed.; Prentice Hall, 2012

#### III. Course Objectives:

Upon completion of the course students will be able to:

- Describe the scope of the hospitality industry and identify the key industry segments.
- Identify the career opportunities within the hospitality industry and the educational and training requirements to enter and be successful in this industry.
- Trace the origins, growth, size and scope of the hospitality industry.
- Distinguish among the various types of operations within the hospitality industry and describe the globalization of this industry.
- Identify the overall organizational structure and management of the lodging, food service and tourism systems within the hospitality industry.
- Explain current trends within the industry, both domestic and foreign, and forecast several factors that are likely to affect the future of the hospitality industry.
- Summarize the basic principles and concepts of sustainability and "green" practices in the hospitality and tourism industries.

#### IV. Methods of Presentation:

Lecture, discussion, guest speakers, small group work, on-line communication

#### V. Course Content:

% of course	Topic
5%	Nature of the hospitality industry
5%	Career opportunities

5%	History of hospitality
20%	Functional areas in hospitality, including management, marketing, finance, human resources, etc.
4%	Crisis management, e.g. terrorism, natural disasters
5%	Ethics in hospitality management
6%	Sustainability and green practices in hospitality
5%	Lodging
5%	Cruising
5%	Restaurants
5%	Managed Services
5%	Beverages
5%	Clubs
5%	Theme Parks and Attractions
5%	Gaming Entertainment
5%	Meetings, Conventions, and Expositions
5%	Special Events

**VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)**

<b>% of grade</b>	<b>Evaluation Method</b>
50%	Quizzes and Exams (4-5)
20%	Final Exam
30%	Assignments (6-8)

**VII. Sample Assignments: (please describe at least 2 sample assignments)**

1.	Participate in a threaded discussion on a current issue in the hospitality industry.
2.	Complete a situation analysis of a hospitality service provider.

## Form 2: Course Approval and Data Sheet for: Business 11

Is this a <u>New Course</u> , <u>Updated/Revised Course</u> , or <u>Reinstated Course</u> ?	<u>Updated/Revised</u>
If this is a <b>NEW</b> course, anticipated semester and year of first offering:	<b>(enter status here)</b>

If this is a **new** course, please provide a rationale for the addition of this course to the curriculum:  
(enter rationale here: table will automatically expand to accommodate your complete response)

List all Certificates of Achievement in which this course is/will be **required**: none

List all Certificates of Achievement in which this course is/will be an **option**:

- International Business Certificate of Achievement

List all Department Certificates in which this course is/will be **required**: none

List all Department Certificates in which this course is/will be an **option**: none

Should this course be <b>transferable to the CSU</b> ?	<b>YES</b>
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Should this course be <b>transferable to the UC</b> ?	<b>NO</b>
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**Repeatability** (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be repeatable? **(0)**

**Course Load Factor** suggested by department: **1**

**Rationale** for the above load factor suggestion: **Lecture based course.**

**Appropriate Minimum Qualifications** for faculty teaching this course: (Refer to: [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#) adopted by The Board of Governors)

- Business, Business Education, Management, Marketing

## Form 3: Student / Program / Institutional Learning Outcomes

March 24, 2011

Business 11

### Course Level Student Learning Outcomes: (Must list at least 2)

- |    |   |
|----|---|
| 1. | Explore job opportunities in the hospitality industry and develop a career portfolio.   |
|    | As assessed by: Assignment  |
| 2. | Identify key issues and trends, such as threats or opportunities for sustainable operations, economic conditions, etc. in a leisure industry segment. |
|    | As assessed by: Assignment  |

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

- |    |  |
|----|--|
| 1. | Each student can demonstrate coherent and comprehensive analyses of business issues.                     |
|    | <i>Students will examine functional areas of business as applied to the hospitality industry.</i>        |
| 2. | Each student can identify and resolve ethical dilemmas in the domestic and global business environments. |
|    | <i>Students will identify and evaluate ethical dilemmas in each key leisure industry segment.</i>        |

**Demonstrate how this course supports/maps to at least one of the following Institutional Learning Outcomes.** Please include all that apply. Through their experiences at SMC, students will

- |        |  |
|--------|--|
| ILO #1 | Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.   |
|        | <i>Students will explore job opportunities in the hospitality industry and develop a career portfolio.</i>   |
| ILO #2 | 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.  |
|        | <i>Through analysis of customer service challenges, students must identify solutions in a timely manner.</i>   |
| ILO#3  | Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.   |
|        | <i>The global and international nature of the hospitality industry will require students to recognize and appreciate the demographic and social nuances that influence the delivery of leisure services.</i>   |
| ILO #4 | Take responsibility for their own impact on the earth by living a sustainable and ethical life style.  |
|        | <i>Hospitality is the world's largest service industry engaging all parts of the world, from the wealthiest to the poorest countries. Student's will identify and consider the ethical dilemmas faced by participants in the hospitality industry, with sustainable operations being just one of those challenges.</i> |

S/ILO Committee Use Only

reviewed by: CKS 5-3-11

# Form 7: DISTANCE EDUCATION APPLICATION

## (Business 11)

Instructor preparing this document:	Sal Veas
First Semester course to be offered:	When SMC's budget allows for new DE courses.

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form.

The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.)

The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations.

FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to [www.smconline.org](http://www.smconline.org) and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education [yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu).

**This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:**

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

### Additional considerations for all distance education courses:

<b>Y</b>	Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.
<b>Y</b>	Adequate technology resources exist to support this course/section.
<b>Y</b>	Library resources are accessible to students.
<b>Y</b>	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments.
<b>Y</b>	Adequately fulfills "effective contact between faculty member and student" required by Title 5.
<b>Y</b>	Will not affect existing or potential articulation with other colleges.
<b>Y</b>	Special needs (i.e., texts, materials, etc.) are reasonable.
<b>Y</b>	Complies with current access guidelines for students with disabilities.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services.

Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.

	Yes	No	Abstain	Not voting
<b>Department or Area Vote</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Approvals:**

Department Chair:	Joy L. Tucker	Date:	4/21/11
Librarian:	Carol Womack	Date:	5/10/11
Web Accessibility Specialist:	Ellen Cutler	Date:	5/10/11
Curriculum Committee Chair:		Date:	
Academic Senate President:		Date:	
Chief Instructional Officer:		Date:	

**GUIDELINES AND QUESTIONS FOR CURRICULUM APPROVAL OF A DISTANCE EDUCATION COURSE**

**Contact/Interaction Guidelines and Best Practices:**

To meet ACCJC’s Guidelines for Distance Education, SMC’s Best Practices Guidelines, and Title 5 regulation (55211), which mandates “regular and effective” contact with the students, courses must include the following interactions:

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

**b. Student-student Interaction:** Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.

**c. Student-content Interaction:** Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material **before** they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.

(The tables will automatically expand to accommodate your most complete answers)

<b>1a. Interactions:</b> Describe the nature and expected frequency of <u>instructor-student</u> interactions:	<b>4-8 threaded discussions, email, chat</b>
<b>1b. Interactions:</b> Describe the nature and expected frequency of <u>student-student</u> interactions:	<b>4-8 threaded discussions.</b>
<b>1c. Interactions:</b> Describe the nature and expected frequency of <u>student-content</u> interactions:	<b>Per chapter (15-18 chapters): Online lecture, practice quizzes, simulations, videos, games.</b>

**1d. Interactions:**

Just as in an on ground class which physically meets for 18 hours per unit (e.g. a 3 unit class meets for 54 hours), students in online classes should be equally engaged in online learning activities which facilitate mastery of the course material. The “online classroom” (just as the “on ground classroom”) should be a hub of student activity - shared projects, class discussions, posting and sharing of work, communal problem solving as well as lectures, demonstrations, videos etc. In table format, provide examples of course components (e.g. lectures, collaborative activities, discussions, testing, or other evaluation procedures) which include a rough calculation of the percentage of on-line course time spent engaged with instructor-provided materials, interacting with other students, communicating with the instructor, etc. An example is provided below:

**EXAMPLE TABLE**

<b>Sample online class activities that promote class interaction and engagement</b>	<b>Brief description</b>	<b>Percentage of online course hours</b>
Online lecture	Online PowerPoint presentations and narrative with embedded website links to additional material	10%
Videos	Streaming video within course as well as web links to video sources	10%
Discussion	Threaded discussions	30%
Project presentations	Share projects with one another, students comment on each other's work	5%
Class debate	Small groups prepare their arguments, students convene in large group threaded discussion debate	5%
Create class webliography	Students post websites relevant to course content in webliography	5%
Article review	Class reads assigned articles, summarizes and discusses findings in threaded discussion	5%
Exams		20%
Written assignments	Students synthesize material through written assignment turned into dropbox	10%
	<b>TOTAL</b>	<b>100%</b>

**1d. Interactions:**

<b>Sample online class activities that promote class interaction and engagement</b>	<b>Brief description</b>	<b>Percentage of online course hours</b>
Practice Quizzes	Pre- and post- chapter exams	5
Chapter Presentations	HTML 5 based lecture presentations. Both static and interactive PPT presentations.	15
Written Assignments	Students apply material through written assignments submitted electronically.	5
iPod Content	Mp3 and MPEG-4 or similar content by chapter	5
Review Activities	Games, puzzles, flip cards, etc.	5
Video Cases	Chapter videos streamed online	10
Simulations	Online simulations of specific chapter topics	20
Discussions	Threaded discussions on current issues	10
Exams		25
	<b>TOTAL</b>	<b>100%</b>

**Instruction Best Practices:**

The course includes Information, Learning, and Communication/Collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into modules or units that coincide with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

**2. Instruction:** Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The course includes information, learning, and communication/collaboration features that coincide with student learning outcomes specified in the course outline. The course is divided into chapters that coincide with those concepts and objectives described on the course outline. A typical instructional module includes (1) textbook assignment / multimedia references; (2) study guides; (3) instructional activities and practices; (4) discussion forum(s); (5) graded assignment(s); (6) other course-specific components as necessary. The material is presented through the available technologies. Assignment activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

**Assessment Best Practices:**

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

**3. Assignments / Assessments:** Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed. This may be done in a table (See example below).



<b>% of grade</b>	<b>Activity</b>	<b>Assessment method</b>
<i>Example: 25%</i>	<i>Threaded discussions</i>	<i>Grading rubric which assesses content accuracy, post quality, and amount of participation</i>
10%	Threaded Discussions	<p><b>0 points</b> - No answer to discussion question(s); wrong topic discussed</p> <p><b>10 points</b> - An attempt was made, but response is confusing or not understandable</p> <p><b>15 points</b> - Response does not fully address question(s) or is not very clear; discussion is less than 30 words in length; multiple errors (typos, spelling, grammar) in the discussion are a barrier to understanding</p> <p><b>20 points</b> - Clear answer to discussion question(s) provided also meets length requirement. However, no supporting content from the textbook provided.</p> <p><b>25 points</b> - Clear, organized, and thorough answer to discussion question(s); specific material or concepts from the textbook to support position or opinion are evident; discussion meets or exceeds length requirement.</p>
10%	Homework	<p><b>0 points</b> - No answer to homework question(s) submitted</p> <p><b>10 points</b> - An attempt was made, but submission is confusing or not understandable</p> <p><b>15 points</b> - Submission does not fully address question(s) or is not very clear; submission is less than 40 words in length; multiple errors (typos, spelling, grammar) in the submission are a barrier to understanding</p> <p><b>20 points</b> - Clear answer to question(s) provided also meets length requirement. However, no supporting content, such as examples, provided.</p> <p><b>25 points</b> - Clear, organized, and thorough answer to question(s); included examples if appropriate; specific material or concepts from the textbook to support position or opinion are evident; discussion meets or exceeds length requirement.</p>
30%	Essay Exams	<p>Essays are given points as follows:</p> <p>0 points, wrong answer</p> <p>1 point, partially correct answer with major omissions</p> <p>2 points, correct answer with minor errors</p> <p>3 points, correct answer</p> <p>4 points, correct answer, organized well and used example(s) if appropriate.</p>

### **Technology:**

Once the online course is approved by Curriculum and the teaching assignment has been approved by Academic Affairs, technical and instructional support is provided by the Faculty/Staff Technology Resources Lab in the Media Center, Room MC 114. It is available to all faculty who teach a Distance Education course for research & development support as well as equipment use. Administrative consultation and support is provided by the Distance Education Program ([yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu) or ext.3762). Course design support is available through eCollege's isupport ([isupport@smconline.org](mailto:isupport@smconline.org) or 1-866-874-8138) and platform assistance is available through the HelpDesk ([helpdesk@smconline.org](mailto:helpdesk@smconline.org), or by phone at 1-877-740-2213). FAC 101 offers distance education pedagogy resources. To access FAC 101 go to [www.smconline.org](http://www.smconline.org) and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education [yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu).

<p><b>4. Technology:</b> Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)</p>	<p><b>Basic eCollege or similar course management tool experience or training.</b></p>
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**Student Support:**

All students have access to eCollege's online course demonstration through the Course Demo button on the eCollege home page and, after enrollment, to the online student tutorial accessible on the student's home page. Other resources available to students include: Online application and registration; Online financial aid; Online counseling; Online library services (ebooks, electronic resources, and electronic journals); Online bookstore; Online and phone Help Desk support. Additionally, technical support for online students is available through the helpdesk by phone 1-877-740-2213 and via email ([helpdesk@smconline.org](mailto:helpdesk@smconline.org)).

<p><b>5. Student Support:</b> Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)</p>	<p><b>No additional student support.</b></p>
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**Accessibility:**

All instructors assigned to teach and/or update online components of a course must comply with current legal standards for creating online environments, content, and activities that are accessible to all students including students with disabilities (CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act). Please consult the Access Tips Unit in FAC 101 for more information including whom to consult at SMC. The accessibility of publisher content should be verified before texts are adopted. Although SMC lacks the resources to evaluate the accessibility of all outside websites linked from our distance education pages, we are, nonetheless responsible for ensuring that all students have access to all instructional materials. Please endeavor to find accessible resources to minimize the need for last-minute accommodations. Sign-off by DSPTS on this application indicates consultation about accessibility guidelines with an SMC compliance specialist.

<p><b>6. Accessibility:</b> Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.</p>	<p><b>The course will be designed using the tools and resources provided by SMC. The instructor will also ensure that publisher materials uploaded into the course shell will meet accessibility standards.</b></p>
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**Online Strategies:**

Without the face-to-face contact of the traditional classroom, our lectures, class discussions, collaborative activities, and assignments need to be re-imagined and reformatted for the online environment. Numerous eCollege course design Webinars and course design examples are archived in FAC 101 and support is available through eCollege's isupport ([isupport@smconline.org](mailto:isupport@smconline.org) or 1-866-874-8138). Platform assistance is available through the HelpDesk ([helpdesk@smconline.org](mailto:helpdesk@smconline.org), or by phone at 1-877-740-2213). FAC 101 offers distance education creation and pedagogy resources from fellow faculty. To access FAC 101 go to [www.smconline.org](http://www.smconline.org) and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Julie Yarrish, Associate Dean of Distance Education [yarrish\\_julie@smc.edu](mailto:yarrish_julie@smc.edu).

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

Explain current trends within the industry, both domestic and foreign, and forecast several factors that are likely to affect the future of the hospitality industry.

Post completed homework in the Dropbox. You can either post your text or upload a Word, PowerPoint, Excel, Pages, Numbers, Keynote, PDF, Digital Image, or Google App file. Your SMC Google Apps account will offer you all the tools to complete your assignment.

Mindmapping is a tool that you can use to let your mind loose on almost any issue you are addressing. Personally, I use it all the time when I am struggling to complete a project. I find pen and paper my tool of choice. But there are very expensive software programs out there for those inclined to use a computer.

Select any issue and complete a mindmap. This can be personal or business related. Some example topics:

- career aspirations
- vacation plans
- entrepreneurial endeavors
- new product ideas for a specific problem/solution

#### **Helpful Reminder:**

##### **Pre-Course Obligations or Best Practices:**

The distance learning modality is successful since it appeals to those students who otherwise cannot attend regular on-campus classes and therefore attracts many students who are not exposed to campus culture or protocols. Students may find out about and enroll in an online class through a variety of ways: the course is listed on the college's online schedule of classes, on the eCollege schedule of classes, and in the printed SMC Schedule of Classes; the eCollege listing includes the instructor's e-mail address for direct communication with the instructor and students are likely to contact the instructor prior to the course commencement for information about the course. Additionally, the eCollege listing maintains a course information page which each instructor is obligated to update each semester or intersession as soon as the schedules are posted. Course technical and time management requirements are described for the students in the orientation materials, but it is helpful for each instructor to supplement that information on the individual course information page as well as provide resources, tools, and strategies to help students understand and meet these requirements.

## Associate in Science Degree for Transfer in Chemistry

### Catalog description:

Upon completion of the AS-T in Chemistry, students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into the Chemistry major for many colleges and universities, particularly the California State University system. This degree complies with The Student Transfer Achievement Reform Act (Senate Bill 1440).

### Core Courses

Chemistry 11, General Chemistry I (5)

Chemistry 12, General Chemistry II (5)

Chemistry 21, Organic Chemistry I (5)

Chemistry 22, Organic Chemistry II (4)

Chemistry 24, Organic Chemistry Laboratory II (2)

Math 7, Calculus 1 (5)

Total required units for the major: 26

### Recommended Courses

*It is strongly recommended that students take the following prior to transfer.*

Physics 8, General Physics with Calculus (4)

Physics 9, General Physics with Calculus (4)

In addition students must complete either the CSUGE Breadth or IGETC pattern general education requirements and a total of 60 units with a minimum grade point average of 2.0. All major/area of emphasis courses must be completed with a grade of C or better.

## Transfer Model Curriculum Worksheet

CCC Major or Area of Emphasis: Chemistry

CSU Major or Majors: Chemistry

Total units 22 (all units are semester units)

### “Core” Courses:

Title (units)	C-ID Designation	Rationale
General Chemistry I (5)	CHEM 110	Required for all majors; double counts for B1
General Chemistry II (5)	CHEM 120	Required for all majors
Organic Chemistry I (4)	CHEM 150?	Generally required
Organic Chemistry II (4)	CHEM 160?	Generally required
Calculus I (4)	MATH 210	Required for all majors; double counts for B4

**Recommended Preparation:** Students are strongly recommended to take Calculus-based Physics I & II (C-ID PHYS 205 & 210) before transfer. Contact your local transfer institution(s) for specific requirements.

## ARTICLE 4300 STUDENT PROGRESS AND GRADUATION

### AR 4314 Credit by Examination

Students currently enrolled at Santa Monica College may receive credit for a class (or classes) in three ways stipulated in this regulation.

#### 1. SMC Departmental Challenge Exam

In order to receive credit, the following conditions must be met:

- a) The student must be enrolled and in good standing at Santa Monica College during the semester in which the exam is taken.
- b) Prior to the semester in which the exam is taken, the student will have successfully completed at least six units of credit at Santa Monica College.
- c) The student may not challenge a course in which he/she has previously enrolled.
- d) A given course may be challenged by exam only once.
- e) A maximum of 18 units of credit-by-exam may be attempted at Santa Monica College. A maximum of 15 units of credit-by-exam may be completed at Santa Monica College.
- f) Credit will not be allowed for a course at a lower level than a course for which credit has been previously received either at Santa Monica College or another accredited institution in the United States or a recognized institution abroad.
- g) A list of departmentally approved courses that may be challenged by exam shall be filed with the Curriculum Committee and published in the appropriate publications.
- h) The student must notify the College of his/her intent to take the exam by the end of the third week of the semester during which the exam is to be taken. The exam will be given by the end of the eighth week of the semester.
- i) Departmental exams will be given only during the Fall and Spring semesters and must be administered by a faculty member designated by the faculty chair or administrator.
- j) Programs offering challenge exams mandated by other agencies shall abide by the regulations of those agencies.
- k) Units received through credit-by-exam will not apply to the residence requirement for graduation from Santa Monica College.
- l) Courses for which credit is received by challenge exam will count toward units completed only and will not be included in the calculation of the student's grade point average.
- m) Credit earned by credit exam/challenge will be posted to the student's record at the end of the semester during which the credit was received.

#### 2. College-Level Examination Program (CLEP)

Santa Monica College students are permitted to earn units of college credit under the College Level Examination Program (CLEP), a standardized national testing program. By petition through the Admissions Office, credit for examinations passed will be entered on transcripts as units of credit completed but will not carry a letter grade. These units can count toward the ~~A.A. Associate degree~~ and Certificate of Achievement requirements and may be accepted for transfer, but only by institutions that participate in the program. Test centers are located throughout the State of California. Information and applications can be obtained through the Educational Testing Service Center.

Santa Monica College grants CLEP exam credit as specified in the college catalog~~under the following conditions:~~

- ~~a. In order to receive unit credit, a student must achieve a standard score of 500 or higher in the area of subject exam.~~
- ~~b. Course credit will not be granted where there is duplication of previous college work.~~
- ~~e. A maximum of thirty units of credit may be allowed for CLEP exams.~~
- ~~d. Students may petition for 3 units of ungraded elected credit for each CLEP General Exam taken with a score of 500 or higher. Students may petition for a maximum of 5 units for the corresponding subject area for each CLEP Subject Exam with a score of 500 or higher.~~
- ~~e. Some four-year colleges and universities may not accept CLEP credit. Check with the specific transfer institution for specific details.~~
- ~~f. No credit will be given for CLEP in an area in which the student has earned college credit prior to completion of the CLEP exam.~~
- ~~g. A student must be actively enrolled at SMC at the time application is made for credit by CLEP exam.~~

- ~~h. Petitions for CLEP credits must be filed through the Admissions Office.~~
- ~~i. Credit by CLEP does not apply toward the residence requirements for the A.A. degree.~~
- ~~j. Credit granted will be added to units completed and will not affect a student's GPA.~~
- ~~k. No credit will be given for CLEP in any area of IGETC or the CSU GE Breadth pattern.~~

~~CLEP tests measure both general education and specific subject matter knowledge. Each College Level Examination stressed understanding, the ability to perceive relationships, and a grasp of basic principles and concepts. It is assumed, however, that implicit in the mastery of any field is a command of certain basic facts. The examinations are carefully standardized nationally on college students who have completed the appropriate course.~~

~~General Examinations are designed to measure the student's general knowledge, often referred to as general education, compared with that of a regularly enrolled student who has successfully completed two years of undergraduate study. The General Examinations are composed of five separate multiple-choice tests: English Composition, Humanities, Mathematics, Natural Sciences, and Social Sciences/History.~~

~~Subject Examinations are tied more closely to a specific course or subject and are intended to measure an individual's achievement in that particular area. They are not simply final examinations or end-of-course tests, since they are designed to assess a student's overall mastery of the subject and to compare his or her grasp of the information, ideas, and skills with those normally expected of students who successfully complete the course.~~

### 3. Advanced Placement Exam

- a) Students may receive credit for specific Advanced Placement (AP) exams. A list of approved Advanced Placement Exams is available from the Admissions and Counseling Offices as well as the college catalog.
- b) In order to receive AP credit, a student must submit a Petition of Advanced Placement (AP) Exams to the Admissions Office. The student must also submit the official AP Grade Report to the Admissions Office from the Educational Testing Service.
- c) Once records are verified and eligibility determined, the student will receive the appropriate AP credit course equivalent. No grade will be given.
- d) Credit awarded through advanced placement may be used to satisfy graduation requirements toward the Associate of Arts degree, IGETC and CSU-GE breadth requirements if the equivalent SMC course meets the requirement.
- e) AP credit will not apply toward financial aid nor can it be used to satisfy the ~~15-unit~~ residence requirement for graduation.
- f) No fees will be charged for the processing and posting of AP credit.

### 4. International Bachelorette (IB) Exam

- a) Students may receive credit for specific International Bachelorette (IB) exams. A list of approved IB Exams is available from the Admissions and Counseling Offices as well as the college catalog.
- b) In order to receive IB credit, a student must submit the official IB Grade Report to the Admissions Office.
- c) Once records are verified and eligibility determined, the student will receive the appropriate IB credit course equivalent. No grade will be given.
- d) Credit award through IB may be used to satisfy graduation requirements toward the Associate degree, IGETC and CSU-GE breadth requirements.
- e) IB credit will not apply toward financial aid nor can it be used to satisfy the residence requirement for graduation.
- f) No fees will be charged for the processing and posting of IB credit.

*Reviewed and/or Updated: ~~4/29/03~~5/11/2011*

## AR 4351 Catalog Rights

Students may graduate ~~under using~~ the general education and major/area of emphasis requirements in effect at ~~any the time of during~~ their ~~initial enrollment if continuous enrollment is maintained, or at the time their continuous enrollment commences, or under the requirements in effect at the time of~~ graduation. Continuous enrollment is defined as enrollment in both fall and spring semester terms.

Students may graduate using the general education and major/area of emphasis requirements in effect at any time during their continuous enrollment. Continuous enrollment is defined as enrollment in both fall and spring semester terms.

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Current AR allows for 3 options:

The student may follow the GE and major requirements that were:

1. in effect at the time of their initial enrollment (if continuous enrollment is maintained), or
2. in effect at the time their continuous enrollment commences (if they “took a break”), or
3. in effect at the time of graduation

New AR adds a 4<sup>th</sup> option:

4. in effect at any time during a student’s continuous enrollment.

### **EXAMPLE:**

Fall 2005: Joe Student enters SMC (and maintains continuous enrollment through Spring 2008). At this time degree X does not exist.

Fall 2006: Degree X is established. Joe Student begins to follow the degree.

Fall 2007: Degree X is changed (Degree X v2)

Spring 2008: Joe Student petitions for graduation.

- According to a strict reading of the current AR, Joe Student must meet the requirements of Degree X v2 as the degree did not exist upon initial enrollment.
- Revised AR would make explicit that Joe Student could meet the requirements of Degree X or X v2.