

Santa Monica College
Curriculum Committee Meeting Agenda

Wednesday, September 15, 2010

3:00 p.m.

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

Members:	Guido Davis Del Piccolo, Chair	Randal Lawson	Patricia Ramos
	Georgia Lorenz, Vice Chair	Helen LeDonne	Judith Remmes
	Brenda Benson	Emily Lodmer	Deborah Schwyter
	Ellen Cutler	Walter Meyer	Jeffery Shimizu
	Diane Gross	Eric Minzenberg	Edie Spain
	Aileen Huang	Estela Narrie	Gary Taka
	Maral Hyeler	Christina Preciado	Esau Tovar
			Carol Womack

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

ExOfficio Members:	Eric Oifer	Tiffany Inabu
--------------------	------------	---------------

Agenda:

Approval of Minutes

Chairs Report

Information Items:

- Orientation – Stand-Alone Training
- 1. Approved by the Chancellor's Office over the summer: Fashion Design Certificate of Achievement, Fashion Merchandising AA, Medical Administrative Assistant AA, Medical Administrative Assistant Certificate of Achievement, ECE Certificate of Achievement, ECE Master Teacher AA, Pending—ECE Master Teacher Certificate of Achievement, Global Studies 10 and Global Studies 95.
- 2. CIS 62B: Flash II (course update)
- 3. CS 18: Advanced Assembly Language Programming (course update)
- 4. Nursing 17: Pharmacology (course update)

Information Items:
 (Program Review:
 Modern Languages &
 Cultures)

- 1. Arabic 01: Elementary Arabic 1 (course update)
- 2. ASL 01: Elementary Sign Language 1 (course update)
- 3. ASL 02: Elementary Sign Language 2 (course update)
- 4. Chinese 01: Elementary Chinese 1 (course update)
- 5. Chinese 02: Elementary Chinese 2 (course update)
- 6. Chinese 03: Intermediate Chinese 1 (course update)
- 7. Chinese 04: Intermediate Chinese 2 (course update)

Program Review—cont.

8. Chinese 08: Conversational Chinese (course update)
9. Chinese 09: Chinese Culture and Tradition (course update)
10. French 01: Elementary French I (course update)
11. French 02: Elementary French II (course update)
12. French 03: Intermediate French I (course update)
13. French 04: Intermediate French II (course update)
14. French 08: Conversational French (course update)
15. French 31A: Practical French (course update)
16. French 31S: Practical French (course update)
17. German 01: Elementary German I (course update)
18. German 02: Elementary German II (course update)
19. German 03: Intermediate German I (course update)
20. German 04: Intermediate German II (course update)
21. German 08: Conversational German (course update)
22. German 31A: Practical German (course update)
23. Hebrew 01: Elementary Hebrew I (course update)
24. Hebrew 02: Elementary Hebrew II (course update)
25. Hebrew 08: Conversational Hebrew (course update)
26. Italian 01: Elementary Italian I (course update)
27. Italian 02: Elementary Italian II (course update)
28. Italian 03: Intermediate Italian I (course update)
29. Italian 08: Conversational Italian (course update)
30. Japanese 01: Elementary Japanese I (course update)
31. Japanese 02: Elementary Japanese II (course update)
32. Japanese 03: Intermediate Japanese I (course update)
33. Japanese 04: Intermediate Japanese II (course update)
34. Japanese 08: Conversational Japanese (course update)
35. Korean 01: Elementary Korean I (course update)
36. Korean 02: Elementary Korean II (course update)
37. Korean 03: Intermediate Korean I (course update)
38. Korean 04: Intermediate Korean II (course update)
39. Persian 01: Elementary Persian I (course update)
40. Persian 02: Elementary Persian II (course update)
41. Russian 01: Elementary Russian I (course update)
42. Russian 02: Elementary Russian II (course update)
43. Russian 08: Conversational Russian (course update)
44. Spanish 01: Elementary Spanish I (course update)
45. Spanish 01: Hybrid Elementary Spanish I (course update)
46. Spanish 02: Elementary Spanish II (course update)
47. Spanish 03: Intermediate Spanish I (course update)
48. Spanish 04: Intermediate Spanish II (course update)
49. Spanish 08: Conversational Spanish (course update)
50. Spanish 09: The Civilization of Spain (course update)
51. Spanish 11: Spanish for Spanish Speakers I (course update)
52. Spanish 12: Spanish for Native Speakers 2 (course update)
53. Spanish 20: Latin American Civilization (course update)
54. Spanish 31A: Practical Spanish (course update)
55. Spanish 31S: Practical Spanish (course update)

- Consent Agenda:
1. Accounting 01: Accounting -- Addition of Math 18 as a prerequisite choice
 2. Nursing 60/Health 60: Multicultural Health and Healing Practices (Nursing 60 cross listed with Health Education)

New Courses—
Noncredit:

1. Health E30: Fall Prevention for Older Adults
2. Health E34: Stress Reduction for Older Adults
3. Health E38: Joint Health and Mobility for Older Adults
4. Health E63: Stroke Recovery for Older Adults

A.A. Degree:

1. Journalism A. A.- Revision

Old Business

New Business

Adjournment

Please advise Guido Davis Del Piccolo (x3561), Georgia Lorenz (x4277), or Sheryl Bowman (x4454) if you are unable to attend this meeting.



SANTA MONICA COLLEGE
CURRICULUM COMMITTEE MEETING
MINUTES OF JUNE 2, 2010

The Santa Monica College Curriculum Committee was called to order by Guido Davis Del Piccolo at 3:10 p.m.

Members Present:

Guido Davis Del Piccolo, Chair	Diane Gross	Eric Minzenberg
Georgia Lorenz, Vice Chair	Nancy Hanson	Christina Preciado
Brenda Antrim	Randal Lawson	Judith Remmes
Brenda Benson	Helen LeDonne	Saul Rubin
George Davison	Judy Marasco	Edie Spain
Diane Gross	Walter Meyer	Mary Lynne Stephanou
		Gary Taka

Members Absent:

Yanqing Chen	Maral Hyeler	Jeff Shimizu
	Estela Narrie	Diana Wattapongsakorn

Others Present: Fariba Bolandhemat Eric Oifer

Approval of Minutes: The minutes of May 19, 2010 were amended as follows: The next meeting of the Curriculum Committee will be June 2, 2010.

Chairs Report:

- Guido announced that the Academic Senate on May 25, 2010, passed the following: Prerequisite Changes: CIS 56 (to CIS 60A and CIS 59A), CIS 57 (to CIS 51 or CIS 59A), and Music 94 adding one arranged hour; New Course—Credit: Music 70C; Global Citizenship: Economics 05/Political Science 05/Global Studies 05 and Geography 11/Global Studies 11; Distance Education: Film 01.
- On June 1st the Board of Trustees approved the change in the GE Pattern to SMC GE, CSU GE, or IGETC. The Board also approved the contract for CurricuNet.

**Information Items—
Program Review:
(CSIS)** The last courses were submitted in the CSIS Program Review. Guido congratulated Fariba Bolandhemat and her department for their work in updating and revising all of their courses.

**New Courses—
Credit:**

- 1. Global Studies 10: Global Issues**—presented by Guido Davis Del Piccolo. This course offers an interdisciplinary approach to studying origins, current status, trends and possible solutions of major global issues. This Global Studies course will emphasize interdisciplinary inquiry by drawing upon both the holistic body of work in global studies, as well as the approaches of related fields such as anthropology, economics, environmental studies, geography, history, philosophy, political science, psychology, sociology, and women's studies. The course will examine multiple issues of concern such as international war and conflict, global inequality, food, water, energy, climate change, population growth, migration, and social change.

(New Courses—Credit
cont.)

Nancy Hanson moved to approve Global Studies 10 with the following changes.

- On the Course Approval and Data Sheet:
 - Date of First Offering—change to Spring 2011.
- On the Course Outline:
 - Change the course description to read: This introductory course offers an interdisciplinary exploration of the origins, current status, trends and possible solutions of major global issues. Students will examine multiple global issues of concern such as international war and conflict, global inequality, food, water, energy, climate change, population growth, migration, and social change. The course will emphasize interdisciplinary inquiry by drawing upon both the holistic body of work in global studies, as well as the approaches of related fields such as anthropology, economics, environmental studies, geography, history, philosophy, political science, psychology, sociology, and women's studies.

The motion passed unanimously.

2. **Global Studies 95**—presented by Guido Davis Del Piccolo. This course is a practicum in global studies in a local setting. As a hands-on course, students will engage in experiential learning outside the classroom through various agencies which have significant ties to international/global issues. Each student will develop a reading list, customized to their particular agency's focus and complete a minimum of 30 hours of volunteer work with that agency. Students are required to complete a faculty-led orientation and submit academically-sound reflection journals to the SMC instructor. By applying theoretical ideas and empirical data to their experiences, students develop a deeper understanding of international and global relations and issues, particularly as they impact the target population(s) of the organization with which students are working.

There was discussion about bringing this course forward as a Distance Education class in the Fall.

Mary Lynne Stephanou moved to approve Global Studies 95. The motion passed unanimously.

Global Citizenship: Global Studies 10: Global Issues

Brenda Benson moved to approve Global Studies 10 as a course to meet the A.A. requirements for Global Citizenship. The motion passed unanimously.

A.A. Degree: 1. Global Studies A.A. Degree—presented by Guido Davis Del Piccolo.

Randy Lawson moved to approve the Global Studies A.A. Degree with the following changes:

- Under "Governance and Conflict"—Philosophy 52/Political Science 52 should read: "Contemporary Political Thought."
- Under World History/Area Studies—Remove "History 41" and add "English 57."

The motion passed unanimously.

Certificates: 1. Global Studies Certificate of Achievement—presented by Guido Davis Del Piccolo.

Randy Lawson moved to approve the Global Studies Certificate of Achievement. The motion passed unanimously.

(Certificates—cont.)

2. Database Applications Developer Certificate of Achievement (revised)—presented by Fariba Bolandhemat.

Judith Remmes moved to approve the Database Applications Developer Certificate Revision. The motion passed unanimously.

Old Business: **Distance Education Form** - Tabled

New Business: **Ecological Literacy – Category Addition for Global Citizenship**—presented by Guido Davis Del Piccolo.

Brenda Benson moved to add the category of Ecological Literacy to the application for a course to fulfill SMC's Global Citizenship A.A. Degree Requirement. The motion passed unanimously.

Adjournment: The meeting was adjourned at 5:03 p.m.

Next Meeting: The next meeting of the Curriculum Committee will be in September, 2010 at 3:00 p.m. in DH-300E, The Loft. The date will be announced.

Respectfully submitted,
Georgia Lorenz
sb

Santa Monica College
 Schedule of Curriculum Committee Meetings
 Wednesdays @ 3:00 pm @ The Loft
 2010– 2011

Fall 2010

September 15
 October 6, 20
 November 3, 17
 December 1

Spring 2011

March 2, 16
 April 6, 20
 May 4, 18
 June 1

DEADLINE DATES FOR SUBMITTAL OF COURSE PROPOSALS – 2010–2011

Fall 2010

<i>For the meeting of:</i>	<i>Courses must be submitted by:</i>
September 15.....	Wednesday, September 1
October 6.....	Wednesday, September 22
October 20.....	Wednesday, September 29
November 3.....	Wednesday, October 13
November 17.....	Wednesday, October 27
December 1.....	Wednesday, November 10

Spring 2011

March 2.....	Wednesday, February 9
March 16.....	Wednesday, February 23
April 6.....	Wednesday, March 16
April 20.....	Wednesday, March 30
May 4.....	Wednesday, April 13
May 18.....	Wednesday, April 27
June 1.....	Wednesday, May 11

Complete course proposals must be submitted to Georgia Lorenz, Vice Chair of the Curriculum Committee, and Guido Davis Del Piccolo, Chair, according to the above schedule. Courses returned to departments for additional information must be resubmitted for the following meeting.



- September 22, 2010----- Deadline for submission of new courses for 2nd Review Period submission for 2010 UC transferability.
- November 10, 2010----- Deadline for submission of UC transferable courses for IGETC.
- November 10, 2010----- Deadline for submission of new courses for CSU GE.
- November 10, 2010----- Deadline for submission of new courses to be included for the 2011 Summer or Fall Schedule.
- April 13, 2011----- Deadline for submission of course proposals for 2011-2012 SMC Catalog.
- May 11, 2011----- Deadline for submission of new courses for submission for 2011 UC transferability.

Santa Monica College

Course Outline For Accounting 1

Course Title: Accounting 1

Date Submitted: Fall 1993 (October 2001/March 2004) (November 2007)

Updated: August 2010

Units: 5

IGETC Area:

CSU GE Area:

Transfer: UC, USC

Instructional Hours: 90

I. Catalog Description:

Advisory: Math 18 or Math 20 or higher

This course introduces the student to the sole proprietorship, partnership, and corporate forms of ownership. This course also familiarizes the student with recording, classifying and interpreting financial data for service and merchandising businesses. It includes a study of the journals, ledgers and financial statements used by these entities. Financial analysis and managerial accounting are included in each chapter. Also covered are computerized accounting systems, internal control, ethics, cash, accounts and notes receivable, merchandise inventory, plant assets and intangible assets, liabilities, and equity accounts.

II. Required Text and References:

Fundamental Accounting Principles, 18th edition, by Wild, Larson, and Chiappetta, ISBN: 0078156130, Media Enhanced edition 2007 copyright, (includes general ledger software, Homework Manager Plus, and Volume 1 Working Papers).

III. Course Objectives:

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

- A. Describe the nature of a business, the role of accounting in business, the importance of business ethics, the basic principles of proper ethical conduct, the profession of accounting, and the financial statements of a proprietorship and explain how they interrelate. Summarize the development of accounting principles and relate them to practice. State the accounting equation, define each element of the equation, and explain how business transactions can be stated in terms of the resulting changes in the basic elements of the accounting equation. Use the ratio of liabilities to owner's equity to analyze the ability of a business to withstand poor business conditions.
- B. Explain why accounts are used to record and summarize the effects of transactions on financial statements, and describe the characteristics of an account. List the rules of debit and credit and the normal balances of accounts. Analyze and summarize the financial statement effects of transactions. Prepare a trial balance and explain how it can be used to discover errors. Discover errors in recording transactions and correct them. Use horizontal analysis to compare financial statements from different periods.

- C. Explain how the matching concept relates to the accrual basis of accounting and why adjustments are necessary. List the characteristics of adjusting entries, journalize entries for accounts requiring adjustment, summarize the adjustment process and prepare an adjusted trial balance. Use vertical analysis to compare financial statement items with each other and with industry averages.
- D. Prepare a work sheet. Prepare financial statements and adjusting and closing entries from a work sheet. Review the seven basic steps of the accounting cycle. Explain what is meant by the fiscal year and the natural business year. Analyze and interpret the financial solvency of a business by computing working capital and the current ratio.
- E. Define an accounting system and describe its implementation from a managerial perspective. List the three objectives of internal control, and define and give examples of the five elements of internal control. Journalize and post transactions in a manual accounting system that uses subsidiary ledgers and special journals. Describe and give examples of additional subsidiary ledgers and modified special journals. Apply computerized accounting to the revenue and collection cycle.
- F. Distinguish the activities of a service business from those of a merchandising business. Journalize the entries for merchandising transactions. Prepare a chart of accounts and an income statement for a merchandising business. Describe the accounting cycle for a merchandising business. Compute the ratio of net sales to assets as a measure of how effectively a business is using its assets.
- G. Describe the nature of cash and the importance of internal control over cash. Summarize basic procedures for achieving internal control over cash receipts and cash payments, including the use of a voucher system. Describe the nature of a bank account and its use in controlling cash. Prepare a bank reconciliation and journalize any necessary entries. Account for small cash transactions using a petty fund. Summarize how cash is presented on the balance sheet. Compute and interpret the ratio of cash to current liabilities.
- H. List the common classifications of receivables. Summarize and provide examples of internal control procedures that apply to receivables. Describe the nature of and the accounting for uncollectible receivables. Journalize the entries for the allowance method of accounting for uncollectibles, and estimate uncollectible receivables based on sales and on an analysis of receivables. Journalize the entries for the direct write-off method of uncollectible receivables. Describe the nature and characteristics of promissory notes. Journalize the entries for notes receivable transactions. Prepare the Current Assets presentation of receivables on the balance sheet. Compute and interpret the accounts receivable turnover and the number of days' sales in receivables.
- I. Summarize and provide examples of internal control procedures that apply to inventories. Describe the effect of inventory errors on the financial statements. Describe three inventory cost flow assumptions and how they impact the income statement and balance sheet. Compute the cost of inventory under the perpetual and periodic inventory systems using the first-in, first-out; last-in, first out; and average cost methods. Compare and contrast the three inventory costing methods. Compute the proper valuation of inventory at other than cost, using the lower-of-cost-or-market and net realizable value concepts. Prepare a balance sheet presentation of merchandise inventory. Estimate the cost of inventory using the retail method and the gross profit method. Compute and interpret the inventory turnover ratio and the number of days' sales in inventory.

- J. Define fixed assets and describe the accounting for their cost. Compute depreciation, using the straight-line, units-of-production, and declining balance methods. Classify fixed costs as either capital expenditures or revenue expenditures. Journalize entries for the disposal of fixed assets. Define a lease and summarize the accounting rules related to the leasing of fixed assets. Describe internal controls over fixed assets. Compute depletion and journalize the entry for depletion. Journalize the entries for acquiring and amortizing intangible assets. Describe how depreciation expense is reported in an income statement, and prepare a balance sheet that includes fixed assets and intangible assets. Compute and interpret the ratio of fixed assets to long-term liabilities.
- K. Define and give examples of current liabilities. Journalize entries for short-term notes payable. Describe the accounting treatment for contingent liabilities and journalize entries for product warranties. Determine employer liabilities for payroll. Describe payroll accounting systems. Journalize entries for employee fringe benefits. Use the quick ratio to analyze the ability of a business to pay its current liabilities.
- L. Describe the characteristics and advantages and disadvantages of the partnership form of business organization. Journalize partnership entries.

IV. Methods of Presentation:

Lecture, audio and visual presentations, problem-solving, self-tests, and interactive discussions.

V. Course Content:

<u>Percentage of Term</u>	<u>Topic</u>
20%	Managerial and decision making uses of accounting in business and the world economy
7%	Analyzing and Recording Transactions
7%	Adjusting Accounts and Preparing Financial Statements
9%	Completing the Accounting Cycle
7%	Accounting for Merchandising Operations
7%	Inventories and Cost of Sales
8%	Accounting Information Systems
7%	Cash and Internal Controls
7%	Accounting for Receivables
7%	Plant Assets, Natural Resources, and Intangibles
7%	Current Liabilities and Payroll Accounting
7%	Accounting for Partnerships

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

12 Chapter Quizzes	35%
Mid-Term	25%
Final Exam	25%
General Ledger Software Assignment	5%
Homework	10%

Grade Scale:	
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

VII. Sample Assignments:

Sample Assignment 1: General Ledger Software Assignment:

This is a computerized accounting assignment designed to provide exposure to computerized accounting. You will complete a comprehensive problem in the textbook using a general ledger software program.

The comprehensive problem features over 30 accounting transactions, including purchases, sales, cash receipts, cash payments and other transactions. You will analyze these transactions and process journal entries for each, using the general ledger software. Your work must be submitted as a general ledger software file. It cannot be substituted by any other format.

Sample Assignment 2: Financial Statement Preparation:

Analyze the following accounting transactions over a month's period provided for the Holden Graham Company and perform the required work as described below:

- May 1 H. Graham invested \$40,000 cash in the business.
- 1 Rented a furnished office and paid \$2,200 cash for May's rent.
 - 3 Purchased \$1,890 of office equipment on credit.
 - 5 Paid \$750 cash for this month's cleaning services.
 - 8 Provided consulting services for a client and immediately collected \$5,400 cash.
 - 12 Provided \$2,500 of consulting services for a client on credit.
 - 15 Paid \$750 cash for an assistant's salary for the first half of this month.
 - 20 Received \$2,500 cash payment for the services provided on May 12.
 - 22 Provided \$3,200 of consulting services on credit.
 - 25 Received \$2,500 cash payment for the services provided on May 22.
 - 26 Paid \$1,890 cash for the office equipment purchased on May 3.
 - 27 Purchased \$80 of advertising in this month's (May) local paper on credit; cash payment is due June 1.
 - 28 Paid \$750 cash for an assistant's salary for the second half of this month.
 - 30 Paid \$300 cash for this month's telephone bill.
 - 30 Paid \$280 cash for this month's utilities.
 - 31 Graham withdrew \$1,400 cash for personal use.

Required:

1. Show the effects of the transactions on the accounting equation by recording increases and decreases to the appropriate accounts.
2. Prepare an income statement, a statement of owner's equity, a balance sheet and a statement of cash flows for the month of May.

Santa Monica College

Course Outline For Nursing 60/Health 60 Multicultural Health and Healing Practices

Course Title: Multicultural Health and Healing Practices

Units: 3

IGETC Area: Not Applicable

Date Submitted: January 16, 2009

CSU GE Area: Not Applicable

Updated: August 2010

Transfer: Not transferable

I. Catalog Description:

Prerequisite: None

This course introduces the student to the health and healing beliefs and practices among people from culturally diverse backgrounds. Cultural concepts applicable to health and wellness behavior are examined. The health, healing beliefs and practices of select American cultural groups: Native, Asian, African, Latino, and European, will be studied in the larger context of the American health care delivery system.

II. Required Text and References:

Spector, R.E. (2008) Cultural Diversity in Health and Illness (7th edition), Upper Saddle River, New Jersey: Prentice Hall Health.

Fadiman, A. (1998) The Spirit Catches You and You Fall Down (1st edition, NOONDA), New York: Macmillan: Farrar, Straus and Giroux.

III. Course Objectives:

Upon completion of the course students will be able to:

- A. Identify the cultural phenomena affecting health.
- B. Discuss the terminology used in the latest U.S. Census.
- C. Describe the demographic characteristics of the population of the United States as shown in Census 1980, 1990, 2000.
- D. Define and delineate the components of the "sick role," the "illness experience," and health among various cultural groups.
- E. Identify their family's health practices to maintain, protect, and restore health.
- F. Discuss ways in which their family's health practices are similar and different than those of others.
- G. Evaluate their personal health and illness beliefs and practices in the area of health maintenance and protective care.
- H. Compare methods of health maintenance, protection, and restoration among selected African, Native American, Latino, Asian, and European communities.
- I. Delineate common experiential problems with the utilization of the United States health care system by culturally diverse populations.

IV. Methods of Presentation:

Lecture, Interactive Discussions, Audiovisual presentations, interactive on-line activities.

V. Course Content:

<u>Percentage of Term</u>	<u>Topic</u>
10%	Cultural heritage, history, and health
10%	U.S. Census terminology and characteristics
10%	Sick Role, Illness Experience, and Health
10%	Family Health traditions and practices
10%	Personal Health Beliefs and practices
30%	Global Healing Traditions
20%	U.S. Health Care Delivery System

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

<u>Percentage</u>	<u>Evaluation Method</u>
15%	Heritage Assessment Assignment
15%	Family Health Tradition Interview
20%	Group presentation
25%	Midterm
25%	Final

VII. Sample Assignments:

1. **GROUP PRESENTATION: REPORT ON A CULTURAL GROUP:**

Description:

Compare methods of health maintenance, protection, and restoration among an American cultural group from one of the following communities: African, Native, Latino, Asian, or European.

In this report identify:

- a) Demographic and historical background
- b) Traditional meanings and beliefs of health and illness
- c) Traditional methods of health maintenance and healing
- d) Traditional healers
- e) Current health care problems
- f) Impact of health care issues on accessing the American health care delivery system.

2. **COMPANION WEBSITE ACTIVITIES:**

Description:

Companion Web Site at www.prenhall.com/spector - provides students with activities, fill-in the-blanks, review questions, and MediaLink applications.

Form 1: **NON-CREDIT** Course Outline of Record
Santa Monica College

**NON-CREDIT Course Outline For
HEALTH E30**

Course Title: Fall Prevention for Older Adults

Minimum Instructional Hours: 40

Date Submitted: August 2010

Date Updated:

Prerequisite(s): None

Skills Advisory: None

I. Catalog Description:

This course is designed to help students avoid falls, which are the most frequent cause of serious injury in older adults. The course focuses on how, when and where falls frequently occur; how to maintain mobility, and how to improve and recover one's balance. Students will create an individualized activity program to improve balance, endurance, strength and flexibility.

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. McAllister, Amy, and Joanne M. Price, Fall Injury Prevention for Older Adults. iUniverse, 2007.
2. Rein Tideiksaar, Ph. D. Falls in Older People: Prevention and Management. 4th Ed. Health Professional Press, 2010

III. Course Objectives:

Upon completion of the course students will be able to:

1. Identify types of situations that may be hazardous
2. Assess their living environment for hazards, and devise a plan to eliminate potential hazards at home
3. Make a plan to deal with fall hazards that may occur in the community or while traveling.
4. Develop an individualized activity program that will facilitate improved balance, endurance, strength and flexibility, and engage in this program at home and in the community

IV. Methods of Presentation:

Lecture, discussion, demonstration

V. Course Content:

% of course	Topic
15%	Psychological and personal causes of falls. Risk factors identified by the Centers for Disease Control and Prevention are covered
15%	Medical issues that can increase the risk of falling, including arthritis, osteoporosis, back problems and poor body mechanics
20%	Techniques to increase balance recovery and agility
20%	Checklist to be used in evaluating personal environments for potential hazards.
20%	Development of an individual plan to help the student avoid falls at home, in the community and during travel

10%

Older adults' sharing experiences and observations

VI. Methods of Evaluating Student Progress:

1. Faculty observation of student learning and/or improvement
2. Student feedback on achievement of learning outcomes via a Likert-type rating
3. Student participation in classroom discussions and activities

**Form 2: NON-CREDIT Course Approval and Data Sheet for:
(HEALTH E30)**

Is this a New Course, Updated/Revised Course, or Reinstated Course? **NEW**

If this is a **NEW** course, anticipated semester and year of first offering: **Spring 2011**

If this is a new course, please provide a rationale for the addition of this course to the curriculum:

This course covers strategies and techniques designed to avoid falling, which is the most frequent cause of serious injury to older adults. Students will assess potential hazards and make a personal mobility plan to maintain their balance and avoid falls. They will improve their balance, endurance, strength and flexibility, and establish a peer group to help support and maintain their mobility plan.

List all Certificates of Competency/Completion in which this course is/will be required:

•

List all Certificates of Competency/Completion in which this course is/will be an option:

•

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)

- Master's degree in Health Education, Health Science, Gerontology, Physical Therapy, biology, nursing

Form 3: **NON-CREDIT** Student / Program / Institutional Learning Outcomes

August 2010

HEALTH E30 Fall Prevention for Older Adults

Non-Credit Course Level Student Learning Outcomes: (Must list at least 2)

1. Students will identify the modifiable risk factors for falling including those listed by the Centers for Disease Control and Prevention

As assessed by: Self assessment on survey questionnaires designed on a Likert-type rating scale and instructor evaluation checklists

2. Students will assess their own physical strengths and limitations so that they can identify and avoid hazardous situations where there is a heightened risk of falling

As assessed by: Self assessment on survey questionnaires designed on a Likert-type rating scale and instructor evaluation checklists

3. Students will develop an individualized mobility program to facilitate improved balance, endurance, strength and flexibility, and will demonstrate an awareness of the importance of engaging in this program two or three times a week

As assessed by: Self assessment on survey questionnaires designed on a Likert-type rating scale and instructor evaluation checklists

Demonstrate how this course supports/maps to at least one program learning outcome. Please include all that apply: Through their experiences in the Emeritus College program, older adult students will

1. acquire new knowledge and broaden their understanding of the world by engaging in courses that stimulate learning, foster creativity and enhance mental and physical health

By participating in this course, older adults learn how to avoid falls and enhance their safety and mobility. Students create their own individual plan for avoiding falls and enhancing mobility. By following their plan, students are able to participate more fully in opportunities to broaden their knowledge and experience.

2. develop a peer group to help reduce isolation and create a community of mutual respect and support

By participating in this course with other older adults, students are able to share their own personal experiences and learn from others. Participating in the course offers a sense of community and connection with others.

3. obtain information about entitlements and services that help students to cope with the effects of aging and to provide a more positive transition through the later stages of life.

This course introduces older adult students to resources and services designed to improve mobility and enhance personal safety. Knowing that help is available gives students confidence in their ability to maintain physical balance and enjoy greater mobility

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;

By identifying hazardous situations and practicing techniques to improve balance, older adult students will gain

self-confidence to pursue their interests at home and in the community.

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

Older adult students will critically evaluate their home, community and travel environments, implementing strategies to avoid falls and injuries.

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

In their group discussions and activities, older adult students will connect with peers and form a support system to help them maintain their strategies for injury prevention.

ILO #4: take responsibility for their own impact on the earth by living a sustainable and ethical life style

Students will create a mobility plan to reduce dangers of falling at home, in the community and during travel, thus freeing themselves to participate more fully in the community.

S/ILO Committee Use Only reviewed by: (enter initials) (enter date)

FORM 4: **NON-CREDIT** COURSE APPROVALS PAGE

HEALTH E30

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area				
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	(Enter Name Here)	Date:	
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
Library has adequate materials to support course?	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
Librarian Approval:	(Enter Name Here) <i>Carol Womack</i>	Date:	<i>9/1/10</i>

Approvals:

Instructional Dean:		Date:	
Curriculum Committee:		Date:	
Academic Senate:		Date:	
Board of Trustees:		Date:	

Form 1: NON-CREDIT Course Outline of Record
Santa Monica College

NON-CREDIT Course Outline For
HEALTH E34

Course Title: Stress Reduction for Older Adults

Minimum Instructional Hours: 20

Date Submitted: August 2010

Date Updated:

Prerequisite(s): None

Skills Advisory: None

I. Catalog Description:

This course offers older adults a range of strategies and techniques to reduce and manage stress in their lives. It includes stress reduction methods such as positive thinking, breathing exercises, meditation, humor, diet and exercise. The course also helps students establish peer support groups to help maintain their stress reduction skills.

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. Davis, Martha et al. The Relaxation and Stress Reduction Workbook. New Harbinger Publications, 2008.
2. Charlesworth, Edward A., Ph.D., and Ronald G. Nathan, Ph.D. Stress Management: A Comprehensive Guide to Wellness. Ballantine (Random House), 2004.
3. Weil, Andrew, M.D. Healthy Aging: A Lifelong Guide to Your Well-Being. First Anchor Books/Random House, 2007.

III. Course Objectives:

Upon completion of the course students will be able to:

1. Identify symptoms of stress and discuss how stress affects the body and mind
2. Describe various techniques such as breathing, meditation and humor that can work to reduce stress
3. Discuss how positive thinking and healthy life choices help to avoid or reduce stress
4. Analyze which stress reduction strategies are most effective for the individual student, and form a personal plan for stress reduction
5. Develop a support system of peers, family and friends to help maintain stress reduction practices

IV. Methods of Presentation:

Lecture, discussion and demonstration

V. Course Content:

% of course	Topic
10%	Definition of stress and its effects on mind and body
30%	Role of positive thinking and healthy choices in reducing stress
50%	Specific stress reduction techniques including breathing exercises, meditation, guided imagery, diet and exercise modifications
10%	Establishing a peer support group

VI. Methods of Evaluating Student Progress:

1. Faculty observation of student learning and/or improvement
2. Student participation in problem-solving activities and discussions
3. Student feedback on achievement of learning outcomes via a Likert-type rating scale

**Form 2: NON-CREDIT Course Approval and Data Sheet for:
(HEALTH E34)**

Is this a New Course, Updated/Revised Course, or Reinstated Course? **New**

If this is a **NEW** course, anticipated semester and year of first offering: **Spring 2011**

If this is a new course, please provide a rationale for the addition of this course to the curriculum:

In this course older adults learn techniques to alleviate stress, including relaxation, problem solving and cognitive strategies. Students develop a personal plan to achieve their goals. They also establish a peer group to help support and maintain their plan.

List all Certificates of Competency/Completion in which this course is/will be **required**:

-

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

-

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)

- Master's degree in Health Education, Health Science, Gerontology, Physical Therapy, biology, nursing, Psychology, Counseling

Form 3: **NON-CREDIT** Student / Program / Institutional Learning Outcomes

August 2010

HEALTH E34 Stress Reduction for Older Adults

Non-Credit Course Level Student Learning Outcomes: (Must list at least 2)

1. Define symptoms of stress and discuss how a person's thought process can reduce or magnify his or her perception of stress.

As assessed by: Self assessment on survey questionnaires designed on a Likert-type rating scale, and instructor evaluation checklist

2. List and describe how various techniques such as breathing, meditation and humor can work to reduce stress

As assessed by: Self assessment on survey questionnaires designed on a Likert-type rating scale, and instructor evaluation checklist

3. Create a personal "stress management toolbox" which includes the strategies and techniques the individual student finds most effective.

As assessed by: Self assessment on survey questionnaires designed on a Likert-type rating scale, and instructor evaluation checklist

Demonstrate how this course supports/maps to at least one program learning outcome. Please include all that apply: Through their experiences in the Emeritus College program, older adult students will

1. acquire new knowledge and broaden their understanding of the world by engaging in courses that stimulate learning, foster creativity and enhance mental and physical health.

By participating in this course, older adults learn specific techniques to reduce stress, such as positive thinking, breathing exercises, meditation, humor, diet and exercise. They create their own individual stress reduction plan, which enables them to cope with stress and engage in learning and creativity.

2. develop a peer group to help reduce isolation and develop a community of mutual respect and support.

By participating in this course with other older adults, students are able to share their own personal experiences and learn from others. This creates a sense of community and connection with others.

3. obtain information about entitlements and services that help students to cope with the effects of aging and to provide a more positive transition through the later stages of life.

This course introduces students to an array of resources that focus on reducing stress and developing a healthy lifestyle. Knowing that help is available gives older adult students a positive sense of how to cope with stress.

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;

By implementing stress reduction strategies learned in this course, students will gain self-confidence in their ability to solve problems and cope with change.

- 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

Students will critically examine how their own healthy choices and positive thinking can avert or solve problems. They will make their own individual stress reduction plan including techniques that they find work best.

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

By participating in this class, students will establish a support system of peers, family and friends to help develop and maintain stress-reduction practices.

ILO #4: take responsibility for their own impact on the earth by living a sustainable and ethical life style

Students will foster an ethical lifestyle by reducing stress, making healthy choices and living more comfortably with their fellow human beings.

S/ILO Committee Use Only reviewed by: (enter initials) (enter date)

FORM 4: **NON-CREDIT** COURSE APPROVALS PAGE

(HEALTH E34)

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area				
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	(Enter Name Here)	Date:	
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
Library has adequate materials to support course?	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
Librarian Approval:	(Enter Name Here) <i>Carol Womack</i>	Date:	<i>9-1/10</i>

Approvals:

Instructional Dean:		Date:	
Curriculum Committee:		Date:	
Academic Senate:		Date:	
Board of Trustees:		Date:	

Form 1: **NON-CREDIT** Course Outline of Record
Santa Monica College

**NON-CREDIT Course Outline For
HEALTH E38**

Course Title: Joint Health and Mobility for Older Adults

Minimum Instructional Hours: 20

Date Submitted: August 2010

Date Updated:

Prerequisite(s): None

Skills Advisory: None

I. Catalog Description:

This course helps older adults with chronic joint pain or mobility problems to attain and maintain physical strength, mobility and flexibility. Older adults with arthritis and/or other minor physical limitations will learn about the function of joints in the human body and techniques to move effectively without joint stress. Students create an individual plan for mobility and physical fitness.

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. Abboud, Joseph A., M.D., and Soo Kim Abboud, M.D. No More Joint Pain. Yale University Press, 2010.
2. Novartis Foundation. Osteoarthritic Joint Pain. John Wiley and Sons, 2004.

III. Course Objectives:

Upon completion of the course students will be able to:

1. Describe the function of joints in the human body
2. Identify techniques designed to alleviate joint pain and increase strength, mobility and flexibility
3. Demonstrate techniques designed to alleviate joint pain and increase strength, mobility and flexibility
4. Analyze which strategies are most feasible and effective for the individual student's needs, and create a personal plan of action setting wellness goals and strategies
5. Maintain or increase independence through self advocacy and peer group support

IV. Methods of Presentation:

Lecture, discussion, demonstration

V. Course Content:

% of course	Topic
10%	The function of joints in the human body
50%	Techniques and activities to alleviate joint pain and increase strength, mobility and flexibility
5%	Relaxation, stress reduction and sleep inducing techniques
5%	Nutrition strategies to improve physical health
20%	Developing a personal plan to maintain joint flexibility and mobility

10%

Establishing and developing peer group support to help maintain joint health and well being

VI. Methods of Evaluating Student Progress:

1. Faculty observation of student learning and/or improvement
2. Student feedback on achievement of learning outcomes via a Likert-type rating scale
3. Student participation in discussions and other class activities

**Form 2: NON-CREDIT Course Approval and Data Sheet for:
(HEALTH E38)**

Is this a New Course, Updated/Revised Course, or Reinstated Course? **NEW**

If this is a **NEW** course, anticipated semester and year of first offering: **Spring 2011**

If this is a new course, please provide a rationale for the addition of this course to the curriculum:

This course offers an array of techniques to improve physical strength and flexibility for older adults who have chronic joint pain or mobility problems. Students develop a personal plan to achieve joint flexibility, physical strength and mobility goals. The course also helps students establish a peer group to help support and maintain their plan.

List all Certificates of Competency/Completion in which this course is/will be **required**:

-

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

-

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)

- Master's degree in Health Education, Health Science, Gerontology, Physical Therapy, biology, nursing

Form 3: **NON-CREDIT** Student / Program / Institutional Learning Outcomes

August 2010

HEALTH E38 Joint Health and Mobility for Older Adults

Non-Credit Course Level Student Learning Outcomes: (Must list at least 2)

1. Describe techniques designed to alleviate chronic joint pain or mobility problems

As assessed by: Student responses on a Likert-type assessment scale, and participation in class discussions and activities

2. Analyze which techniques are most effective for the student, and create a personal plan to improve physical strength, mobility and flexibility

As assessed by: Student responses on a Likert-type assessment scale, and creation of a personal plan for joint health

3. Establish a peer support system to encourage and maintain health and mobility

As assessed by: Student responses on a Likert-type assessment scale, and participation in class discussions and activities

Demonstrate how this course supports/maps to at least one program learning outcome. Please include all that apply: Through their experiences in the Emeritus College, older adult students will

1. acquire new knowledge and broaden their understanding of the world by engaging in courses that stimulate learning, foster creativity and enhance mental and physical health

By participating in this course, older adults learn how to enhance their mobility, physical fitness and safety. They create their own individual fitness plan to facilitate ongoing health and learning. Students thus gain access to a broader world of knowledge and experience.

2. develop a peer group to help reduce isolation and create a community of mutual respect and support

By participating in this course with other older adults who have mobility and joint problems, students are able to share their own personal experiences and learn from others. This creates a sense of community and connection with others.

3. obtain information about entitlements and services that help them to cope with the effects of aging and to provide a more positive transition through the later stages of life
This course introduces students to an array of resources and services designed to help them achieve greater mobility and flexibility. Knowing that help is available gives older adult students a positive sense of how to cope with their condition.

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;

Older students learn how to reduce chronic joint pain and improve mobility, thereby enhancing their self confidence and their ability to pursue their interests.

- 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

Older adults critically evaluate which strategies and techniques will work best for them to improve joint health and mobility. They use this analysis to create an individualized health plan for themselves.

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

By participating with other older adults who have health problems, students have an opportunity to develop a peer support system. A community of mutual respect develops within the class, and offers an opportunity to for students to continue their healthy mobility practices once the class ends.

ILO #4: take responsibility for their own impact on the earth by living a sustainable and ethical life style

Older adults are able to engage in the community more fully when they implement their personal plan for joint health and mobility.

S/ILO Committee Use Only reviewed by: (enter initials) (enter date)

FORM 4: **NON-CREDIT** COURSE APPROVALS PAGE

(HEALTH E38)

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area				
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	(Enter Name Here)	Date:	
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
Library has adequate materials to support course?	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
Librarian Approval:	(Enter Name Here) <i>Carol Womack</i>	Date:	<i>9/1/10</i>

Approvals:

Instructional Dean:		Date:	
Curriculum Committee:		Date:	
Academic Senate:		Date:	
Board of Trustees:		Date:	

Form 1: **NON-CREDIT** Course Outline of Record Santa Monica College

NON-CREDIT Course Outline For (HEALTH E63)

Course Title: Stroke Recovery for Older Adults

Minimum Instructional Hours: 30

Date Submitted: August 2010

Date Updated:

Prerequisite(s): Medical verification and approval from a health practitioner, as well as review by the SMC Disabled Student Program and Services (DSPS) specialists.

Skills Advisory: None

I. Catalog Description:

This course helps older adults who have experienced a stroke to maintain or improve their mobility and physical endurance through an individualized program offered in a group setting. Topics include how to cope with the effects of stroke and how to restore the student's natural energy and flexibility, including strategies to regain and maintain physical fitness. Participation allows older adults to be included in their community and maintain their independence, and it also helps them to self-advocate and engage in activities that benefit their health.

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. Levine, Peter G. Stronger After Stroke: Your Roadmap to Recovery. Demos Medical Publishing, 2009.
2. Stein, Joel, M.D. Stroke and the Family: A New Guide. Harvard University Press Family Health Guides, 2004.

III. Course Objectives:

Upon completion of the course students will be able to:

1. Maintain or increase mobility and physical integration into the wider community
2. Maintain or increase physical fitness including range of motion, strength, endurance, balance, and/or postural stability and motion
3. Utilize motor planning and motor control abilities to transition from one position to another (such as sitting to and from standing; supine on floor to and from standing)
4. Utilize problem solving strategies to deal with everyday challenges caused by their current physical status, and engage in the steps necessary to attend class and other community activities
5. Maintain or increase independence through self advocacy and by making choices regarding their participation in the community
6. Set wellness goals in a personal plan, allowing for a growing sense of empowerment and life satisfaction
7. Exhibit greater independence in action and a greater sense of peer support with classmates

IV. Methods of Presentation:

Lecture, discussion and demonstration

V. Course Content:

% of course

Topic

15 %

Techniques to strengthen and maintain flexibility in all extremities and in the trunk

15 %	Techniques to strengthen standing endurance, mobility in standing, and standing balance
15 %	Techniques to increase posture, postural control and postural mobility in sitting and standing
15 %	Techniques to increase physical ability to transition self to the floor and up from the floor
10 %	Safety techniques and concerns
10 %	Strategies to engage in everyday activities that are more difficult because of the effects of a stroke (such as one-handed shoe tying)
10 %	Problem-solving techniques to use when faced with a challenge
10 %	Sharing individual older adults' life experiences in coping with common life changes due to stroke

VI. Methods of Evaluating Student Progress:

1. Faculty observation of student learning and/or improvement in stamina, flexibility and strength
2. Student feedback on achievement of learning outcomes via a Likert-type rating scale
3. Student participation in discussions and other class activities
4. Pre- and post-inquiries of satisfaction with individual goal attainment

Form 2: NON-CREDIT Course Approval and Data Sheet for:
(Enter Discipline and Course # here)

Is this a New Course, Updated/Revised Course, or Reinstated Course? **NEW**

If this is a **NEW** course, anticipated semester and year of first offering: **Spring 2011**

If this is a new course, please provide a rationale for the addition of this course to the curriculum:

This course provides older adults who have experienced a stroke an opportunity to learn techniques to improve their mobility and endurance, and to regain and maintain physical fitness. The course also allows students to enhance their independence and participate in their community. The course is offered in cooperation with the Stroke Association of Southern California and the Pathfinders stroke recovery program.

List all Certificates of Competency/Completion in which this course is/will be **required**:

-

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

-

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)

- Master's degree in Health Education, Health Science, Gerontology, Physical Therapy, biology, nursing

Form 3: **NON-CREDIT** Student / Program / Institutional Learning Outcomes

August 2010

Health E 63 Stroke Recovery for Older Adults

Non-Credit Course Level Student Learning Outcomes: (Must list at least 2)

1. Older adults who have experienced a stroke will maintain or improve their physical endurance, muscle strength, balance, motor coordination, mobility and/or positioning by practicing techniques specifically designed for people who have experienced a stroke.

As assessed by: Self assessment on survey questionnaires designed on a Likert-type rating scale, and instructor evaluation checklists

2. Older adults who have experienced a stroke will demonstrate a basic understanding of physical strategies such as how to transfer their body from the floor to a standing or seated position.

As assessed by: Self-assessment on survey questionnaires designed on a Likert-type rating scale, and instructor evaluation checklists

3. Students will gain a sense of community and mutual support by participating in class discussions and demonstrations of how to cope with the effects of stroke.

As assessed by: Self assessment on survey questionnaires designed on a Likert-type rating scale and instructor evaluation checklists

Demonstrate how this course supports/maps to at least one program learning outcome. Please include all that apply: Through their experiences in the Emeritus College program, older adult students will

1. acquire new knowledge and broaden their understanding of the world by engaging in courses that stimulate learning, foster creativity and enhance mental and physical health

By participating in this course, older adults who have had a stroke learn how to enhance their mobility, physical fitness and safety. They create their own individual fitness plan to facilitate ongoing health and learning. Students thus gain access to a broader world of knowledge and experience.

2. develop a peer group to help reduce isolation and create a community of mutual respect and support

By participating in this course with other older adults who have had a stroke, students are able to share their own personal experiences and learn from others. This creates a sense of community and connection with others.

3. obtain information about entitlements and services that help students cope with the effects of aging and provide a more positive transition through the later stages of life

This course, offered in cooperation with the Stroke Association of Southern California and the Pathfinders stroke recovery program, introduces students to an array of resources and services. Knowing that help is available gives older adult students a positive sense of how to cope with their condition.

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;

By learning strategies of maintaining physical health and coping with the effects of stroke, students gain in self confidence and self-discipline in many areas of their lives.

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

This course provides numerous problem-solving and solution-sharing experiences for students who have had a stroke, and broadens their knowledge of resources that are available. Students analyze techniques and resources to determine which options offer their best plan for maintaining health.

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

Students who experience disabilities due to stroke are able to connect with others who have had strokes, leading to a community of mutual respect.

ILO #4: take responsibility for their own impact on the earth by living a sustainable and ethical life style

Students gain independence at home and in the community by practicing techniques of stroke recovery and physical fitness.

S/ILO Committee Use Only reviewed by: (enter initials) (enter date)

FORM 4: **NON-CREDIT** COURSE APPROVALS PAGE

(Health E63)

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area				
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	(Enter Name Here)	Date:	
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
Library has adequate materials to support course?	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
Librarian Approval:	(Enter Name Here) <i>Cecil Womack</i>	Date:	<i>9/1/10</i>

Approvals:

Instructional Dean:		Date:	
Curriculum Committee:		Date:	
Academic Senate:		Date:	
Board of Trustees:		Date:	



A Course of Study for

Journalism A.A. Degree

This program teaches students the methods and techniques for gathering, processing and delivering news, and prepares students to be professional print and multimedia journalists. Included is instruction in news writing and editing, reporting and multimedia story production, professional standards and ethics and journalism history and research. Careers in this field include book editor, copywriter, film critic, foreign correspondent, freelance writer, online editor, multimedia story producer, journalist, magazine editor, news anchor, newspaper editor, publicist, sportswriter and technical writer.

Students planning to transfer to a four-year college should complete the lower-division major requirements and the general education pattern for the appropriate transfer college.

This major may also lead to many other careers. For additional possibilities, visit the Career Services Center on campus to utilize computerized career information systems and other valuable career resources.

ASSOCIATE IN ARTS DEGREE - 60 UNITS

The Associate in Arts degree in Journalism involves satisfactory completion of a minimum of 60 semester units with a C average or higher including at least 20 semester units in the Journalism area of emphasis (articulated below) and fulfillment of all Santa Monica College general education requirements, CSU GE or IGETC.

*Students must complete the area of emphasis (major) requirements in effect at the time enrollment begins or the requirements in effect at graduation as long as continuous enrollment is maintained.

*Continuous enrollment is defined as enrollment in each Fall and Spring semester until graduation.

At least 50% of the area of emphasis (major) units must be completed at Santa Monica College.

Each course in the area of emphasis (major) must be completed with a grade of C or higher.

JOURNALISM (20 units)

Required Courses: (10-17 units)

Journalism 1, The News (3)

Journalism 16, Producing the Campus Newspaper (4,4)

Journalism 15, Introduction to Multimedia Storytelling (3)

Students choose at least one course from each group.

GROUP A: Choose at least one course from Group A

Broadcasting 4A, Newscasting and Newswriting (3)

Journalism 3, Editing (3)

Journalism 8, Writing to Sell (3,3)

Journalism 17, Editing the Campus Newspaper (2,2)

Journalism 18, Opinion Writing (3)

Journalism 19, Online Newspaper (3,3)

Journalism 20, Producing Magazines for the Web (3,3)

Journalism 43, Public Relations and Publicity (3)

Journalism 90, Internship (2,2,2)

GROUP B: Choose at least one course from Group B

CIS 50, Internet, HTML and Web Design (3)

CIS 56, Web Media Production (3)

CIS 59A, Dreamweaver 1 (3)

CIS 60A, Photoshop I (3)

ET 31A Digital Video Fundamentals (3)

Journalism 21, News Photography (3,3)

Journalism 22, Photography for Publication (3,3)

~~Graphic Design 21 Electronic Pre Press and Publishing (3)~~

Graphic Design 31, Graphic Design Studio (2,2)

Graphic Design 34, Publication and Page Design 1 (3)

~~Graphic Design 54 Digital Illustration 2 (3)~~

Graphic Design 64, Digital Imaging for Design (3)

Graphic Design 65, Web Design (3)

Photography 13, News Photography (3) (same as Journalism 21)

Photography 14, Photography Publication (3) (same as Journalism 22)

Photography 29, Video Production for Still Photographers (3)

GROUP C: Choose at least one course from Group C

Communication 1, Survey of Mass Media (3)

Communication 2, Reading Media: Acquiring Media Literacy Skills (3)

Communication 10, Journalism, Gender and Race (3)

Additional graduation requirements for the Associate in Arts degree from Santa Monica College are listed on a separate sheet available in the Transfer/Counseling Center, as well as online (go to www.smc.edu/articulation).



A Course of Study for

Journalism A.A. Degree

This program teaches students the methods and techniques for gathering, processing and delivering news, and prepares students to be professional print journalists. Included is instruction in news writing and editing, reporting, professional standards and ethics and journalism history and research. Careers in this field include book editor, copywriter, film critic, foreign correspondent, freelance writer, journalist, magazine editor, news anchor, newspaper editor, publicist, sportswriter and technical writer.

Students planning to transfer to a four-year college should complete the lower-division major requirements and the general education pattern for the appropriate transfer college.

This major may also lead to many other careers. For additional possibilities, visit the Career Services Center on campus to utilize computerized career information systems and other valuable career resources.

ASSOCIATE IN ARTS DEGREE - 60 UNITS

The Associate in Arts degree in Journalism involves satisfactory completion of a minimum of 60 semester units with a C average or higher including at least 20 semester units in the Journalism area of emphasis (articulated below) and fulfillment of all Santa Monica College general education requirements, CSU GE or IGETC.

*Students must complete the area of emphasis (major) requirements in effect at the time enrollment begins or the requirements in effect at graduation as long as continuous enrollment is maintained.

*Continuous enrollment is defined as enrollment in each Fall and Spring semester until graduation.

At least 50% of the area of emphasis (major) units must be completed at Santa Monica College.

Each course in the area of emphasis (major) must be completed with a grade of C or higher.

JOURNALISM (20 units)

Required Courses: (10-17 units)

Journalism 1, The News (3)

Journalism 8, Writing to Sell (3,3)

Journalism 16, Producing the Campus Newspaper (4,4)

Students choose at least one course that must be taken from each group:

GROUP A

Journalism 3, Editing (3)

Journalism 17, Editing the Campus Newspaper (2,2)

Journalism 18, Opinion Writing (3)

Journalism 19, Online Newspaper (3,3)

Journalism 20, Producing Magazines for the Web (3,3)

Journalism 43, Public Relations and Publicity (3)

Journalism 90, Internship (2,2,2)

GROUP B

CIS 59A, Dreamweaver 1 (3)

CIS 60A, Photoshop I (3)

Journalism 21, News Photography (3,3)

Journalism 22, Photography for Publication (3,3)

Graphic Design 21, Electronic Pre-Press and Publishing (3)

Graphic Design 31, Graphic Design Studio (2,2)

Graphic Design 34, Publication and Page Design 1 (3)

Graphic Design 54, Digital Illustration 2 (3)

Graphic Design 64, Digital Imaging for Design (3)

Photography 13, News Photography (3) (same as Journalism 21)

Photography 14, Photography Publication (3) (same as Journalism 22)

GROUP C

Communication 1, Survey of Mass Media (3)

Communication 2, Reading Media: Acquiring Media Literacy Skills (3)

Communication 10, Journalism, Gender and Race (3)

Additional graduation requirements for the Associate in Arts degree from Santa Monica College are listed on a separate sheet available in the Transfer/Counseling Center, as well as online ([go to www.smc.edu/articulation](http://www.smc.edu/articulation)).

SUBJECT TO CHANGE WITHOUT NOTICE.