SANTA MONICA COLLEGE
ACADEMIC
SENATE
1900 PICO BOULEVARD
SANTA MONICA, CA 90405
PHONE: (310) 434-4611

Santa Monica College
Curriculum Committee Meeting Agenda

Wednesday, October 6, 2010
3:00 p.m.

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

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

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

ExOfficio Members:
Eric Oifer
Tiffany Inabu

Agenda:

Approval of Minutes

Chairs Report

Information Items:
1. The Certificate of Achievement in Early Childhood Education was approved by the Chancellor's Office.
2. Math 32: Plane Geometry (course update)

Consent Agenda:
1. ET 15: Beginning 3D Level Design (course update; prerequisite change; title change *from* "3D Game Prototyping")
2. ET 49: Game Development Project (course update; prerequisite change)

New Courses--Credit:
1. ET 17: Advanced 3D Level Design

A.A. Degree:
1. Associate of Science Degree in Mathematics

Old Business
1. Ecological Literacy Revision
2. New Distance Education Form

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.

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SANTA MONICA COLLEGE
CURRICULUM COMMITTEE MEETING
MINUTES OF SEPTEMBER 15, 2010

The Santa Monica College Curriculum Committee was called to order by Guido Davis Del Piccolo at 3:08 p.m.

Members Present:

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

Members Absent:

Others Present: Erica LeBlanc, Saul Rubin, Toni Trives

Approval of Minutes: The minutes of June 2, 2010 were unanimously approved.

Chairs Report:

- Guido welcomed everyone back to the 2010-2011 Curriculum year and introduced the new members.
- Guido announced that the Academic Senate on June 2, 2010, passed the following: New Courses Credit—Global Studies 10 and Global Studies 95; AA Degree—Global Studies; Certificate—Global Studies Certificate of Achievement; the revision to the Ecological Literacy Category was tabled by the Academic Senate.
- Courses approved for UC transfer were: Dance 29, ECE 11, Global Studies 10 and Music 70C.
- Guido gave a brief review of last year's Curriculum Committee's accomplishments and discussions.
- Guido also distributed flyers on SB 1440 the Student Transfer Reform Act and gave a brief overview of this bill.
- Orientation: Guido presented a brief orientation of the scope and function of the Curriculum Committee.
- Stand-Alone Local Approval of Training for Curriculum members: Guido gave a slide presentation of the annual training required by the Chancellor's Office.
- Sheryl Bowman was recognized by the Curriculum Committee for 20 years of Outstanding Service to Santa Monica College and the Curriculum Committee in particular.

Information Items:

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.

(Information Items—cont.)

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)

Toni Trives gave an overview of their Program Review process to the Committee.

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)
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)

(Program Review—cont.)

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.

   The addition of Math 18 as a prerequisite choice for Accounting 01 was tabled pending receipt of the Entrance/Exit Skills.

2. Nursing 60/Health 60: Multicultural Health and Healing Practices (Nursing 60 cross listed with Health Education)

   Eric Minzenberg moved to cross list Nursing 60 with Health 60. The motion passed unanimously.

New Courses--Noncredit:

1. **Health E30: Fall Prevention for Older Adults**—presented by Erica LeBlanc. 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.

2. **Health E34: Stress Reduction for Older Adults**—presented by Erica LeBlanc. 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.

3. **Health E38: Joint Health and Mobility for Older Adults**—presented by Erica LeBlanc. 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.

4. **Health E63: Stroke Recovery for Older Adults**—presented by Erica LeBlanc. 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.

   Randy Lawson moved to approve Health E30, Health E34, Health E38 and Health E63. The motion passed unanimously.

A.A. Degree:

1. **Journalism A.A. - Revision**—presented by Saul Rubin.

   Estela Narrie moved to approve the Journalism A.A. Degree revision with the following changes: (1) Required units in the area of emphasis: Change to 19 units; and Required Course Units to 10 units. The motion passed unanimously.

Old Business

New Business

Adjournment: The meeting was adjourned at 4:40 p.m.

Next Meeting: The next meeting of the Curriculum Committee will be October 6, 2010 at 3:00 p.m. in DH-300E, The Loft.

Respectfully submitted,
Georgia Lorenz
sb

Form 1: Course Outline of Record

Santa Monica College

Course Outline For
Entertainment Technology 15

Course Title: Beginning 3D Level Design | **Units:** 3

Date Submitted: March 1999 (November 2006)
Date Updated: July 15, 2010

Transfer: CSU

Prerequisite(s): ET 24
Skills Advisory: ET 13

I. Catalog Description:

This course covers the fundamentals of game design and prototyping using 3D software authoring tools to incorporate various pre-existing static and dynamic game assets into original game levels. The focus of this class is on intelligent level design and creating script driven play mechanics to introduce interactivity and various game play elements. Students will plan and design levels effectively on paper before developing working 3D prototypes that can be play tested. Basic knowledge of 3D graphics is required.

This course uses Unreal Engine 3.

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. Busby, Jason; Mastering Unreal Technology, Volume I: Introduction to Level Design with Unreal Engine 3; Sams 2009

III. Course Objectives:

Upon completion of the course students will be able to:

1. Use 3D game authoring and scripting tools to design effective game levels.
2. Demonstrate an understanding of the production process used to create 3D games.
3. Apply knowledge of both game and software design in prototyping and playtesting original game concepts.

IV. Methods of Presentation:

Lecture, discussion, demonstration and hands-on software authoring.

V. Course Content:

% of course	Topic
10%	Overview of 3D game development
30%	3D software authoring techniques
30%	3D level design fundamentals
30%	Developing and testing 3D prototypes

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

% of grade	Evaluation Method
15%	Participation
60%	10 Assignments
25%	Final Project

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

1. Use the modeling tools within the Unreal Engine to create the layout of your home. You will continue to build upon this model as you learn more of the features and tools within the Unreal Engine.
2. Design a game level based on a scene from a movie, cartoon, or TV show. The level should be easy to play but still accurately reflect the look and feel of your source material.

Form 3: Student / Program / Institutional Learning Outcomes

7/15/2010
Entertainment Technology 15

Course Level Student Learning Outcomes: (Must list <u>at least 2</u>)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

   As assessed by: in-class exercises, assignments

2. Students will demonstrate mastery of the course content by developing playable 3D game levels from original concepts.

   As assessed by: midterm and final projects

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

1. Create compelling and original content for a quality entertainment project using industry-specific technology tools.

   This course emphasizes the design of original content using game industry tools.

2. Effectively analyze and apply design and production methods used by the entertainment industry.

   This course utilizes production methods employed by the game industry.

Demonstrate how this course supports/maps to <u>at least one</u> 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;

This course supports student self-discipline by assessing the timely completion of coursework and participation in group activities.

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 assesses the student's ability to effectively communicate original concepts, work with industry-standard tools and resolve technical problems.

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

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

S/ILO Committee Use Only reviewed by: Christine Schultz 9/21/10

Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Entertainment Technology 15

Section I – Course Criteria

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

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

Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required? If yes, state the recommended prerequisites.

ET 24, 3D Fundamentals
ET 13, Game Prototyping (Advisory)

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

English level recommended: _____

Math level recommended: _____

FORM 5: APPROVALS PAGE

Entertainment Technology 15

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	6		1	3/25/2010
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Chris Fria	Date:	7/15/2010
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

List of suggested materials has been given to librarian?	Yes		No	
Library has adequate materials to support course?	Yes		No	
Librarian Approval:	(Enter Name Here)	Date:		

Approvals:

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

Form 6: Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

Entertainment Technology 15

Prerequisite: ET 24 ; 3D Fundamentals
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 13 ; Game Prototyping
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

SECTION 1 - CONTENT REVIEW: Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

____ Type 1: Standard Prerequisite

x Type 2: Sequential within and across disciplines

____ Type 3: Course in communication or computational skills as prerequisite for course other than another skills course

____ Type 4: Program prerequisites

____ Type 5: Health and Safety

____ Type 6: Recency and other measures of readiness (miscellaneous)

Prerequisite Worksheet

ENTRANCE SKILLS FOR ET 15

A)	Demonstrate an understanding of 3D concepts and terminology.
B)	Model and rig a simple character.
C)	Model, texture and light a simple 3D environment.
D)	Animate a character within a 3D environment.

EXIT SKILLS FOR ET 24

1.	Demonstrate an understanding of 3D concepts and terminology.
2.	Model and rig a simple character.
3.	Model, texture and light a simple 3D environment.
4.	Animate a character within a 3D environment.

		ENTRANCE SKILLS FOR ET 15									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR ET 24	1	x									
	2		x								
	3			x							
	4				x						
	5										
	6										
	7										
	8										
	9										
	10										

Form 1: Course Outline of Record

Santa Monica College

Course Outline For
Entertainment Technology 49

Course Title: Game Development Project | **Units:** 4

Date Submitted: February 2005 (November 2006)
Date Updated: July 15, 2010

Transfer: CSU

Prerequisite(s): ET 17
Skills Advisory: ET 25B, ET 26

I. Catalog Description:

This computer-based course covers the production of a faculty-supervised project for portfolio development. Working in teams, students will develop original game design documents into playable game levels. Emphasis will be placed on interactive design, efficient production practices, and successful communication. Each team will complete one major game prototype for portfolio development. Knowledge of 3D character modeling and rendering is required.

This course uses Unreal Engine 3, Autodesk Maya and Pixologic ZBrush.

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. Busby, Jason; Mastering Unreal Technology, Volume III: Introduction to UnrealScript with Unreal Engine 3; Sams 2010

III. Course Objectives:

Upon completion of the course students will be able to:

1. Create an original game design document.
2. Analyze and apply the design elements that make an effective game project.
3. Apply professional game development techniques to a variety of game genres.
4. Develop and test a fully playable 3D game prototype.

IV. Methods of Presentation:

Lecture, discussion, demonstration and hands-on software authoring.

V. Course Content:

% of course	Topic
5%	Overview of project requirements
25%	Design document development
50%	3D software authoring
15%	Testing and debugging
5%	Project presentation and critique

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

% of grade	Evaluation Method
20%	Participation
25%	Critique of design document
30%	Project development milestones
25%	Critique of final project

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

1. Prepare an initial game design concept using 300 words or less. You will be required to pitch this concept to the class. You may include maps and original concept art to help explain your concept in greater detail.
2. Based on your game design document, create a schedule for creating all the necessary assets. Be sure to indicate which team member will be responsible for each asset. This schedule must be submitted at the next class meeting.

Form 2: Course Approval and Data Sheet for: Entertainment Technology 49

Is this a New Course, Updated/Revised Course, or Reinstated Course?	**Updated/Revised**
If this is a NEW course, anticipated semester and year of first offering:	**(enter status here)**
Total Instructional Hours: (usually 18 per unit) **72**	

Hours per week (full semester equivalent) in Lecture:	**2**	In-Class Lab:	**2**	Arranged:	**(hours)**

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 A.A. majors in which this course is/will be **required**:

-

List all A.A. majors in which this course is/will be an **option**:

-

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

-

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

-

List all Department Certificates in which this course is/will be **required**:

- Game Design

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

-

Should this course be **transferable to the CSU?** **YES**

Should this course be **transferable to the UC?** **NO**

If you are requesting UC transferability, please list either a comparable lower division course offered at one of the UC campuses or a comparable California Community College course which is transferable to UC:

- UC Campus:
- UC Course Number:
- UC Course Title:

or

- California Community College:
- Course Number:
- Course Title:

Repeatability (requires that the student's experience will be qualitatively different with each repetition).

- How many times should this course be repeatable? **1**

Course Load Factor suggested by department: **.875**
Rationale for the above load factor suggestion: existing load factor for 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)

- Multimedia

Form 3: Student / Program / Institutional Learning Outcomes

7/15/2010
Entertainment Technology 49

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

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

   As assessed by: in-class exercises, assignments

2. Students will demonstrate mastery of the course content by collaborating on the design and development of a fully-playable, original game prototype.

   As assessed by: midterm and final projects

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

1. Create compelling and original content for a quality entertainment project using industry-specific technology tools.

   This course emphasizes the design of original content using game industry tools.

2. Effectively analyze and apply design and production methods used by the entertainment industry.

   This course utilizes production methods employed by the game industry.

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;

This course supports student self-discipline by assessing the timely completion of coursework and participation in group activities.

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 assesses the student's ability to effectively communicate original concepts, work with industry-standard tools and resolve technical problems.

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

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

S/ILO Committee Use Only reviewed by: Christine Schultz 9/21/10

Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Entertainment Technology 49

Section I – Course Criteria

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

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

Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required? If yes, state the recommended prerequisites.

ET 17, Advanced 3D Level Design
ET 25B, 3D Character Creation (Advisory)
ET 26, 3D Rendering (Advisory)

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

English level recommended: _____

Math level recommended: _____

FORM 5: APPROVALS PAGE

Entertainment Technology 49

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	6		1	3/25/10
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Chris Fria	Date:	7/15/10
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

List of suggested materials has been given to librarian?	Yes		No	
Library has adequate materials to support course?	Yes		No	
Librarian Approval:	(Enter Name Here)	Date:		

Approvals:

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

Form 6: Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

Entertainment Technology 49

Prerequisite: ET 17 ; Advanced 3D Level Design
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 25B ; 3D Character Creation
ET 26 ; 3D Rendering

SECTION 1 - CONTENT REVIEW: Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

___ Type 1: Standard Prerequisite

x Type 2: Sequential within and across disciplines

___ Type 3: Course in communication or computational skills as prerequisite for course other than another skills course

___ Type 4: Program prerequisites

___ Type 5: Health and Safety

___ Type 6: Recency and other measures of readiness (miscellaneous)

Prerequisite Worksheet

ENTRANCE SKILLS FOR Entertainment Technology 49

A)	Use advanced game authoring and scripting tools.
B)	Implement object and camera based effects.
C)	Analyze and evaluate level design effectiveness.
D)	Playtest and debug game levels.

EXIT SKILLS FOR Entertainment Technology 17

1.	Use advanced game authoring and scripting tools.
2.	Implement object and camera based effects.
3.	Analyze and evaluate level design effectiveness.
4.	Playtest and debug game levels.

		ENTRANCE SKILLS FOR ET 49									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR ET 17	1	x									
	2		x								
	3			x							
	4				x						
	5										
	6										
	7										
	8										
	9										
	10										

Form 6: Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

Entertainment Technology 49

Advisory: ET 25B, 3D Character Creation
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 17 ; Advanced 3D Level Design
ET 26 ; 3D Rendering

SECTION 1 - CONTENT REVIEW: Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

___ Type 1: Standard Prerequisite

x Type 2: Sequential within and across disciplines

___ Type 3: Course in communication or computational skills as prerequisite for course other than another skills course

___ Type 4: Program prerequisites

___ Type 5: Health and Safety

___ Type 6: Recency and other measures of readiness (miscellaneous)

Prerequisite Worksheet

ENTRANCE SKILLS FOR Entertainment Technology 49

A)	Understand aesthetic and practical principles of character creation.
B)	Enhance creativity by avoiding common industry clichés.
C)	Create digital characters that will function in any area of the entertainment market.

EXIT SKILLS FOR Entertainment Technology 25B

		ENTRANCE SKILLS FOR ET 49									
EXIT SKILLS FOR ET 25B		A	B	C	D	E	F	G	H	I	J
	1	X									
	2		X								
	3			X							
	4										
	5										
	6										
	7										
	8										
	9										
	10										

Form 6: Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

Entertainment Technology 49

Advisory: ET 26, 3D Rendering
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 17 ; Advanced 3D Level Design
ET 25B ; 3D Character Creation

SECTION 1 - CONTENT REVIEW: Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

___ Type 1: Standard Prerequisite

x Type 2: Sequential within and across disciplines

___ Type 3: Course in communication or computational skills as prerequisite for course other than another skills course

___ Type 4: Program prerequisites

___ Type 5: Health and Safety

___ Type 6: Recency and other measures of readiness (miscellaneous)

Prerequisite Worksheet

ENTRANCE SKILLS FOR Entertainment Technology 49

A)	Build materials and textures through digital and traditional techniques.
B)	Simulate traditional lighting techniques for realistic rendering.
C)	Integrate simple effects into an animation.

EXIT SKILLS FOR Entertainment Technology 26

1.	Build materials and textures through digital and traditional techniques.
2.	Simulate traditional lighting techniques for realistic rendering.
3.	Integrate simple effects into an animation.

		ENTRANCE SKILLS FOR ET 49									
EXIT SKILLS FOR ET 26		A	B	C	D	E	F	G	H	I	J
	1	X									
	2		X								
	3			X							
	4										
	5										
	6										
	7										
	8										
	9										
	10										

Form 1: Course Outline of Record

Santa Monica College

Course Outline For
Entertainment Technology 17

Course Title: Advanced 3D Level Design **Units:** 3

Date Submitted: September 21, 2010
Date Updated:

Transfer: CSU

Prerequisite(s): ET 15, ET 25
Skills Advisory:

I. Catalog Description:

This is course covers the design and implementation of fully interactive and playable 3D game levels, focusing on concepts of advanced 3D level design such as particle effects, camera effects, post process effects and custom interface design. Students will use digital authoring techniques to prototype, playtest and revise their own original game levels. Knowledge of 3D modeling is required.

This course uses Unreal Engine 3 and Autodesk Maya.

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. Busby, Jason; Mastering Unreal Technology, Volume II: Advanced Level Design Concepts with Unreal Engine 3; Sams 2009

III. Course Objectives:

Upon completion of the course students will be able to:

1. Use advanced game authoring and scripting tools.
2. Implement object and camera based effects.
3. Analyze and evaluate level design effectiveness.
4. Playtest and debug game levels.

IV. Methods of Presentation:

Lecture and discussion, critique of projects, hands-on software authoring.

V. Course Content:

% of course	Topic
10%	Level design review
20%	Dynamic effects
20%	Camera effects
20%	Custom interface design
20%	Advanced scripting
10%	Level optimization

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

% of grade	Evaluation Method
15%	Participation
60%	10 Assignments
25%	Final Project

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

1. Create a fully interactive multi-floor maze level using only BSP objects and moving objects. You can use triggers and nothing else. You cannot use any weapons or vehicles or special effects of any kind. The objective of the level is to use only the interactive obstacles to make traps that the player must manipulate in order to get to the other side.
2. Reinterpret an old-school arcade style game as a 3D level in Unreal.

Form 2: Course Approval and Data Sheet for: Entertainment Technology 17

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**				
Total Instructional Hours: (usually 18 per unit)	**72**				
Hours per week (full semester equivalent) in Lecture:	**2**	In-Class Lab:	**1**	Arranged:	**1**

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

This course is being added to the curriculum to better prepare students for entry-level positions in 3D game level design.

List all A.A. majors in which this course is/will be **required**:

-

List all A.A. majors in which this course is/will be an **option**:

- Animation

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

-

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

- Animation

List all Department Certificates in which this course is/will be **required**:

- Game Design

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

-

Should this course be **transferable to the CSU?** **YES**

Should this course be **transferable to the UC?** **NO**

If you are requesting UC transferability, please list either a comparable lower division course offered at one of the UC campuses or a comparable California Community College course which is transferable to UC:

- UC Campus:
- UC Course Number:
- UC Course Title:

or

- California Community College:
- Course Number:
- Course Title:

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: **1.0**
Rationale for the above load factor suggestion: technology based course that requires significant preparation and frequent revision

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)

- Multimedia

Form 3: Student / Program / Institutional Learning Outcomes

7/15/2010
Entertainment Technology 17

Course Level Student Learning Outcomes: (Must list <u>at least 2</u>)

1. Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.

   As assessed by: in-class exercises, assignments

2. Students will demonstrate mastery of the course content by implementing advanced interactive design features within original 3D game levels.

   As assessed by: midterm and final projects

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

1. Create compelling and original content for a quality entertainment project using industry-specific technology tools.

   This course emphasizes the design of original content using game industry tools.

2. Effectively analyze and apply design and production methods used by the entertainment industry.

   This course utilizes production methods employed by the game industry.

Demonstrate how this course supports/maps to <u>at least one</u> 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;

This course supports student self-discipline by assessing the timely completion of coursework and participation in group activities.

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 assesses the student's ability to effectively communicate original concepts, work with industry-standard tools and resolve technical problems.

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

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

S/ILO Committee Use Only reviewed by: Christine Schultz 9/21/10

Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Entertainment Technology 17

Section I – Course Criteria

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

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

Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required? If yes, state the recommended prerequisites.

ET 15, Beginning 3D Level Design
ET 25, 3D Modeling and Rigging

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

English level recommended: _____

Math level recommended: _____

FORM 5: APPROVALS PAGE

Entertainment Technology 17

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	6		1	3/25/10
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Chris Fria	Date:	7/15/2010
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

List of suggested materials has been given to librarian?	Yes		No	
Library has adequate materials to support course?	Yes		No	
Librarian Approval:	(Enter Name Here) Carol Womack	Date:	9/21/10	

Library will buy materials to support.

Approvals:

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

Form 6: Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

Entertainment Technology 17

Prerequisite: ET 15 ; Beginning 3D Level Design
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 25 ; 3D Modeling and Rigging
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

SECTION 1 - CONTENT REVIEW: Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

___ Type 1: Standard Prerequisite

x Type 2: Sequential within and across disciplines

___ Type 3: Course in communication or computational skills as prerequisite for course other than another skills course

___ Type 4: Program prerequisites

___ Type 5: Health and Safety

___ Type 6: Recency and other measures of readiness (miscellaneous)

Prerequisite Worksheet

ENTRANCE SKILLS FOR ET 17

A)	Design effective 3D game levels.
B)	Use visual game authoring and scripting tools.
C)	Understand the 3D game development process.
D)	Describe the duties of the various members of a game development team.
E)	Identify and assess production goals and requirements.
F)	Analyze and evaluate technical constraints and how they affect interactive entertainment design.

EXIT SKILLS FOR ET 15

1.	Design effective 3D game levels.
2.	Use visual game authoring and scripting tools.
3.	Understand the 3D game development process.
4.	Describe the duties of the various members of a game development team.
5.	Identify and assess production goals and requirements.
6.	Analyze and evaluate technical constraints and how they affect interactive entertainment design.

		ENTRANCE SKILLS FOR ET 17									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR ET 15	1	x									
	2		x								
	3			x							
	4				x						
	5					x					
	6						x				
	7										
	8										
	9										
	10										

Form 6: Prerequisite, Corequisite, & Advisory Checklist and Worksheet (as per Matriculation Regulations)

Entertainment Technology 17

Prerequisite: ET 25 ; 3D Modeling and Rigging
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
ET 15 ; Beginning 3D Level Design
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

SECTION 1 - CONTENT REVIEW: Check items 1-9 below. If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

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___ Type 3: Course in communication or computational skills as prerequisite for course other than another skills course

___ Type 4: Program prerequisites

___ Type 5: Health and Safety

___ Type 6: Recency and other measures of readiness (miscellaneous)

Prerequisite Worksheet

ENTRANCE SKILLS FOR ET 17

A)	Model a detailed organic character in an efficient manner.
B)	Rig a character with a complete set of animation controls for a wide range of motion.
C)	Create facial deformations for expressions and lip-synch.

EXIT SKILLS FOR ET 25

1.	Model a detailed organic character in an efficient manner.
2.	Rig a character with a complete set of animation controls for a wide range of motion.
3.	Create facial deformations for expressions and lip-synch.

		ENTRANCE SKILLS FOR ET 17									
EXIT SKILLS FOR ET 25		A	B	C	D	E	F	G	H	I	J
	1	x									
	2		x								
	3			x							
	4										
	5										
	6										
	7										
	8										
	9										
	10										

CCC-501

Rev. March 2009

Application Date

California Community Colleges

APPLICATION FOR APPROVAL—NEW CREDIT PROGRAM

Associate of Science in Mathematics
PROPOSED PROGRAM TITLE

Santa Monica College
COLLEGE

Santa Monica College Community College District
DISTRICT

Fall 2011
PROJECTED PROGRAM START DATE

Georgia Lorenz
CONTACT PERSON

Dean of Instruction
TITLE

310-434-4277
PHONE NUMBER

lorenz_Georgia@smc.edu
E-MAIL ADDRESS

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

☐ CAREER TECHNICAL EDUCATION (CTE) ✠ TRANSFER ☐ OTHER

TYPE OF PROGRAM (CHECK ALL THAT APPLY):

A.A. DEGREE X A.S. DEGREE CERTIFICATE OF ACHIEVEMENT: ○ 18+ semester (or 27+ quarter) units ○ 12-18 semester (or 18-27 quarter) units

PLANNING SUMMARY

Recommended T.O.P. Code		Estimated FTE Faculty Workload	0
Units for Degree Major or Area of Emphasis	26 units	Number of New Faculty Positions	0
Total Units for Degree	60 units	Est. Cost, New Equipment	$0
Required Units-Certificate	26 Units	Cost of New/Remodeled Facility	$0
Projected Annual Completers	20	Est. Cost, Library Acquisitions	$0
Projected Net Annual Labor Demand (CTE)		When will this program undergo review as part of college's Program Evaluation Plan?	Month/Semester **February** Year **2016**

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

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

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives
2. Catalog Description
3. Program Requirements
4. Background and Rationale

Criteria B. Need

5. Enrollment and Completer Projections
6. Place of Program in Curriculum/Similar Programs
7. Similar Programs at Other Colleges in Service Area
8. Labor Market Information & Analysis (CTE only)
9. Employer Survey (CTE only)
10. Explanation of Employer Relationship (CTE only)
11. List of Members of Advisory Committee (CTE only)
12. Recommendations of Advisory Committee (CTE only)

Attachment: Labor / Job Market Data (CTE only)
Attachment: Employer Survey (CTE only)
Attachment: Minutes of Key Meetings

Criteria C. Curriculum Standards

13. Display of Proposed Sequence
14. Transfer Applicability (if applicable)

Attachment: Outlines of Record for Required Courses
Attachment: Transfer Documentation (if applicable)

Criteria D. Adequate Resources

15. Library and/or Learning Resources Plan
16. Facilities and Equipment Plan
17. Financial Support Plan
18. Faculty Qualifications and Availability

Criteria E. Compliance

19. Based on model curriculum (if applicable)
20. Licensing or Accreditation Standards
21. Student Selection and Fees

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS

Criteria A. Appropriateness to Mission

1) Statement of Goals and Objectives:

Part of Santa Monica College's mission is to provide high quality associate degrees. Our proposal is for the Mathematics Department to offer an associate degree for the first time in its eighty-one year history. This associate degree would fulfill the lower division mathematics course requirements for students wanting to transfer and complete either a Bachelor of Arts or Bachelor of Science degree in mathematics, physics, engineering, or computer science for both the University of California and California State University systems. A successful candidate would have certified competencies in Differential Calculus and Integration and Infinite Series, Calculus of Several Variables, Linear Algebra, Differential Equations, and Mechanics.

The specific knowledge base obtained by the student would be in the following topics:

a) Limits, continuity, and derivatives and integrals of algebraic and trigonometric functions, with mathematical and physical applications.

b) Derivatives and integrals of transcendental functions with mathematical and physical applications, indeterminate forms and improper integrals, infinite sequences and series, and curves, including conic sections, described by parametric equations and polar coordinates.

c) Vectors and analytic geometry in two and three dimensions, vector functions with applications, partial derivatives, extrema, Lagrange multipliers, multiple integrals with applications, vector fields, Green's Theorem, Divergence Theorem, and Stokes' Theorem.

d) Matrices and linear transformations; abstract vector spaces and subspaces; linear independence and bases; determinants; systems of linear equations; eigenvalues and eigenvectors.

e) Ordinary differential equations not limited to but including first order equations, linear equations, reduction of order, variation of parameters, spring motion and other applications, Cauchy-Euler equations, power series solutions, Laplace transform, and systems of linear differential equations.

f) Calculus-based mechanics of rigid bodies, emphasizing Newton's laws and its applications as well as an introduction to fluids.

With this background, the student will not only have the prerequisite mathematical knowledge to successfully complete any university upper division math, science, or engineering course but will also have the skill set necessary to be an instructional assistant, tutor, or supplemental instruction leader at any college or university. The degree itself will also make the student more attractive to university admission committees, as well as give him/her an advantage over other undergraduate students applying for internships.

2) Catalog Description

Upon successful completion of Santa Monica College's A. S. in Mathematics, the student will have demonstrated an understanding of Calculus of one and several variables, Linear Algebra, Differential Equations, and Mechanics. This course work will satisfy the lower division mathematics requirements at many institutions in both the University of California and the California State University systems. This degree is intended for students who are interested in the theory of mathematics and are planning on transferring to a four year university and majoring in Mathematics, Physics, Engineering, or Computer Science.

3) New Program Requirements (60 Units)

The Associate of Science Degree in Mathematics (list of required courses):

MATH 7: Calculus 1 (5 units)

MATH 8: Calculus 2 (5 units)

MATH 11: Multivariable Calculus (5 units)

MATH 13: Linear Algebra (3 units)

MATH 15: Ordinary Differential Equations (3 units)

PHYSCS 21: Mechanics with Lab (5 units)

The Associate of Science Degree in Mathematics requires the 26 units described above as the major. In addition, the student must complete general education requirements and additional electives to total 60 units.

Effective Spring 2010, to complete the A.S. degree students can choose to complete the local GE requirements or the IGETC or CSUGE patterns. Students intending to transfer are advised to follow the IGETC or CSUGE pattern.

4) **Discussion of background and rationale**
As we become a more technology-based society, mathematics has taken center stage in education. The need for math, science, and engineering majors has grown exponentially; yet the supply is lagging far behind. One reason for this is a severe shortage of students who have a solid mathematical background. Students feeling insecure about their lower division mathematics will most likely not pursue a baccalaureate degree in math, science, or engineering. Here at Santa Monica College, we have assembled a premier mathematics department and staff with a reputation for teaching students in a challenging but supportive environment. Not only will students completing our proposed A.S. degree in mathematics be able to compete at any university to which they transfer, but the first-class education obtained here at our college will enable them to become leaders in their fields. Such a rigorous background in any discipline deserves the honor that degree recognition bestows.

Criteria B. Need

5) **Enrollment and Completer Projections**
Number of course sections offered during the 2009 – 2010 school year (Fall 2009, Winter 2010, Spring 2010, Summer 2010):
   - Math 7: Calculus 1 (5 units) – 32 sections offered with 45 students per section
   - Math 8: Calculus 2 (5 units) – 19 sections offered with 45 students per section
   - Math 11: Multivariable Calculus (5 units) – 9 sections offered with 45 students per section
   - Math 13: Linear Algebra (3 units) – 4 sections offered with 45 students per section
   - Math 15: Ordinary Differential Equations (3 units) – 6 sections offered with 45 students per section
   - Physics 21: Mechanics with Lab (5 units) – 12 sections offered with 28 students per section

Using the above numbers we expect that we will have twenty program completers the first year, around twenty-five in the second year, and may increase to as many as 35-40 in five years.

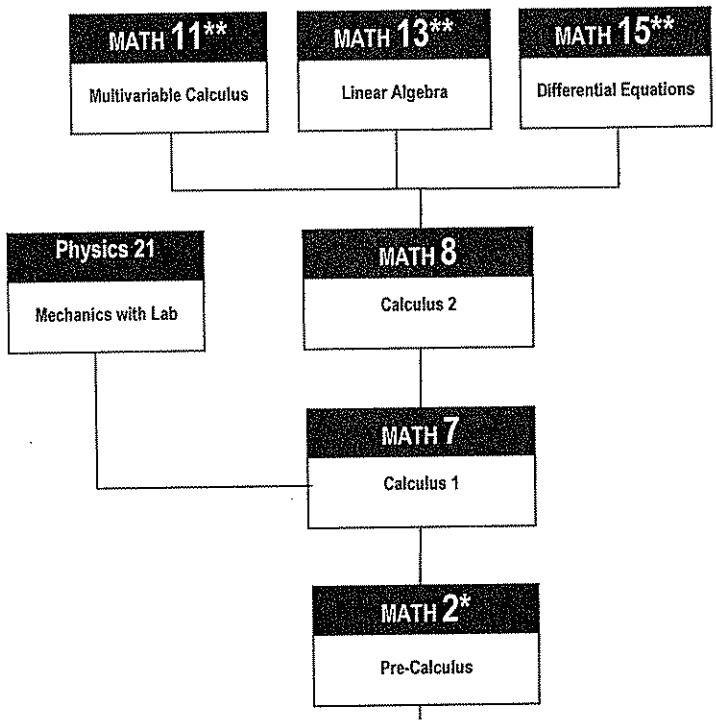
6) **Place of Program in Curriculum/Similar Programs:**
A similar program that is offered at Santa Monica College is our General Science Degree. However, the proposed Associate of Science degree is aimed more specifically at those students who will be majoring in Mathematics, Engineering, and Computer Science. Because these courses are shared with other programs it insures that the courses necessary to complete the degrees will consistently be offered. These courses also fulfill the transfer needs of a large and diverse pool of students outside of the targeted group. The only enrollment change that we foresee is a larger demand in our higher level mathematics courses. We anticipate with the new degree available our enrollment in Linear Algebra and Ordinary Differential Equations should increase.

7) **Some other Community Colleges that offer an Associate in Mathematics** – The following community colleges all offer either an A.S, A.A or both in Mathematics: Los Angeles Community College, El Camino College, Fullerton College, Foothill College, Diablo Canyon College, Santa Barbara College, Santa Ana College, Cerritos College, San Diego City College. However, since the need for math and science degrees are increasing our new offering of this degree should in no way negatively impact the programs of the surrounding colleges.

Criteria C. Curriculum Standards

13) Display of Proposed Sequence

**These courses may be taken in any order after completion of Math 8; however, students are advised to complete Math 11 and Math 15 before enrolling in Math 13.



***Sequence to Math 2**
Students preparing for Math 2 need both Math 20 and Math 32. The courses may be taken in any order or concurrently. Alternatively a student may complete Math 26 and Math 32 in any order or concurrently.

14) Transfer Applicability

The Santa Monica College Associate of Science Degree in Mathematics fulfills the common core of lower division math requirements for math, science, and engineering majors wanting to transfer to any California State University or University of California campus.

Attached: course outlines of record
Attached: Transfer Documentation

Criteria D. Adequate Resources

15) Library and/or Learning Resources Plan
All current resources are adequate and are managed by the Mathematics and Physical Sciences Departments.

16) Facilities and Equipment Plan
All current resources are adequate and are managed by the Mathematics and Physical Sciences Departments.

17) Financial Support Plan
NA

18) Faculty Qualifications and Availability
All current resources are adequate and are managed by the Mathematics and Physical Sciences Departments.

SMC	UC Berkeley	UC Davis	UC Irvine	UCLA	UC San Diego	CSUN	CSULB
				R's and 2 C's			
Math 2 Precalculus							
Math 7 Calculus I	R	R	R	R	R	R	R
Math 8 Calculus II	R	R	R	R	R	R	R
Math 10 Discrete Structures							
Math 11Multivariable Calculus	R	R	R	R	R	R	R
Math 13 Linear Algebra	R	R	R	R	R	R	R
Math 15 Differential Equations	R	R	R	R	R	R	R
Math 21 - Finite Mathematics							
Math 26 College Algebra							
Math 28 Calc 1 Bus Soci Sci							
Math 29 Calc 2 Bus Soci Sci							
Math 52 Elementary Statistics	R (if B.A Stat)	C					
CS 13							
CS 50							
CS 52		X					
CS 55							
Physics 8		X (8 and 9)					
Physics 9		X					
Physics 21		X or 21	C	R			
Physics 22		X	C(22 or 23)	C			
Physics 23			C	C			
Chemistry 11			C	C			
Chemistry 12			C	C			
Biology 21				C (21 or 23)			
Biology 23				C			
Philosophy 9				C			

Current Application For Course To Fulfill SMC's Global Citizenship A.A. Degree Requirement

To fulfill the Global Citizenship requirement for the AA degree from Santa Monica College, students must complete an approved 3-unit course with a passing grade. These courses fall into **one** of following four categories:

1) American Cultures:

...

2) Ecological Literacy:

Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems. Any course whose content **focuses primarily on one or more** of three areas (see below) will be considered for the Ecological Literacy category.

3) Global Studies:

...

4) Service Learning:

...

PROPOSED ADDITION TO THE ECOLOGICAL LITERACY CATEGORY

Step 1: Under which category does the course belong? (select only one)		
	Course content focuses primarily on at least one or more of the following three areas: (Check all that apply)	
☐ Ecological Literacy	☐	Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives
	☐	Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.
	☐	Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.
	☐	~~**Analysis of environmental problems and practical application of knowledge to install, modify, maintain and/or repair technologies aimed at curbing the impact of human activity on the natural environment.**~~ **Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources.**

Form 7: DISTANCE EDUCATION APPLICATION (updated 9/28/10)

(Enter Discipline and Course # here)	
Instructor preparing this document:	(enter name here)
First Semester course to be offered:	(enter semester here)

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 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.

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:

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

Additional considerations for all distance education courses:

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

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
Department or Area Vote				

Approvals:

Department Chair:		Date:	
Librarian:		Date:	
Web Accessibility Specialist:		Date:	
Curriculum Committee Chair:		Date:	
Academic Senate President:		Date:	
Chief Instructional Officer:		Date:	

GUIDELINES AND QUESTIONS FOR CURRICULUM APPROVAL OF A DISTANCE EDUCATION COURSE

Contact Guidelines: 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 and requires constant (several times each week minimally) interaction for instructional purposes.

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

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:	
1b. Interactions: Describe the nature and expected frequency of student-student interactions:	
1c. Interactions: Describe the nature and expected frequency of student-content interactions:	

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 activates 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 or 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		
Sample online class activities that promote class interaction and engagement	**Brief description**	**Percentage of online course hours**
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		10%
Written assignments	Students synthesize material through written assignment turned into dropbox	20%
	TOTAL	100%

1d. Interactions:		
Sample online class activities that promote class interaction and engagement	**Brief description**	**Percentage of online course hours**
	TOTAL	**100%**

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 directly 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.)	

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
Example: 25%	*Threaded discussions*	*Grading rubric which assesses content accuracy, post quality, and amount of participation*

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 or ext.3762). Course design support is available through eCollege's isupport (isupport@smconline.org or 1-866-874-8138) and platform assistance is available through the HelpDesk (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 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.

4. **Technology**: 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.)	

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 (catalog, databases, and resources); 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).

5. **Student Support**: 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.)	

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.

6. **Accessibility**: 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.	

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 or 1-866-874-8138). Platform assistance is available through the HelpDesk (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 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.

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.).	

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.

---------- **END OF NEW FORM** ----------

Existing form below

1.	How specifically will your methods of instruction change in delivering the course online? Describe the specific methods of instruction you will use for this online class. For example, if you typically present a lecture followed by small and large group discussion, how will you teach this same lesson in the online environment? (Keep in mind that in the online environment, written lectures do not get read.)
2.	How specifically will your methods of evaluation change?
3.	Does eCollege support your technology needs? What other software does your course need?
4.	What are the benefits of offering this course content via distance education?
5.	What are the anticipated challenges with teaching this course via distance education? (Consider pedagogical, practical, and technical challenges.)
6.	What experience do you have with the technology needed to support your method of delivering this course via distance education? If you have little or none, what training do you anticipate undertaking to facilitate the delivery of your class?
7.	In which semester do you wish to begin offering this distance education class?
8.	How do you propose to establish and maintain regular and effective contact with students as required by Title V, Section 55211 (see below)?

Excerpts from Title V and DE Guidelines

Item 1:
Overview: Pg. 4
In determining whether a course is to be considered as DE, the basic criterion established in the guidelines for Section 55205 needs to be applied (i.e., A distance education course/section or session is defined as the use of technology utilized 51 percent or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance.) DE courses may then be considered a virtual equivalent to a classroom-based course. For example, if the instructor for an Internet course delivers web-based instruction requiring students to complete three (3) hours of instruction during a five-day period, it is the virtual equivalent to the same instructor requiring students to attend a class session three (3) hours within a five-day period.

Please note that all courses, be it a distance education course or a brick and mortar class experience must meet the criteria in Section 58003.1 when calculating the FTES. In both situations, the students will need to engage in an additional two (2) hours per week of educational activity for each one (1) hour of "classroom" time in order to meet the Carnegie Unit requirements for academic credit.

Item 2.
55211. Instructor Contact.
a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

(b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and
professional matter pursuant to title 5, section 53200.

Guidelines:

Districts will need to define "effective contact, "including how often, and in what manner instructor-student interaction is achieved. It is important that document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55213). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As districts need to describe the type and\ quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor's Office.