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

Santa Monica College
Curriculum Committee Meeting Agenda

Wednesday, November 3, 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
Jesse Martinez
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. ESL 14A: Pronunciation and Spelling: Vowel and Consonant Sounds (course update)
2. ESL 14B: Pronunciation: Rhythm and Intonation (course update)

New Courses—Credit:

1. Medical Laboratory Technician 01: Introduction to Clinical Laboratory Profession
2. Medical Laboratory Technician 02: Hematology, Coagulation, Urine and Body Fluid Analysis
3. Turkish 01: Elementary Turkish

Distance Education:

1. Medical Laboratory Technician 01: Introduction to Clinical Laboratory Profession

Old Business:

1. SB 1440

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 OCTOBER 20, 2010

The Santa Monica College Curriculum Committee was called to order by Guido Davis Del Piccolo at 3:11 p.m.

Members Present:

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

Members Absent: Helen LeDonne

Others Present:

Lesley Kawaguchi	Eric Oifer	Susan Sterr
Dan Nannini	Christine Schultz	David Zehr

Approval of Minutes: The minutes of October 6, 2010 were unanimously approved.

Chairs Report:

- Guido announced that the Academic Senate on October 12, 2010, passed the following: New Courses—Credit: ET 17; Global Citizenship—Ecological Literacy Category Revision; and the Distance Education Form update.

Information Items:

1. ESL 15: Conversation and Culture in the U.S. (course update)

Certificates:

1. **Entertainment Technology: Game Design Department Certificate-Revision**—presented by Guido Davis Del Piccolo.

   Randy Lawson moved to approve the revision to the Game Design Department Certificate. The motion passed unanimously.

Old Business:

SB 1440 / C-ID Discussion – As a result of passage of SB 1440, community colleges are required to develop AA degrees that meet particular criteria for transfer to the CSU. The C-ID process has been proposed as a mechanism for achieving this on a statewide level. The idea is to create course descriptors which would automatically articulate within all California community colleges and to the CSU system. SMC faculty is encouraged to participate in this process of helping to create these common course descriptions. It is very important that our feedback goes into this website (www.c-id.net) so that our voice is heard.

(Old Business—cont.)

Guido presented "Resolution ASCCC SB 1440 Implementation Processes v2" to take to SMC's Academic Senate. This resolution encourages the Academic Senate for California Community Colleges to explore additional and/or alternative ways to implement the requirements of SB 1440 that might be more flexible and advantageous for students.

Emily Lodmer moved to forward this resolution to Santa Monica College's Academic Senate with the provision that the last paragraph be removed. The motion passed with 16 yes votes, 0 no votes and 1 abstention.

New Business:

SLO Discussion – presented by Christine Schultz and Lesley Kawaguchi. SMC is in the process of a pilot program collecting SLO information electronically in ISIS to create more uniformity and have the ability to measure the success of the SLO's. SMC as an institution needs to have a record of this information to be able to track our changes and evaluate the results of this data.

The S/ILO Committee proposes that three SLO's of a course fall into the following categories: (1) Content (2) Critical Thinking and (3) Behavior. The discussion revolved around the "Behavior" SLO.

Adjournment:

The meeting was adjourned at 5:20 p.m.

Next Meeting:

The next meeting of the Curriculum Committee will be November 3, 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

Medical Laboratory Technician 1

Course Title: Introduction to Clinical Laboratory Profession | **Units:** 1

Total Instructional Hours: (usually 18 per unit) **18**

Hours per week (full semester equivalent) in Lecture: **1** In-Class Lab: **(hours)** Arranged: **(hours)**

Date Submitted: October 10, 2010
Date Updated:

IGETC Area: n/a
CSU GE Area: n/a
SMC GE Area: n/a
Transfer: CSU

Prerequisite(s): Acceptance to MLT program, CHEM 12; ANATMY 1, PHYS 3, MCRBIO 1
Skills Advisory: None

I. Catalog Description:

This course will introduce the functions and duties of a Medical Laboratory Technician (MLT) as well as other careers in the laboratory. This course will compare and contrast these duties to the Clinical Laboratory Scientist. Covered topics will include clinical laboratory safety issues, regulatory agencies, infection control policies, and professional responsibilities relative to other departments of health care. This course will also cover medical terminology, patient's bill of rights, professional standards of the medical laboratory technician, and study computer skills relative to data management systems within the clinical laboratory and on-line courses.

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. Online MTS (Medical Training Solutions) modules at http://www.medtraining.org/
   Provided by Medical Training Solutions, Inc., PO Box 17349, Seattle, WA 98127, site licenses will be purchased for students to be utilized either via eCompanion or on-campus in the Biology computer lab

III. Course Objectives:

Upon completion of the course students will be able to:

1. Explain compliance with regulatory requirements, safety regulations, quality assessment and ethical standards of practice
2. Demonstrate an understanding of information processing in the clinical laboratory
3. Distinguish between pre-analytic, analytic and post-analytic stages of laboratory testing
4. Demonstrate an understanding of the importance of and pitfalls in quality assessment in the laboratory
5. Describe different laboratory safety procedures and regulatory compliance rules and regulations
6. Demonstrate understanding of and ability to assess information processing and data management systems in the clinical laboratory setting.
7. Maintain ethical and professional conduct
8. Understand the significance of continued professional development

IV. Methods of Presentation:

Students will complete online modules either at http://www.medtraining.org/ or on eCompanion. Each module on the average, will take about 3 hours to read and complete. Some answers may be direct and simple to answer while others will require thought, analysis, and literacy. Additional class activities to satisfy course objectives will be determined by instructor but may include threaded discussions, online project or other online interactive activities.

V. Course Content:

% of course	Topic
20%	Quality Assessment in the laboratory
20%	Laboratory Safety and regulatory compliance
20%	Information Processing in the clinical laboratory
20%	Ethical and professional conduct
20%	Significance of continued professional development

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

% of grade	Evaluation Method
5%	Module Submission
45%	Module Quizzes (approximately 6-9)
30%	Final Exam
20%	Online participation

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

1. Online module: "Introduction to the Clinical Lab"

   Student will access module content which includes images, video and text through http://www.medtraining.org/ and then complete the online module quizzes. Scores will then be recorded and transmitted to instructor.

   Upon successful completion of "Introduction to the Clinical Laboratory" module, the student will be able to:

   1. Describe the pre-analytic, analytic and post-analytic stages of laboratory testing and list the important aspects of specimen collection and transportation.
   2. Define Standard Precautions.
   3. Explain patient confidentiality.
   4. List the classical laboratory divisions and a test performed in each.
   5. Describe three types of clinical laboratory personnel and their roles.
   6. Define Quality Assurance.

2. Online module: "Biosafety"

   Student will access module content which includes images, video and text through http://www.medtraining.org/ and then complete the online module quizzes. Scores will then be recorded and transmitted to instructor.

   Upon successful completion of "Biosafety" module, the student will be able to:

   1. Define Standard precautions and 5 items or body parts that require barrier protection.
   2. Describe 3 modes of disease transmission.
   3. Describe 3 control methods used to limit exposure in laboratories.
   4. Describe 4 types of personal Protective Equipment (PPE) commonly used in laboratories.
   5. Describe the steps to follow when cleaning up a spill of biohazardous material.
   6. Describe 3 items that should be discarded as regulated medical waste.

Form 2: Course Approval and Data Sheet for: Medical Laboratory Technician 1

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:	**Fall 2011**

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

To alleviate the clinical laboratory workforce shortage in California, there is a demand for Medical Laboratory Technicians (MLTs). This creates an opportunity for community colleges to train Medical Laboratory Technicians as the needed middle step in the clinical laboratory career ladder, thereby bridging the gap between the lower rung jobs of Phlebotomist and Laboratory Assistant and the high rung job of Clinical Laboratory Scientist (CLS), which is most in demand. This is the first in a series of courses that will prepare students to take the California MLT licensing exam and the certification exams offered by the American Society of Clinical Pathology.

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

- MLT (forthcoming)

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

- MLT (forthcoming)

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

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

- How many times should this course be repeatable? **none**

Course Load Factor suggested by department: **1.0**
Rationale for the above load factor suggestion: This is a lecture-based course

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

- Faculty must demonstrate adequate knowledge and proficiency in their content areas and the ability to teach effectively at the appropriate level. (e.g., clinical laboratory scientists/medical technologists, clinical laboratory technicians/medical laboratory technicians, administrators, managers and physicians). Requirements according to NAACLS Standards Required for Accredited CLT/MLT Programs.
- Instructors employed for practical experience are licensed physicians and surgeons, doctorate scientists, clinical laboratory bioanalysts, clinical laboratory scientists, licensed clinical laboratory specialist, licensed medical laboratory technicians with five years of practical experience, or certified public health microbiologists. Requirements according to State of California regulations DPH-08-001.

Form 3: Student / Program / Institutional Learning Outcomes

October 10, 2010
Medical Laboratory Technician 1

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

1. Apply knowledge of laboratory information systems in describing pre-analytic, analytic and post-analytic stages of laboratory testing For example:
   - Describe common problems that can occur during specimen processing and how to handle and reduce each of these problems. Assessed by computerized exams.
   - Identify rules and regulations governing the shipment of hazardous substances and list the important aspects of specimen collection and transportation. Assessed by computerized exams.

   As assessed by: Online modules - Scores of 75% or better

2. Evaluate appropriate actions and methods regarding laboratory safety and regulatory compliance. For example:
   - Define standard precautions and list items or body parts that require barrier protection when contact is anticipated. Assessed by computerized exams.
   - List modes of disease transmission and a way to reduce risk of laboratory transmission for each mode. Assessed by computerized exams.

   As assessed by: Online modules - Scores of 75% or better

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

1. Perform and evaluate routine clinical laboratory tests as the primary analyst making specimen oriented decisions on predetermined criteria, including a working knowledge of critical values.

   This course provides the underlying framework of this program learning outcome by introducing the functions and duties of a Medical Laboratory Technician as well as introducing the workflow of routine clinical laboratory tests.

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 #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 is the first in a series towards MLT licensing. In the workforce, an MLT prepares and analyzes specimens of blood and body fluids using microscopes, analyzers and other sophisticated laboratory equipment and computerized instruments to search for basic clues to the absence, presence, extent, and causes of diseases.

S/ILO Committee Use Only reviewed by: CKS 10/18/10

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

Medical Laboratory Technician 1

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? **YES**

If yes, state the recommended prerequisites: Acceptance to MLT program, CHEM 12; ANATMY 1, PHYS 3, MCRBIO 1

16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course? **YES**

If yes, state the English and/or math level necessary for success:

English level recommended: English 1 Math level recommended:

FORM 5: APPROVALS PAGE

Medical Laboratory Technician 1

Department/Area Vote(s):

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

Department Chair Approval:		Date:	
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian: Carol Womack

List of suggested materials has been given to librarian?	Yes	X	No	
Library has adequate materials to support course?	Yes	X	No	

Librarian Approval:	Carol Womack	Date:	10/25/2010

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)

Medical Laboratory Technician 1

Prerequisite: Physical Science Discipline - Course CHEM 12; General Chemistry II
Prerequisite: Life Science Discipline - Course ANATMY 1; General Human Anatomy
Prerequisite: Life Science Discipline - Course PHYS 3; Human Physiology
Prerequisite: Life Science Discipline - Course MCRBIO 1; Fundamentals of Microbiology

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

___ Type 2: Sequential within and across disciplines

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

x Type 4: Program prerequisites

___ Type 5: Health and Safety

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

Prerequisite Worksheet

Note: While the MLT 1 course is just an introductory class, it is the gateway to the MLT program. Like in Nursing 10, an additional prerequisite will be admission to the MLT Program. This is why there is such and extensive prerequisite list, it applies to entrance skills that will be necessary for all courses in the MLT series (MLT 1 – 4) that lead up to their Practicum course (MLT 5 – under construction, though the plan is to model off Nursing 50). Please see specific courses for how the exit skills of the prereqs apply to each individual MLT course.

ENTRANCE SKILLS FOR: MLT 1

A)	Understand how to handle chemicals safely
B)	Demonstrate knowledge of common chemical concepts such as atom, molecule, major types of bonding, ionization, oxidation, reduction and polarity
C)	Apply dimensional analysis and demonstrate a working knowledge of metric units including those for mass (g), length (m), area (m^2), volume (L and m^3), energy (J), quantity (moles) and concentration (M) as well as metric prefixes and abbreviations such as kilo, micro, nano, etc
D)	Identify tissues, organs, and body structures of the human body at a detailed level in actual specimens as well as in models and other representations.
E)	Correlate concepts of microscopic structure, macroscopic structure, and functions to the whole human body.
F)	Understanding of basic physiological processes including respiration, digestion, circulation, excretion, homeostasis, blood pressure, neuronal transduction, hormone action, sensory physiology, muscular contractions, specific and nonspecific immunity, reproduction
G)	Make reliable observations and record these observations systematically.
H)	Understanding and applying aseptic technique as well as exhibit manual dexterity in aseptic technique
I)	Read and follow lab procedures
J)	Understand and follow lab safety rules
K)	Applied critical thinking to transfer memorized information into conceptual understandings
L)	Read and understand written material at the college level
M)	Read and synthesis material from multiple sources to generate a clear coherent thesis
N)	Properly incorporate and document evidence in support of a thesis
O)	Recognize and critically assess unstated assumptions or inferences underlying written references or data sets, and to incorporate these in their analysis of a thesis.

EXIT SKILLS FOR: CHEM 12, ANATMY 1, PHYS 3, MCRBIO 1

	Chemistry 12 related Exit Skills
1.	Understand how to handle chemicals safely
2.	Demonstrate knowledge of common chemical concepts such as atom, molecule, major types of bonding, ionization, oxidation, reduction and polarity
3.	Identify common organic functional groups
4.	Demonstrate knowledge of acidity, basicity and pH calculation
5.	Effectively use common chemistry equipment including pH-meter, laboratory balance, volumetric glassware, Bunsen burners etc.
6.	Ability to perform basic lab skills such as solution preparation, dilution and titration
7.	Achieve a reasonably high degree of reproducibility, accuracy and precision in their lab results

8.	Apply dimensional analysis and demonstrate a working knowledge of metric units including those for mass (g), length (m), area (m^2), volume (L and m^3), energy (J), quantity (moles) and concentration (M) as well as metric prefixes and abbreviations such as kilo, micro, nano, etc
	Anatomy 1 related Exit Skills
9.	Clearly focus on materials of a variety of sizes, thickness, and densities under a microscope.
10.	Identify tissues, organs, and body structures of the human body at a detailed level in actual specimens as well as in models and other representations.
11.	Describe the structures, interrelationships and general functions of major structures, organs, and organ systems of the human body.
12.	Correlate concepts of microscopic structure, macroscopic structure, and functions to the whole human body.
13.	Exhibit manual dexterity in dissection and prepare clear dissections.
14.	Use surface features of the human body as landmarks to identify and evaluate underlying structures.
15.	Describe the various organs that make up the following systems: Nervous, Endocrine, Circulatory, Immune, Respiratory, Excretory, Digestive, Reproductive
	Physiology 3 related Entrance Skills
16.	Describe an understanding of the major principles of cell biology including all major structures, functions, and physiological activities.
17.	Describe and distinguish the four classes of macromolecules, their respective subgroups, and their structural and functional characteristics.
18.	Understanding of basic physiological processes including respiration, digestion, circulation, excretion, homeostasis, blood pressure, neuronal transduction, hormone action, sensory physiology, muscular contractions, specific and nonspecific immunity, reproduction
	Microbiology 1 related Entrance Skills
19.	Focus microscopes appropriately in selecting lighting direction and intensity, magnification, focus including use of the iris diaphragm, condenser, and filters, and effective ability to recognize structures viewed.
20.	Make reliable observations and record these observations systematically.
21.	Understanding and applying aseptic technique as well as exhibit manual dexterity in aseptic technique
22.	Demonstrating proper handwashing techniques
23.	Describe and distinguish various viruses, prokaryotes, and eukaryotes in terms of their medical importance in Microbiology: Domain Bacteria, Domain Archaea, Domain Eukarya, Kingdom Protista, Kingdom Fungi, Kingdom Animalia (as it relates to helminths)
	Skills obtained from Chem 12, Anat 1, Phys 3, and Micro 1
24.	Read and follow lab procedures
25.	Understand and follow lab safety rules
26.	Applied critical thinking to transfer memorized information into conceptual understandings
27.	Read and understand written material at the college level
28.	Read and synthesis material from multiple sources to generate a clear coherent thesis
29.	Properly incorporate and document evidence in support of a thesis
30.	Recognize and critically assess unstated assumptions or inferences underlying written references or data sets, and to incorporate these in their analysis of a thesis.

Please note that for MLT 1 Entrance Skills A – C relate to the Chemistry 12 Prerequisite. Entrance Skills D - E relate to the Anatomy 1 Prerequisite. Entrance Skills F relates to the Physiology 3 Prerequisite. Entrance Skills G – H relate to the Microbiology 1 Prerequisite. Entrance Skills I – O relate to all Prerequisite courses.

EXIT SKILLS FOR Chemistry 12, Anatomy 1, Physiology 3, Microbiology 1	ENTRANCE SKILLS FOR MLT 1															
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	1	chem 12														
	2		chem 12													
	3															
	4															
	5															
	6															
	7															
	8			chem 12												
	9															
	10				Ana 1											
	11															
	12					Ana 1										
	13															
	14															
	15															
	16															
	17															
	18						Phy 3									
	19															
	20							Mb 1								
	21								Mb 1							
	22															
	23															
	24									X						
	25										X					
	26											X				
	27												X			
	28													X		
	29														X	
	30															X

form modified 05/12/2010

Form 7: DISTANCE EDUCATION APPLICATION

Medical Laboratory Technician 1

Instructor Preparing Course:

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:

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

Additional considerations for all distance education courses:

x	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.
x	Adequate technology resources exist to support this course/section.
x	Library resources are accessible to students.
x	Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments.
x	Adequately fulfills "effective contact between faculty member and student" required by Title 5 (see excerpt below).
x	Will not affect existing or potential articulation with other colleges.
x	Special needs (i.e., texts, materials, etc.) are reasonable.
x	Complies with current access guidelines for students with disabilities.
x	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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages0 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.

	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:	

QUESTIONS FOR FACULTY PREPARING DISTANCE EDUCATION CLASSES

Medical Laboratory Technician 1

Instructor Preparing Course: Faculty to be determined

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

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.)	Online learning materials will be accessed through Online MTS (Medical Training Solutions) modules at http://www.medtraining.org/ Provided by Medical Training Solutions, Inc., PO Box 17349, Seattle, WA 98127, site licenses will be purchased for students to be utilized on-campus in the Biology computer lab. Each module includes images, video and text which students access online. Upon completion of each module, students are then tested for competency by module quizzes. These quiz scores are then recorded and transmitted to instructor. Content competency in these modules directly correlates with the American Society for Clinical Pathology (ASCP) MLT Examination Content Guidelines for technician certification. A specific instructor for this course has not yet been identified
2. How specifically will your methods of evaluation change?	Evaluation of competency will be assessed via module quizzes that are recorded and transmitted by MTS to the instructor.
3. Does eCollege support your technology needs? What other software does your course need?	It remains to be determined if the MTS online modules, due to site licenses can be accessed via eCompanion or must be accessed at on-campus Biology computer lab computers. I have a call into MTS to clarify.
4. What are the benefits of offering this course content via distance education?	The curriculum provided by MTS is standard throughout many MLT and CLS programs. It provides a good foundation for certification as well as flexibility for the students.
5. What are the anticipated challenges with teaching this course via distance education? (Consider pedagogical, practical, and technical challenges.)	Whether or not the site licenses allow us to have students access modules via eCompanion, or if they have to use SMC Biology Computing lab. My feeling is that by talking with Julie Yarrish and Medical Training Solutions, course access should be attainable through eCompanion as this limits the modules to only students enrolled in the MLT 1 course.
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?	I will not be teaching the course but the department will identify an individual well-suited to teaching online.
7. In which semester do you wish to begin offering this distance education class?	Fall 2011
8. How do you propose to establish and maintain regular and effective contact with students as required by Title V, Section 55211 (see below)?	The committee is looking for ways in which teacher-student and student-student interactions will be insured. This may include, but is not limited to, email, threaded discussions and live chat via eCompanion.

Form 1: Course Outline of Record

Santa Monica College

Course Outline For

Medical Laboratory Technician 2

Course Title: Hematology, Coagulation, Urine and Body Fluid Analysis | **Units:** 5

Total Instructional Hours: (usually 18 per unit) **162**

Hours per week (full semester equivalent) in Lecture: **3** In-Class Lab: **6** Arranged: **(hours)**

Date Submitted: October 10, 2010
Date Updated:

IGETC Area: n/a
CSU GE Area: n/a
SMC GE Area: n/a
Transfer: CSU

Prerequisite(s): MLT 1, CHEM 12; ANATMY 1, PHYS 3, MCRBIO 1
Skills Advisory: None

I. Catalog Description:

This course will emphasize the theory and practice of manual and automated procedures in hematology and coagulation and the relationship of these procedures to the diagnosis of disease. This course will also examine the physical, chemical, and microscopic properties of urine and other body fluids and correlate selected chemical and microscopic constituents of urine and other body fluids with various disease states. Case studies and online modules will be used to integrate laboratory tests with clinical scenarios to emphasize their clinical significance.

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. Hematology: Clinical Principles and Applications, (2007), 3rd Edition, Authors: Bernadette F. Rodak, George A. Fritsma, & Kathryn Doig, ISBN: 9781416030065
2. Urinalysis And Body Fluids (Paperback) (2008), by Susan King Strasinger, Marjorie Schaub Di Lorenzo. ISBN: 9780803616974
3. Online MTS (Medical Training Solutions) modules at http://www.medtraining.org/
   Provided by Medical Training Solutions, Inc., PO Box 17349, Seattle, WA 98127, site licenses will be purchased for students to be utilized either via eCompanion or on-campus in the Biology computer lab

III. Course Objectives:

Upon completion of the course students will be able to:

1. Regarding Hematology, upon completion of the lecture portion of this course the student shall be able to:

   - Discuss hematopoiesis.
   - Discuss the proper method of blood collection.
   - Review basic microscopic and spectroscopic methodologies.
   - Define cellular structure in relationship to morphology seen with Wright and Giemsa staining.
   - Identify when shown peripheral blood smears, Kodachrome, laserdisc or computer slides:
     - All stages of WBC, RBC, and platelet maturation.
     - Normal and abnormal RBC and WBC morphology and RBC and WBC inclusions.
     - Cells found in normal peripheral smears versus those found in abnormal smears.
   - Discuss hemoglobin synthesis, structure, function, and metabolism.
   - Categorize the more common anemias by pathophysiology, utilizing pertinent laboratory data.
   - State the principle, methodology and normal results for all routine hematology tests.

- Classify leukocyte abnormalities presented as to whether reactive, malignant, hereditary or acquired. Use the FAB nomenclature to classify leukemias.
- Discuss universal precautions and safety.
- Discuss quality control, quality assurance in the hematology laboratory.
- Discuss basic theories of hemostasis including:
  - Interrelationship of the three systems in the hemostatic mechanism.
  - Blood coagulation factors.
  - Cascade theory.
  - Fibrinolytic mechanism.
  - Regulatory mechanisms.
- Discuss routine and special laboratory examination of the hemostatic mechanism.
- Discuss qualitative and quantitative platelet disorders.
- Discuss antithrombic therapy as it relates to laboratory procedures.
- Discuss hemostasis deficiencies, distinguishing between hereditary and acquired disorders.
- Evaluate given clinical and laboratory data and determine cause of defects in the hemostatic mechanism.
- Discuss the principles of instrumentation in the hematology and coagulation laboratory.
- Associate normal peripheral blood and common pathological blood states with histograms and scatter grams.

2. Regarding Coagulation, upon completion of the laboratory portion of this course the student shall be able to:

- Demonstrate proper use of the various anticoagulants required in the clinical laboratory.
- Perform the procedures used for the collection of blood samples, properly label samples, and determine specimen acceptability for hematology and coagulation procedures.
- Select appropriate test protocol from the hematology and coagulation lab manual.
- Demonstrate working knowledge of and operate the equipment required in a hematology and coagulation laboratory including pipettes, microscopes, centrifuges, automated cell counters, semi-automated and automated optical clot detection equipment.
- Perform appropriate preventative maintenance as required, identify basic malfunctions, and perform preliminary problem solving on analyzers.
- Demonstrate proficiency in the techniques of the procedures listed in the outline, properly recording and reporting results, including critical values, quality control, recognizing inconsistencies that need investigation before reporting results.
- Associate common pathological states with common cytochemical stains.
- Associate common pathological states with histograms.
- Perform all procedures will regard to prescribed safety protocol.
- Apply the laboratory data to the stated case studies and discuss the implications of these cases to the study of hematology.
- Demonstrate ethical and professional responsibility in the performance of all procedures.

3. Regarding Body Fluids, upon completion of the lecture portion of this course the student shall be able to:

- Identify the forces involved in fluid formation in the body and correlate the body cavity with containing fluid.
- Describe the basic physiology and anatomy of the kidney and relate this function to normal and abnormal test results.
- Describe disease states of the renal system as to etiology, clinical symptoms and expected laboratory results.
- Relate the appropriate method of collection and preservation of urine specimens for all urinalysis testing. Perform with efficiency and speed routine urinalysis and tests for tubular and glomerular function.
- List reagents and techniques used to identify amino acids, carbohydrates other than glucose, mucopolysaccarides, mucolipids, amino acids, and proteins.

4. Regarding Body Fluids, upon completion of the laboratory portion of this course the student shall be able to:

- Correctly apply quality control procedures to perform testing on body fluids.
- Correctly prepare specimens for cell morphology examination and describe and recognize various cell types that occur in body fluids.

- Relate the origin, composition, the methods of analysis, the diagnostic importance of test results and explain the specific methodology used for each of the following body fluids:
    - Amniotic Fluid
    - Cerebrospinal Fluid
    - Synovial Fluid
    - Seminal
    - Serous

IV. Methods of Presentation:

- Lecture
- Discussion
- Demonstration
- Case Studies
- Self Studies
- Laboratory exercises
- Online modules either at http://www.medtraining.org/ or on eCompanion

V. Course Content:

% of course	Topic
50%	Hematology
20%	Coagulation
20%	Urinalysis
10%	Body Fluid Analysis

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

% of grade	Evaluation Method
20%	Laboratory Assignments
20%	Module Quizzes
25%	Lab Practical - Practicum style tests to show working knowledge of procedural tests
5%	Core Abilities - lab skills/technique performance as assessed by instructor throughout course
30%	Final Exam

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

1. Online module: "Peripheral Blood"

   Student will access module content which includes images, video and text through http://www.medtraining.org/ and then complete the online module quizzes. Scores will then be recorded and transmitted to instructor.

   Upon successful completion of "Peripheral Blood" module, the student will be able to:

   1. Describe the steps necessary for the preparation of a Wright-stained peripheral blood smear and its proper microscopic evaluation.
   2. Identify the sequence of cell types encountered during normal maturation of myeloid, erythroid, and megakaryocytic cells in the marrow.
   3. Recognize and name the normal and abnormal forms of neutrophils, erythrocytes, lymphocytes, macrophages, and platelets using proper medical terminology.
   4. Correlate single morphologic abnormalities seen in any of the above cell lineages to one or more
   5. specific disease states.
   6. Integrate combinations of morphologic abnormalities involving one or more cell lineages to suggest a diagnosis of a disease state.

2. Online module: "Urinalysis"

Student will access module content which includes images, video and text through http://www.medtraining.org/ and then complete the online module quizzes. Scores will then be recorded and transmitted to instructor.

Upon successful completion of "Urinalysis" module, the student will be able to:

1. Describe the anatomic structures involved in urine formation.
2. Describe the three parts of a complete urinalysis.
3. Describe three methods of enhancing the visualization of urinary sediment structures.
4. Identify and differentiate the common cell types found in urinary sediment.
5. Enumerate red blood cells and white blood cells in unstained urinary sediment.
6. Identify the types of casts seen in urinary sediment and state the clinical significance associated with
7. each finding.
8. Differentiate between crystals found in normal urine and crystals associated with clinical disease.
9. Describe typical urinary sediment findings and key biochemical findings associated with selected renal disorders.

Form 2: Course Approval and Data Sheet for: Medical Laboratory Technician 2

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:	**Fall 2011**

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

To alleviate the clinical laboratory workforce shortage in California, there is a demand for Medical Laboratory Technicians (MLTs). This creates an opportunity for community colleges to train Medical Laboratory Technicians as the needed middle step in the clinical laboratory career ladder, thereby bridging the gap between the lower rung jobs of Phlebotomist and Laboratory Assistant and the high rung job of Clinical Laboratory Scientist (CLS), which is most in demand. This is the second in a series of courses that will prepare students to take the California MLT licensing exam and the certification exams offered by the American Society of Clinical Pathology.

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

- MLT (forthcoming)

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

- MLT (forthcoming)

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

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

- How many times should this course be repeatable? **none**

Course Load Factor suggested by department: **1.0**
Rationale for the above load factor suggestion: This is consistent with Life Science Department courses with both a lecture and a lab component.

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)

- Faculty must demonstrate adequate knowledge and proficiency in their content areas and the ability to teach effectively at the appropriate level. (e.g., clinical laboratory scientists/medical technologists, clinical laboratory technicians/medical laboratory technicians, administrators, managers and physicians). Requirements according to NAACLS Standards Required for Accredited CLT/MLT Programs.
- Instructors employed for practical experience are licensed physicians and surgeons, doctorate scientists, clinical laboratory bioanalysts, clinical laboratory scientists, licensed clinical laboratory specialist, licensed medical laboratory technicians with five years of practical experience, or certified public health microbiologists. Requirements according to State of California regulations DPH-08-001.

Form 3: Student / Program / Institutional Learning Outcomes

October 10, 2010
Medical Laboratory Technician 2

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

1. Read with comprehension, be critical of what they read, and apply knowledge gained to real life situations. For example:
   - Perform routine quality control tests, document results and take appropriate corrective actions when results are out of control parameters. Assessed by documentation on Quality Control Log Lab Assignment.
   - Perform chemical examination associated with routine urinalysis including confirmatory tests; record results using correct terminology and reporting criteria; and troubleshoot discrepant results. Assessed by computerized exams, lab reports and lab practical.

   As assessed by: Laboratory Assignments, Online modules, Lab Practical and Final Exam - Scores of 75% or better

2. Demonstrate the ability to think critically by gathering facts, generating insights, analyzing data, and evaluating information. For example:
   - Correlate microscopic examination results with physical and chemical examination results and explain discrepancies. Assessed by written or computerized exams, lab reports and case studies.
   - Select most probable disorder based on the patient's symptoms, physical, chemical and microscopic results. Assessed by written or computerized exams and case studies.

   As assessed by: Laboratory Assignments, Online modules, Lab Practical and Final Exam - Scores of 75% or better

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

1. Provides students with the foundational knowledge and skills necessary to perform troubleshoot and interpret routine hematology and coagulation tests during the core lab rotation of their clinical practicums.

   The student will study the cellular elements in the blood which will include their formation, morphology and function in normal and pathologic processes. A study of hemostasis and coagulation in normal and disease processes will be explored. Identification of significant cellular changes is stressed. The student will be able to enhance the knowledge gained in lecture and to develop competency in blood cell counting, performance of normal and abnormal blood smear differentials, staining, and special hematological procedures common in clinical laboratories.

2. Provides students with the knowledge and skills necessary to successfully perform troubleshoot and interpret tests on urine and other body fluids during the core lab rotation of their clinical practicum

   This course will provide the student with in-depth knowledge of the function of the kidney, urine formation, and the procedures utilized in performing a routine urinalysis and body fluid analysis. Correlation of abnormal findings and disease states will be discussed. Other body fluids covered in this course include: feces, seminal, amniotic, cerebrospinal, pleural, pericardial, and peritoneal. Discrimination between normal and abnormal findings and relating this knowledge to disease states will be included in the course material.

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 #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 is the second in a series towards MLT licensing. In the workforce, an MLT prepares and analyzes specimens of blood and body fluids using microscopes, analyzers and other sophisticated laboratory equipment and computerized instruments to search for basic clues to the absence, presence, extent, and causes of diseases.

S/ILO Committee Use Only reviewed by: CKS 10/18/10

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

Medical Laboratory Technician 2

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? **YES**

    If yes, state the recommended prerequisites: MLT 1, CHEM 12; ANATMY 1, PHYS 3, MCRBIO 1

16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course? **YES**

    If yes, state the English and/or math level necessary for success:

    English level recommended: English 1 Math level recommended: _____

FORM 5: APPROVALS PAGE

Medical Laboratory Technician 2

Department/Area Vote(s):

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

Department Chair Approval:		Date:	
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian: Carol Womack

List of suggested materials has been given to librarian?	Yes	X	No	
Library has adequate materials to support course?	Yes	X	No	
Librarian Approval:	Carol Womack	Date:	10/25/2010	

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)

Medical Laboratory Technician 2

Prerequisite: MLT 1; Introduction to Clinical Laboratory Profession
Prerequisite: CHEM 12; General Chemistry II
Prerequisite: ANATMY 1; General Human Anatomy
Prerequisite: PHYS 3; Human Physiology
Prerequisite: MCRBIO 1; Fundamentals of Microbiology

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

_x_ Type 4: Program prerequisites

Type 5: Health and Safety

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

Prerequisite Worksheet

Note: While the MLT 2 course deals only with Hematology, Coagulation, Urine and Body Fluid Analysis, it is part of the MLT program. This is why there is such and extensive prerequisite list, it applies to entrance skills that will be necessary for all courses in the MLT series (MLT 1 – 4) that lead up to their Practicum course (MLT 5 – under construction, though the plan is to model off Nursing 50). Please see specific courses for how the exit skills of the prereqs apply to each individual MLT course.

ENTRANCE SKILLS FOR: MLT 2

A)	Demonstrate knowledge of common chemical concepts such as atom, molecule, major types of bonding, ionization, oxidation, reduction and polarity
B)	Identify common organic functional groups
C)	Demonstrate knowledge of acidity, basicity and pH calculation
D)	Ability to perform basic lab skills such as solution preparation, dilution and titration
E)	Achieve a reasonably high degree of reproducibility, accuracy and precision in their lab results
F)	Apply dimensional analysis and demonstrate a working knowledge of metric units including those for mass (g), length (m), area (m^2), volume (L and m^3), energy (J), quantity (moles) and concentration (M) as well as metric prefixes and abbreviations such as kilo, micro, nano, etc
G)	Clearly focus on materials of a variety of sizes, thickness, and densities under a microscope.
H)	Identify tissues, organs, and body structures of the human body at a detailed level in actual specimens as well as in models and other representations.
I)	Correlate concepts of microscopic structure, macroscopic structure, and functions to the whole human body.
J)	Describe the various organs that make up the following systems: Nervous, Endocrine, Circulatory, Immune, Respiratory, Excretory, Digestive, Reproductive
K)	Describe an understanding of the major principles of cell biology including all major structures, functions, and physiological activities.
L)	Describe and distinguish the four classes of macromolecules, their respective subgroups, and their structural and functional characteristics.
M)	Understanding of basic physiological processes including respiration, digestion, circulation, excretion, homeostasis, blood pressure, neuronal transduction, hormone action, sensory physiology, muscular contractions, specific and nonspecific immunity, reproduction
N)	Focus microscopes appropriately in selecting lighting direction and intensity, magnification, focus including use of the iris diaphragm, condenser, and filters, and effective ability to recognize structures viewed.
O)	Make reliable observations and record these observations systematically.
P)	Read and follow lab procedures
Q)	Understand and follow lab safety rules
R)	Applied critical thinking to transfer memorized information into conceptual understandings
S)	Read and understand written material at the college level
T)	Read and synthesis material from multiple sources to generate a clear coherent thesis
U)	Properly incorporate and document evidence in support of a thesis
V)	Recognize and critically assess unstated assumptions or inferences underlying written references or data sets, and to incorporate these in their analysis of a thesis.

EXIT SKILLS FOR: CHEM 12, ANATMY 1, PHYS 3, MCRBIO 1

	Chemistry 12 related Exit Skills
1.	Understand how to handle chemicals safely
2.	Demonstrate knowledge of common chemical concepts such as atom, molecule, major types of bonding, ionization, oxidation, reduction and polarity
3.	Identify common organic functional groups
4.	Demonstrate knowledge of acidity, basicity and pH calculation
5.	Effectively use common chemistry equipment including pH-meter, laboratory balance, volumetric glassware, Bunsen burners etc.
6.	Ability to perform basic lab skills such as solution preparation, dilution and titration
7.	Achieve a reasonably high degree of reproducibility, accuracy and precision in their lab results
8.	Apply dimensional analysis and demonstrate a working knowledge of metric units including those for mass (g), length (m), area (m^2), volume (L and m^3), energy (J), quantity (moles) and concentration (M) as well as metric prefixes and abbreviations such as kilo, micro, nano, etc
	Anatomy 1 related Exit Skills
9.	Clearly focus on materials of a variety of sizes, thickness, and densities under a microscope.
10.	Identify tissues, organs, and body structures of the human body at a detailed level in actual specimens as well as in models and other representations.
11.	Describe the structures, interrelationships and general functions of major structures, organs, and organ systems of the human body.
12.	Correlate concepts of microscopic structure, macroscopic structure, and functions to the whole human body.
13.	Exhibit manual dexterity in dissection and prepare clear dissections.
14.	Use surface features of the human body as landmarks to identify and evaluate underlying structures.
15.	Describe the various organs that make up the following systems: Nervous, Endocrine, Circulatory, Immune, Respiratory, Excretory, Digestive, Reproductive
	Physiology 3 related Entrance Skills
16.	Describe an understanding of the major principles of cell biology including all major structures, functions, and physiological activities.
17.	Describe and distinguish the four classes of macromolecules, their respective subgroups, and their structural and functional characteristics.
18.	Understanding of basic physiological processes including respiration, digestion, circulation, excretion, homeostasis, blood pressure, neuronal transduction, hormone action, sensory physiology, muscular contractions, specific and nonspecific immunity, reproduction
	Microbiology 1 related Entrance Skills
19.	Focus microscopes appropriately in selecting lighting direction and intensity, magnification, focus including use of the iris diaphragm, condenser, and filters, and effective ability to recognize structures viewed.
20.	Make reliable observations and record these observations systematically.
21.	Understanding and applying aseptic technique as well as exhibit manual dexterity in aseptic technique
22.	Demonstrating proper handwashing techniques
23.	Describe and distinguish various viruses, prokaryotes, and eukaryotes in terms of their medical importance in Microbiology: Domain Bacteria, Domain Archaea, Domain Eukarya, Kingdom Protista, Kingdom Fungi, Kingdom Animalia (as it relates to helminths)

	Skills obtained from Chem 12, Anat 1, Phys 3, and Micro 1
24.	Read and follow lab procedures
25.	Understand and follow lab safety rules
26.	Applied critical thinking to transfer memorized information into conceptual understandings
27.	Read and understand written material at the college level
28.	Read and synthesis material from multiple sources to generate a clear coherent thesis
29.	Properly incorporate and document evidence in support of a thesis
30.	Recognize and critically assess unstated assumptions or inferences underlying written references or data sets, and to incorporate these in their analysis of a thesis.

Please note that for MLT 1 Entrance Skills A – F relate to the Chemistry 12 Prerequisite. Entrance Skills G - J relate to the Anatomy 1 Prerequisite. Entrance Skills K – M relates to the Physiology 3 Prerequisite. Entrance Skills N – 0 relate to the Microbiology 1 Prerequisite. Entrance Skills P – V relate to all Prerequisite courses.

ENTRANCE SKILLS FOR MLT 2

EXIT SKILLS FOR Chemistry 12, Anatomy 1, Physiology 3, Microbiology 1

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1																						
2	C 12																					
3		C 12																				
4			C 12																			
5																						
6				C 12																		
7					C 12																	
8						Ana 1																
9							Ana 1															
10								Ana 1														
11																						
12									Ana 1													
13																						
14																						
15										Ana 1												
16											Phy 3											
17												Phy 3										
18													Phy 3									
19														Mb 1								
20															Mb 1							
21																						
22																						
23																X						
24																	X					
25																		X				
26																			X			
27																				X		
28																					X	
29																						X
30																						

Form 1: Course Outline of Record

Santa Monica College

Course Outline For
Turkish 1

Course Title: Elementary Turkish | **Units:** 5

Date Submitted: October 11, 2010
Date Updated:

IGETC Area: (office use only)

IGETC Area (if applicable): please **underline and bold** the applicable area:

Area 1A: Composition
Area 1B: Critical Thinking
Area 1C: Speech
Area 2: Mathematics
Area 3A: Arts
Area 3B: Humanities
Area 4A: Sociology/Criminology
Area 4B: Anthropology/Archeology
Area 4C: Economics
Area 4D: Ethnic Studies (must be US)
Area 4E: Gender Studies
Area 4F: Geography
Area 4G: History
Area 4H: Interdisciplinary
Area 4I: Political Science/Government
Area 4J: Psychology
Area 5A: Physical Science (lab)
Area 5A: Physical Science (no lab)
Area 5B: Biological Science (lab)
Area 5B: Biological Science (no lab)
Area 6A: Language
Area US1: US History
Area US2: US Constitution & Gov't
Area US3: CA State & Local Gov't

CSU GE Area: (office use only)
2nd CSU GE Area: (office use only)

CSU GE Area(s) (if applicable): please **underline and bold** the applicable area or areas:

Area A1: Speech
Area A2: Composition
Area A3: Critical Thinking
Area B1: Physical Science
Area B2: Biological Science
Area B3: Lab
Area B4: Mathematics
Area C1: Arts
Area C2: Humanities
Area D0: Sociology/Criminology
Area D1: Anthropology/Archeology
Area D2: Economics
Area D3: Ethnic Studies (must be US)
Area D4: Gender Studies
Area D5: Geography
Area D6: History
Area D7: Interdisciplinary
Area D8: Political Science/Government
Area D9: Psychology
Area E: Lifelong Learning/Self-Development
Area US1: US History
Area US2: US Constitution & Gov't
Area US3: California State & Local Gov't

SMC GE Area: (office use only)

SMC AA General Education Area(s) (if applicable): please **underline and bold** the applicable area or areas:

Area I: Natural Science
Area IIA: Social Science (Group A)
Area IIB: Social Science (Group B)
Area III: Humanities
Area IVA: Language and Rationality (Group A)
Area IVA: Language and Rationality (Group B)
Area V: Global Citizenship

Transfer: UC, CSU

Transfer (if applicable): please **underline and bold** the anticipated transferability of this course:

Transferable to UC **Transferable to CSU**

Prerequisite(s): none
Skills Advisory: none

I. Catalog Description:

Elementary Turkish uses a communicative approach to introduce basic vocabulary and the fundamentals of modern Turkish grammar, sentence structure, and pronunciation. Language skills in listening comprehension, reading, writing, and speaking are taught by using audio-visual tools and interactive activities. The course prepares students to hold simple conversations and write short dialogs and compositions in modern Turkish. Aspects of Turkish culture, history and geography are covered as well. Students will be introduced to traditional Turkish arts such as the art of water marbling, Karagöz shadow play and Orta Oyunu Theater. This course is conducted primarily in Turkish except in cases of linguistic difficulty. Language lab is required. Turkish 1 is equivalent to 2 years of high school Turkish.

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. Öztopçu, Kurtuluş. Elementary Turkish: A complete Course for Beginners İstanbul,Turkiye: Kitap Matbaası, 2006.
2. Akdikmen, Resuhi. Langenscheidt New Standard Dictionary: Turkish-English/ English-Turkish, 2006.
3. Hüseyin Duru, Yabancılar için Türkçe Dil Bilgisi - Temel Seviye, İstanbul: Medyatif Fikir Sanatları Ltd., 2010

III. Course Objectives:

Upon completion of the course students will be able to:

1. Say, read, write and respond to greetings, introductions, farewells, and common idiomatic expressions.
2. Form plurals and add possessive suffixes in written and spoken forms
3. Harmonize vowels at the end of the words
4. Comprehend conversational Turkish and communicate with ease in daily conversations at the elementary level
5. Say, read and write Turkish words at the beginning elementary level
6. Comprehend the gist of any Turkish text that incorporates the elementary level of Turkish grammar
7. Use the definite past and present progressive tenses, Expressions of necessity: gerek, lazım, gerek-, ihtiyaç, ihtiyacı ol-, Var / yok sentences (there is, there is not) and the verb *to have.*
8. Use negative and affirmative forms
9. Comprehend performances from and perform in traditional Orta Oyunu Turkish theater
10. Describe cultural aspects of the language
11. Demonstrate a general knowledge of contemporary Turkish speaking countries

IIIb. Arranged Hours Objectives:

If this course has any "arranged hours" listed in Form 2, provide the specific objectives related to those arranged hours.

Upon completion of the arranged hours students will be able to:

1. Perfect pronunciation and hone listening comprehension skills.
2. Reinforce basic vocabulary needed to use the target language in everyday situations.
3. Become familiar with the people who speak Turkish, their cultural traditions and the places where they live.

IV. Methods of Presentation:

The course is conducted primarily in Turkish. English will be used when necessary while teaching the alphabet and basic grammatical constructions. Oral, written, reading and listening comprehension activities will be used to build vocabulary and improve conversational skills. In the class, the students will be asked to read passages aloud from the book, and they will listen to recordings of native speakers of Turkish. The instructor, while speaking in Turkish, will model the patterns and the grammatical structures and vocabulary taught in the units covered in class. In addition to introducing the basic history of Turkish speaking lands and the traditional Turkish arts to the students in his/her lectures, the instructor will also lead discussions on assigned reading and listening comprehension exercises. The students will also participate in interactive activities that will reinforce the material covered in the lectures, reading assignments and listening comprehension activities. To improve their writing skills in Turkish, students will be required to bring to class a page of written journal every week.

IVb. Arranged Hours Instructional Activities:
If this course has any "arranged hours" listed in Form 2, provide the specific instructional activities related to those arranged hours.

1. Students will use audio and video resources to work on pronunciation and vocabulary and they will complete exercises related to this material. Lab activities will include reading and listening activities with questions to check for comprehension. They will visit websites and view Power Point presentations to explore the cultures of communities that speak Turkish. They will include this in their weekly journal entries.

V. Course Content:

% of course	Topic
25%	• Greetings, introducing oneself • Thanking, apologizing • Asking directions, expressing location • Family and family members, • Professions, • origin • Everyday Activities (study, do, teach, etc.) • Emotions, conditions, • Likes, dislikes, • Posing questions • Food, • Prices, • Classroom and things in the classroom, • Colors • Days and months.
50%	• Alphabet, • Personal pronouns • Plurals (çoğul ekleri) • Vocal harmony at the end of the words • Possessive suffixes (iyelik ekleri) • Semi-verb structure (ek-fiil) at noun phrases • Demonstratives • Question words, • The derivative suffix • Infinitive, • Conjunctions, • The interrogative pronoun • Possessive suffixes, • The dative, accusative and ablative cases • The genitive-possessive compound, • Definite and indefinite direct objects • Compound nouns, • The buffer consonant n, • Adverbs of time • Adjectives, • Postpositions (gibi,kadar, doğru,göre) • The present progressive tense (affirmative, negative, interrogative) • The definite past tense (affirmative and negative)

25%	• Expressions of necessity: gerek, lazım, gerek-, ihtiyaç, ihtiyacı ol- • Var / yok sentences (there is, there is not) • The verb *to have* • Vowel lengthening in word stems • Pronunciation of initial consonant clusters • European loanwords in Turkish • Introducing traditional Turkish art: art of water marbling (ebru), • Art of coffee offering, • Traditional Turkish theater (orta oyunu ve perde oyunları) • Notes on Turkish speaking world (central Asia and Modern Turkey) • Language, dialects, • Turkish cultures, • Turkish peoples, • Turkish history • Culture of everyday life for a visitor • Celebrated sights of Turkey

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

% of grade	Evaluation Method
10%	Class participation
10%	Lab
15%	Quizzes
10%	Journal and other written homework assignments
10%	1-2 Oral presentation(s)
20%	Mid-term Exam
25%	Final Exam

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

1. Journal Example:
   Write ten sentences about the arts presented in class this week. Be certain to use at least five different verbs. Include at least one personal pronoun, one conjunction and one possessive suffix in your journal entry this week.

2. The instructor is to give a brief lecture on the Turkish baths (Hamam). The students are to research Turkish baths and other bathing traditions in their own or other cultures on the internet and share their findings with the class.

3. The instructor gives brief lectures on the Turkish traditions related to coffee and tea. The students are given a follow up assignment to research these traditions on YouTube and other internet sites. Each student is to compare and contrast the Turkish traditions with those of another country. For example, the students can compare the American coffee house culture with that of the Turkish one. The professor will assign students other countries to research and compare with Turkey. Students will present their findings orally to the class or engage in small group discussions in Turkish.

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

Is this a New Course, Updated/Revised Course, or Reinstated Course?	**New Course**				
If this is a NEW course, anticipated semester and year of first offering:	**Summer 2011**				
Total Instructional Hours: (usually 18 per unit)	**90**				
Hours per week (full semester equivalent) in Lecture:	**5**	In-Class Lab:		Arranged:	**1**

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

The department's rationale for adding Turkish 1 to the curriculum is 1) to support SMC's global citizenship partnership with the Pacifica Institute, 2) to prepare SMC students for majors in Middle Eastern Studies, and 3) to prepare them for an increasingly competitive job market.

Over the past few years, Santa Monica College's involvement with the Pacifica Institute has allowed several SMC faculty and staff to travel to Turkey and engage in cultural exchange. This experience has supported SMC's global citizenship efforts.

During the summer of 2011, Santa Monica College will offer its first study abroad trip to Turkey. The department believes that the addition of Turkish would support SMC's global citizenship efforts by providing cultural and linguistic training to complement their activities. Studying Turkish language and culture will enhance the students study abroad experience and facilitate their immersion into the culture.

Turkish is included as one of the four priority languages identified by the US Department of Education's LCTL (Less Commonly Taught Languages) list. The other three, which are Arabic, Hebrew, and Persian, are already part of the MLCD curriculum. In this day and age, SMC students need an edge in the job market. Knowledge and mastery of LCTLs are encouraged by US government employers as well as those in private industry. Turkey's historical significance, its candidacy to join the European Union, and its popularity as a tourist destination make studying Turkish language and culture a desirable and useful endeavor.

List all A.A. majors in which this course is/will be **required**: none

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List all A.A. majors in which this course is/will be an **option**: All – Fulfills GE area; Liberal Arts: Arts and Humanities

-

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

-

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

- none

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

- none

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

- none

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

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

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: UCLA
- UC Course Number: 101
- UC Course Title: Turkic Languages

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? None

Course Load Factor suggested by department: **(insert load factor here) 1**
Rationale for the above load factor suggestion: It is the same Load Factor as comparable courses in the department.

Appropriate Minimum Qualifications for faculty teaching this course: (Refer to: *Minimum Qualifications for Faculty and Administrators in California Community Colleges* adopted by The Board of Governors)
Master's degree in Turkish or Bachelor's degree in Turkish and Master's degree in another language or linguistics or the equivalent

- Turkish

Form 3: Student / Program / Institutional Learning Outcomes

October 11, 2010
Turkish 01

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

1. Communicate accurately in written and spoken modern standard Turkish, use basic five tenses, use suffixes (possessive, plural, location identifier, article functioned suffix, negating suffixes) accurately with vowel harmony, exhibit comprehension of practical vocabulary for simple nominal and verbal sentence structures.

   As assessed by: Class interaction with instructor, small group work in class, homework and dictation. Written vocabulary and spelling tests, grammar exercises, oral presentations and exams.

2. Transcribe and translate monologues from the chapters covered in the textbook.

   As assessed by: In class dictation and translation.

3. Demonstrate their cultural knowledge including some history and geography of the Turkic world.

   As assessed by: Participation in class, guided class activities, formal and informal writing assignments as well as class presentations.

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

1. MLCD students will explore modern Turkish as well as traditional Turkish arts and theater.

   Turkish 1 students will read texts, watch presentations about Turkish art, literature and culture and also will learn traditional Turkish theater and get informed about traditional arts. They will learn the vocabulary and idiomatic expressions needed to talk about these. Language will be used in cultural settings such as a traditional theater performance, rituals of offering coffee and making traditional art of water marbling.

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: 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

Turkish 1 students are exposed to Turkish language grammar and culture in directed class activities. This allows them to increase their knowledge of spoken and written language in order to communicate more effectively in the target language. This also allows them to more clearly organize their thoughts and arguments and become familiar with Turkish cultural nuances.

S/ILO Committee Use Only reviewed by: CKS (enter initials) (enter date) 10/11/10

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

(Enter Discipline and Course # here)

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.

No

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

English level recommended: ____N/A_____

Math level recommended: _____N/A_____

FORM 5: APPROVALS PAGE

Turkish 1

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	9	0	2	10-7-10
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Tom Trives	Date:	10-11-10
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:

List of suggested materials has been given to librarian?	Yes	X	No		
Library has adequate materials to support course?	Yes		No	X	
Librarian Approval:	Carol Womack	Date:	10/11/10		

Library will buy materials to support this course.

Approvals:

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