



CURRICULUM COMMITTEE | AGENDA

Wednesday, June 1, 2011 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300E

Members:

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

Interested Parties:

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

Ex-Officio Members:

Eric Oifer	Tiffany Inabu
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AGENDA

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

- I. Call to order
- II. Public Comments*
- III. Approval of Minutes.....3
- IV. Chair’s report
- V. Information items:
 - 1. ECE 22 name change (from “ECE Field Experience” to “Practicum in Early Childhood Education”)
 - 2. Chemistry 12, 21, 22, 24 course updates
 - 3. Health E 21, 22, 23, 24, 25 course updates
 - 4. CIS I course update
- VI. Program Review – English:

English 1, English 2, English3, English 4, English 5, English 6, English 7, English 8, English 9, English 10, English 11, English 14, English 15, English 17, English 18, English 21A, English 21B, English 23, English 24, English 26, English 30A, English 30B, English 31, English 32, English 34, English 39, English 40, English 41, English 45, English 48, English 50, English 51, English 52, English 53, English 54, English 55, English 56, English 57, English 58, English 59, English 70, English 80, English 81A, English 83A, English 83B, English 84R, English 84W.

ACTION ITEMS:

- VII. Consent Agenda:
 - a. Chemistry 24: Change of pre/co-requisite to Chemistry 22.....7, 9

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

VIII. New Courses – non-credit:

- b. HUMDEV E26: Healthy Aging for Older Adults.....19

IX. New Courses – credit:

- c. English 20: Reading and Writing 2.....24
d. Broadcasting 21: Short-Form Visual Media Production.....35

X. Degrees & Certificates:

- e. Revisions in Business (Certificates of Achievement and Associate degrees)

SUMMARY of general changes to Business Certificates of Achievement.....45
SUMMARY of general changes to Associate in Arts Degrees, Business.....54

- Entrepreneurship Certificate of Achievement.....46
- International Business Certificate of Achievement.....48
- Logistics Certificate of Achievement.....49
- Management/Leadership Certificate of Achievement.....50
- Marketing Certificate of Achievement.....51
- Merchandising Certificate of Achievement.....52
- Insurance Professional Certificate of Achievement.....53
- Insurance Specialist Certificate of Achievement.....53

- Associate in Arts Degree, Business Administration.....54
- Associate in Arts Degree, Insurance Professional.....54
- Associate in Arts Degree, Logistics/Supply Chain Management.....55
- Associate in Arts Degree, Management/Leadership.....56
- Associate in Arts Degree, Merchandising.....57

- f. Associate in Science for Transfer, Chemistry (AS-T Chemistry).....58
g. Associate in Arts for Transfer, Political Science (AA-T Political Science).....60

XI. Old Business:

- h. SB-1440 update

XII. Adjournment

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



CURRICULUM COMMITTEE I MINUTES

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

Loft Conference Room – Drescher Hall 300E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Aileen Huang	Walter Meyer	Edie Spain
Georgia Lorenz, <i>Vice Chair</i>	Maral Hyeler	Estela Narrie	Marcel Strickler
Brenda Benson	Randal Lawson	James Pacchioli	Gary Taka
Ellen Cutler	Helen LeDonne	Deborah Schwyster	Esau Tovar
Diane Gross	Emily Lodmer	Jeffery Shimizu	

Members Absent:

Eric Minzenberg	Marco Vivero	Carol Womack	Patricia Ramos
Richard Tahvildaran-Jesswein			

Others Present:

Vicki Drake	Pete Morris	Joy Tucker	Sal Veas
Mona Martin			

M I N U T E S

I. Call to order:

The meeting was called to order at 3:10 p.m.

II. Public Comments:

None

III. Approval of Minutes:

The minutes of May 4, 2011 were unanimously approved as presented.

IV. Chair's report:

The Academic Senate approved the following on May 17, 2011:

- Energy Efficiency 2: Residential Building Science
- Public Policy A.A. Degree/Certificate of Achievement

The Academic Senate tabled the following for consideration in the near future:

- Expansion of GE Area Credit for College Level Examination Program (CLEP)

The Chair also announced the following:

- Santa Monica College's AS-T in Mathematics was approved by the Chancellor's office, as of 5/7/11.

V. Information items:

1. **Update on Arranged Hours** – presented by Mona Martin, Dean, Learning Resources. Ms. Martin gave an update on the TBA (To Be Arranged) Hours which will comprise a part of the annual audit in June, 2011. See Appendix-A.

VI. Distance Education:

- a. **Geography 8/Urban Studies 8 – Urban Geography: Introduction to Urban Studies** – presented by Pete Morris.

Estela Narrie moved to approve Geography 8/Urban Studies 8 (Distance Ed) with the following changes:

- Replace “eCompanion” with “eCollege” – all references in the course outline.
- The percentage(s) of grade under no. 3. Assignments/Assessments (DE Application) readjusted to include final exam %.

Approval of course:

Motion made by: Estela Narrie
The motion passed unanimously.

Seconded by: Helen LeDonne

- b. Business II: Introduction to the Hospitality Industry** – presented by Sal Veas. Maral Hyeler moved to approve Business II with the following changes:
- Addition of text: Walker R., John, *Introduction to Hospitality Management*.
 - Add word “revision forthcoming” after International Business Certificate of Achievement, for which course will be an option.

Approval of course:

Motion made by: Maral Hyeler
The motion passed unanimously.

Seconded by: Brenda Benson

VII. Old Business:**c. SB 1440 update:**

The *Chair* shared an e-mail that he had received from ASCCC (Academic Senate for California Community Colleges) which mentioned UC interest in the TMCs being developed, particularly in Mathematics.

VIII. New Business:**d. AR 4314 Credit by Examination** – presented by the *Chair*.

An extensive discussion took place regarding AR 4314 Credit by Examination. A motion was made by Estela Narrie that AR 4314 be presented with all edits made by Guido to the Academic Senate for their consideration with the following changes to be included:

- Under 1. *SMC Departmental Challenge Exam*, “College Catalog” to replace “appropriate publications” under no. g.
- The word “Center” be deleted after “Educational Testing Service” under 2. *College Level Examination Program (CLEP)*
- The word “Bachelorette” to be replaced with “Baccalaureate” in heading no. 4. *International Baccalaureate Exam*.

Motion made by: Estela Narrie
The motion passed unanimously.

Seconded by: Emily Lodmer

e. AR 4351 Catalog Rights – presented by the *Chair*.

A motion was made by Randal Lawson to present AR 4351 with all edits made by Guido to the Academic Senate for their consideration with the following changes to be included:

- The words “graduate” and “both” (as presented in the edited version) to be replaced such that AR 4351 reads as follows: “*Students may satisfy the requirements for a degree or certificate by using the general education and major/area of emphasis requirements in effect at any time during their continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semester terms.*”

Motion made by: Randal Lawson
The motion passed unanimously.

Seconded by: James Pacchioli

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

Respectfully submitted,

Georgia Lorenz, *Vice Chair*
GL/gs

APPENDIX – A

To Be Arranged Hours

Department Chairs and Coordinators Meeting May 6, 2011

Background:

A number of courses at SMC have additional “To Be Arranged” hours (TBA). Students typically complete these hours either independently or in a small group in a lab setting on campus, and it is acknowledged that these additional instructional hours are of great value in helping students succeed in the course.

Colleges receive apportionment (funding) for these “TBA” hours and, therefore, are required to meet a set of criteria as stated in various sections of Title 5 (California Administrative Code). In an attempt to help colleges interpret and implement these guidelines, the Chancellor’s Office has issued several memos to colleges over the past few years related to TBA hours.

A discussion about TBA hours has been ongoing at SMC for a couple of years, resulting in changes in the curriculum approval process for courses with TBA hours. We now include learning objectives on the outline of record for all classes with TBA hours. This year, TBA hours will be audited for the first time as part of the annual audit that all colleges go through. In an effort to prepare for this audit, we are asking Department Chairs to be familiar with the basic requirements for TBA hours and to assist with the collection of documentation if needed. The audit will take place June 13 – 20, 2011.

Brief Summary of Title 5 Regulations

(Please note that all of the following conditions need to be met)

1. Notification of TBA Hours:
 - a. Course Outline of Record (number of hours, learning objectives/activities)
 - b. Catalog (number of hours)
 - c. Schedule of Classes (number of hours, location)
2. TBA Hours must be expected of all students in course
3. Specific assignments/activities must be assigned and evaluated
 - a. cannot be homework
 - b. cannot be tutoring
4. TBA hours to be conducted under the supervision of instructor with minimum qualifications for each discipline
5. Participation in TBA Hours must be documented

Expanded explanation of regulations:

1. The official **course outline of record** must include the number of TBA hours and specific instructional activities/learning outcomes for TBA hours expected of all students enrolled in the course. Specific instructional activities, including those conducted during TBA hours, expected of all students enrolled in the course are included in the official course outline. All enrolled students are informed of these instructional activities and expectations for completion. (§§ 55002(a)(3), 55002(b)(3), 58050(a)(5), 58051(a)(1).)
2. The TBA hours/week required for the course must be included in the **published catalog and class schedule**. (§§ 58102, 58104.)
3. The **designated location for the TBA hours** must be specified in a way that appropriately informs students. (§§ 58102, 58108.)
4. The **TBA hours must provide instruction that is not homework** and the student work completed for TBA **must be evaluated**. During TBA hours, there must be some kind of instruction provided (such as course content) and/or activity that is not an activity that should be done independently outside of class time. In this regard, do not include within TBA hours unsupervised activities such as attendance at plays and concerts. Apportionment may not be collected for such activities. Pursuant to section 55002(a)(2)(C), students must still be required to study independently outside of class time.
5. TBA hours may **not** be claimed for apportionment under the auspices of **individual student tutoring**.
6. An **instructor meets the minimum qualifications** or equivalency and is authorized to teach in the discipline in which the course is offered. (Cal. Code Regs., tit. 5, §§ 55002(a)(4), 55002(b)(4), 58050(a)(7).)1
7. **All students enrolled in a course with TBA hours must be required to fulfill the hours and other conditions for TBA**. Make sure that all **student participation is documented**. Students may demonstrate that they fulfilled their regularly scheduled TBA responsibilities by signing in and out every time they come to the lab or learning assistance center in a manner that documents the days, times, and the number of TBA hours fulfilled. An electronic system may be used to document regular attendance and fulfillment of the individual TBA schedule. (§§ 58000, 58020, 58030.)

April 28, 2011

To the Curriculum Committee,

The Physical Science Department offers several course sequences in chemistry for which prerequisites have been stated on the Course Outlines of Record for many years. These prerequisites are of two types: math, and sequential prerequisites within the discipline. For several years now, SMC's computerized enrollment system has enforced the Chemistry 10 prerequisite for Chemistry 11, and the Chemistry 11 prerequisite for Chemistry 12, but the prerequisites for organic chemistry courses have been enforced manually by the faculty. For some time now, we have discussed using computer-enforcement of the rest of our *intradisciplinary* prerequisites. We are not currently planning to computer enforce the math prerequisites. In all cases, the prerequisites we wish to enforce are in line with those in place at other institutions, including the University of California and California State University systems. The courses in question are truly sequential and student success is highly unlikely if these prerequisites are not met. With the unprecedented student demand for seats in our classes that the college has experienced this year and last, the problem of students attempting to enroll in courses for which they are inadequately prepared has reached a critical level. Students who wish to take an introductory level course in chemistry, sometimes not even interested in majoring in a science, upon learning that there are no more open sections of the appropriate classes, are simply enrolling in advanced courses for which they are completely unprepared. Not only must these students drop these advanced courses anyway, but in the meantime, they also prevent properly prepared students from enrolling in them. In some cases, such as Chem 24, a second semester organic chemistry lab course, students are enrolling despite not having any previous organic chemistry experience and are truly a danger in the laboratory. Therefore, the faculty of the Physical Science Department now wish to computer enforce the following prerequisites:

<i>Course</i>	<i>Prerequisite to be Enforced</i>
Chem 21: Organic Chemistry I	Chem 12: General Chemistry II
Chem 22: Organic Chemistry II	Chem 21: Organic Chemistry I <i>and</i>
Chem 24: Organic Chemistry II Laboratory	Chem 22: Organic Chemistry II as a corequisite or prerequisite

Please note that the Chemistry 22 corequisite for Chemistry 24 is new. The other prerequisites listed here are already part of our approved Course Outlines of Record.

We have completed Forms 1, 3 and 6 (updated Course Outlines of Record, updated Student Learning Outcomes, and updated Prerequisites worksheets) for each course, both those serving as prerequisites and the courses for which the prereqs are required (see attached). There are no substantive changes to any of the courses except for the addition of the Chem 22 corequisite for Chemistry 24.

Most of our chemistry courses (Chem 10, 11, 12, 21, and 31) combine both lecture and laboratory into one course. However, second semester organic chemistry is handled via two separate courses: Chemistry 22 is the lecture portion of Organic Chemistry II, and Chemistry 24 is the laboratory portion of Organic Chemistry II. We separated these components into two courses several years ago in response to student needs. Some programs to which our student transfer require a full year of organic lecture, but only one semester of lab. Other programs require a full year of each. The current course structure meets the needs of both groups of students. Our faculty have been advising students to take Chemistry 22 prior to or concurrent with Chem 24, and most follow that advice. However, on occasion a student will attempt to take Chem 24 without Chem 22 and the results have been problematic with respect to student success rates in Chem 24. Since this co-requisite is in place at the majority of other chemistry programs, our faculty have decided to follow that lead and make the Chem 22 corequisite for Chem 24 official here at SMC as well.

We realize that enforcement of the Chem 22 as a corequisite for Chem 24 may be challenging. MIS has already warned us that this will be more involved than the enforcement of all the regular prerequisites, so we are initiating work with them to investigate possible strategies for corequisite enforcement.

Thank you for considering this matter. Please let me know if you need additional information.

Jennifer B. Merlic
Department Chair, Physical Science

Santa Monica College

Course Outline For Chemistry 24

Course Title:	Organic Chemistry Laboratory II	Units:	2
Total Instructional Hours: (usually 18 per unit)	75 hours		
Hours per week (full semester equivalent) in Lecture:	1 hour	In-Class Lab:	4 hours Arranged:

Date Submitted:	May 5, 2011
Date Updated:	May 24, 2011

IGETC Area:	5A
CSU GE Area:	B3
2nd CSU GE Area:	B1
SMC GE Area:	I
Transfer:	UC, CSU

Prerequisite(s):	Chemistry 22 (can be Corequisite)
Skills Advisory:	none

I. Catalog Description:

This course is the second semester of organic chemistry laboratory. The laboratory work involves microscale and miniscale synthesis, structure determination, investigation of reaction mechanism, and qualitative analysis. The lectures will discuss the theory and techniques that relate to the experiments that are performed, including NMR, IR, organic qualitative analysis, and various methods of analysis, separation, and purification of mixtures. Maximum UC credit for Chemistry 22 and Chemistry 24 combined is 5 units.

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. Mohrig, Hammond, and Schatz, *Techniques in Organic Chemistry*, 3rd edition, W.H. Freeman and Company, 2010, or the most current edition.
2. Mohrig, Hammond, Schatz, and Morrill, *Modern Projects and Experiments in Organic Chemistry*, 2nd edition, W.H. Freeman and Company, 2003, or the most current edition.

III. Course Objectives:

Upon completion of the course students will be able to:

1. Describe how specific reactions that are described in the Organic Chemistry lecture text can be performed in the laboratory.
2. Explain the purpose of each major step in laboratory procedures for the experiments that the student performs in the course.
3. Recognize the types of reactions that occur in these experiments and write their mechanisms.
4. Perform the following procedures commonly used in the organic chemistry lab: reflux, distillation, recrystallization, thin-layer chromatography, extraction, filtration and performing reactions under anhydrous conditions. Students will utilize both microscale and miniscale techniques.
5. Demonstrate the use of various instruments and analytical techniques, including IR and uV-vis spectrometers, and polarimetry. Students will also be familiar with the use of the NMR spectrometer, and with interpretation of both 1D proton NMR spectra with complex splitting patterns, carbon-13 NMR including DEPT spectra, and an introduction to 2D NMR spectra.
6. Perform qualitative analysis on organic compounds by utilizing a combination of chemical tests and spectroscopy.

IV. Methods of Presentation:

Lecture –1 hour per experiment
Laboratory work and Instrumental/Spectroscopic Analysis – 4 hours per experiment

V. Course Content:

% of course	Topic
7%	Safety and Lab Orientation
7%	Preparation of an n-Butyl Benzoate using a Phase Transfer Catalyst
7%	Electrophilic Aromatic Substitution Reaction
7%	Synthesis of Para Red via a Diazonium Salt
7%	Synthesis and Identification of an Ester from an Unknown Alcohol
7%	Preparation of an Amide of an Amino Acid
7%	Synthesis of and Using a Grignard Reagent
14%	Oxidation-Reduction Cycle of <i>t</i> -Butylcyclohexanol and <i>t</i> -Butylcyclohexanone
7%	Aldol Condensation Reaction
20%	Organic Qualitative Analysis
10%	NMR Analysis of Products— Including introduction to 2D NMR and determination of a stereoisomeric mixture through analysis of complex splitting patterns in proton NMR.

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

% of grade	Evaluation Method
50 %	Written Exams
50 %	Lab Notebook and Reports

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

1.	Students will synthesize butyl benzoate via a bimolecular nucleophilic substitution reaction (S_N2) using a phase transfer catalyst. The product will be characterized by both infrared spectroscopy and NMR spectrometry. Student will summarize their experience with a written lab report detailing the procedure and the results.
2.	Students will identify unknown organic compounds by measuring the physical properties of the compound, by observing its behavior with a variety of reactants, and by interpreting spectrophotometric data. The process of identification will be documented with a written report.

Student / Program / Institutional Learning Outcomes

May 2011

Chemistry 24

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

1. The student will follow a logical process based on well-established scientific principles and demonstrate the ability to use the appropriate problem-solving techniques to solve a scientific problem such as the determination of the structure of a compound based on spectroscopy (IR, NMR, MS) and/or chemical evidence, or the prediction of a compound's chemical and/or physical behavior based on the behaviors of similar compounds.

As assessed by: Questions on lab exams and accuracy of analysis during qualitative analysis lab.

2. When conducting a laboratory experiment, the student will follow written procedures commonly used in the organic lab (such as thin-layer chromatography, recrystallization and reflux) accurately and safely. The student will maintain an accurate and organized lab notebook. When completing a lab report the student will apply the scientific method correctly by being able to state a hypothesis, take careful measurements, estimate uncertainties and draw appropriate conclusions based on gathered data and scientific principles.

As assessed by: Observation of laboratory performance and/or evaluation of notebook data and lab reports and/or lab tests.

3. The student will explain observable phenomena using appropriate scientific theories, such as explaining the likely meaning of a lower-than-expected melting point, correlating the color and visible spectrum of a molecule, or other observations made during lab experiments.

As assessed by: Questions on lab exams or lab reports.

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.

(Provide explanation here, if applicable)

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 asks students to consider and apply specific theories in the synthesis and/or purification of organic compounds as well as the analysis of organic compounds and mixtures. The conclusions are communicated through the keeping of a lab notebook, the preparation of written reports, and the responses in written examinations.

S/ILO Committee Use Only

reviewed by: CKS 5-17-11

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

Chemistry 24

Prerequisite or Corequisite: (Chemistry 22) ; (Organic Chemistry II)

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

Prerequisite: Chemistry 21 ; Organic Chemistry I

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.

x	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
	Type 4: Program prerequisites
	Type 5: Health and Safety
	Type 6: Recency and other measures of readiness (miscellaneous)

SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY

The lecture and lab components of Organic Chemistry II can be taught in either a combined lecture + lab course or as two separate courses. In order to give students the greatest number of options for scheduling, the course at SMC is offered as two separate courses, Chemistry 22 (lecture) and Chemistry 24 (lab). It is a standard practice in colleges and universities for students to enroll in these courses concurrently. It is also acceptable to take the lecture course before taking the lab course. Three examples in the UC and CSU systems are listed here:

UCLA: Chem 30CL, Organic Chemistry Laboratory II; Prerequisites: Chemistry 30B (Organic Chemistry II) and Chemistry 30BL (Organic Chemistry Laboratory II); Corequisite: Chemistry 30C (Organic Chemistry III).
Note: SMC's Chem 22, Organic Chemistry II is equivalent to the second half of UCLA's Chem 30 B + Chem 30C.

CSU Long Beach: 323B, Organic Chemistry Laboratory II; Prerequisites: CHEM 322A (Organic Chemistry I) and CHEM 323A (Organic Chemistry Laboratory I); Concurrent enrollment in CHEM 322B (Organic Chemistry II) required except for students who have previously earned a "C" or better in CHEM 322B.

CSU Fullerton: Chem 302, Organic Chemistry Laboratory; Prerequisite: Chemistry 301A (Organic Chemistry I). Corequisite: Chemistry 301B (Organic Chemistry II).

ENTRANCE SKILLS FOR Chemistry 24

A.	Name, and draw structures from names, compounds of the following functional groups: alkanes, alkenes, alkynes, ethers, alcohols, amines, halides, common derivatives of benzene, aldehydes, ketones, carboxylic acids and common derivatives of carboxylic acids using IUPAC nomenclature rules..
B.	Draw Lewis structural formulas, Kekule structural formulas, bond-line structural formulas and perspective structural formulas for organic compounds.
C.	Identify relationships between structures that are constitutional isomers, stereoisomers and conformational isomers.
D.	Evaluate the relative stabilities of various conformations of cyclic and acyclic organic molecules.
E.	Recognize the presence of chiral features in molecules and evaluate optical activity. Designate the relative configuration of a stereocenter as <i>R</i> or <i>S</i> .
F.	Identify <i>cis</i> and <i>trans</i> isomers. Designate the configuration of a double bond as <i>E</i> or <i>Z</i> .
G.	Compare the physical properties of compounds listed in number 1.
H.	Predict the products of reactions that are described in the Chemistry 21 course outline.
I.	Write the mechanisms for reactions described in the Chemistry 21 course outline.
J.	Deduce reaction mechanisms from experimental evidence.
K.	Use curved arrow notation to show electron movement in the steps of a reaction mechanism.
L.	Evaluate relative stabilities of reaction intermediates and other species by using inductive and resonance arguments.
M.	Outline the synthesis of organic compounds from appropriate starting materials using the reactions described in the Chemistry 21 course outline.
N.	Use infrared, nuclear magnetic resonance and ultraviolet-visible spectroscopy, mass spectrometry and other evidence to elucidate the structures of organic compounds.
O.	Relate the mechanism of a chemical reaction to its rate law.
P.	Describe the concept of chemical equilibrium. Relate the value of the equilibrium constant to the change in Gibbs free energy for a reaction. Use the Law of Multiple Equilibria to calculate equilibrium constant values.
Q.	Perform calculations involving pH, pK_a , weak acids and weak bases.
R.	Perform simple procedures that are common to the organic laboratory including: reflux, distillation, filtrations, recrystallization, melting point determinations, extractions and some types of chromatography, on both a micro- and mini-scale.

S.	Maintain a laboratory notebook including written records of experimental data and results. Write lab reports that summarize and analyze experimental results.
T.	Demonstrate the use of the infrared spectrometer, the gas chromatograph and the polarimeter and be familiar with the use of the NMR spectrometer.
U.	Work safely and efficiently in the organic laboratory.

EXIT SKILLS FOR Chemistry 22

1	Name and draw structures of common derivatives of benzene, aldehydes, ketones, carboxylic acids and common derivatives of carboxylic acids using IUPAC nomenclature rules.
2	Recognize important structural features of the types of compounds named above and understand how these features determine the reactivity of these substances.
3	Predict the products of the reactions that involve alcohols, benzene and its derivatives, aldehydes, ketones, carboxylic acids and common derivatives of carboxylic acids, amines, ethers, and organometallic compounds.
4	Write the reaction mechanisms for the reactions that involve alcohols, benzene and its derivatives, aldehydes, ketones, carboxylic acids and common derivatives of carboxylic acids, amines, ethers, and organometallic compounds.
5	Outline the synthesis of organic compounds using the reactions that involve alcohols, benzene and its derivatives, aldehydes, ketones, carboxylic acids and common derivatives of carboxylic acids, amines, ethers, and organometallic compounds.
6	Classify carbohydrates and discuss their structures and reactivities.
7	Recognize common amino acids and describe their acidic and basic properties.
8	Recognize aromatic, antiaromatic and nonaromatic compounds.
9	Predict the products of simple electrocyclic reactions, cycloaddition reactions and sigmatropic rearrangements
10	Discuss the structure of proteins.

ENTRANCE SKILLS for Chemistry 24

EXIT SKILLS for Chemistry 22	ENTRANCE SKILLS for Chemistry 24																						
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	
1	x																						
2		x	x	x	x	x																	
3									x														
4										x		x											
5														x									
6																							
7																							
8																							
9																							
10																							

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

Chemistry 24

Prerequisite or Corequisite: (Chemistry 21) ; (Organic Chemistry I)

Other prerequisites, corequisites, and advisories also required for this course:
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

Prerequisite: Chemistry 22 ; Organic Chemistry II

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

Criterion	Met	Not Met
10. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
11. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
12. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
13. 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	
14. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
15. 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	
16. 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	
17. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
18. 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)

SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY

Chemistry 21, Organic chemistry I, is the first lecture and lab course in the set of courses that include Chemistry 21, 22, and 24.

ENTRANCE SKILLS FOR Chemistry 24

A.	Name, and draw structures from names, compounds of the following functional groups: alkanes, alkenes, alkynes, ethers, alcohols, amines, halides, common derivatives of benzene, aldehydes, ketones, carboxylic acids and common derivatives of carboxylic acids using IUPAC nomenclature rules..
B.	Draw Lewis structural formulas, Kekule structural formulas, bond-line structural formulas and perspective structural formulas for organic compounds.
C.	Identify relationships between structures that are constitutional isomers, stereoisomers and conformational isomers.
D.	Evaluate the relative stabilities of various conformations of cyclic and acyclic organic molecules.
E.	Recognize the presence of chiral features in molecules and evaluate optical activity. Designate the relative configuration of a stereocenter as <i>R</i> or <i>S</i> .
F.	Identify <i>cis</i> and <i>trans</i> isomers. Designate the configuration of a double bond as <i>E</i> or <i>Z</i> .
G.	Compare the physical properties of compounds listed in number 1.
H.	Predict the products of reactions that are described in the Chemistry 21 course outline.
I.	Write the mechanisms for reactions described in the Chemistry 21 course outline.
J.	Deduce reaction mechanisms from experimental evidence.
K.	Use curved arrow notation to show electron movement in the steps of a reaction mechanism.
L.	Evaluate relative stabilities of reaction intermediates and other species by using inductive and resonance arguments.
M.	Outline the synthesis of organic compounds from appropriate starting materials using the reactions described in the Chemistry 21 course outline.
N.	Use infrared, nuclear magnetic resonance and ultraviolet-visible spectroscopy, mass spectrometry and other evidence to elucidate the structures of organic compounds.
O.	Relate the mechanism of a chemical reaction to its rate law.
P.	Describe the concept of chemical equilibrium. Relate the value of the equilibrium constant to the change in Gibbs free energy for a reaction. Use the Law of Multiple Equilibria to calculate equilibrium constant values.
Q.	Perform calculations involving pH, pK_a , weak acids and weak bases.
R.	Perform simple procedures that are common to the organic laboratory including: reflux, distillation, filtrations, recrystallization, melting point determinations, extractions and some types of chromatography, on both a micro- and mini-scale.
S.	Maintain a laboratory notebook including written records of experimental data and results. Write lab reports that summarize and analyze experimental results.
T.	Demonstrate the use of the infrared spectrometer, the gas chromatograph and the polarimeter and be familiar with the use of the NMR spectrometer.
U.	Work safely and efficiently in the organic laboratory.

EXIT SKILLS FOR Chemistry 21

1.	Name, and draw structures from names, compounds of the following functional groups: alkanes, alkenes, ethers, alcohols, amines, halides and compounds containing more than one of these functional groups using IUPAC rules.
2.	Draw Lewis structural formulas, Kekule structural formulas, bond-line structural formulas, and perspective structural formulas for organic compounds.
3.	Identify relationships between structures that are constitutional isomers, stereoisomers, and conformational isomers.
4.	Evaluate the relative stabilities of various conformations of cyclic and acyclic organic molecules.

5.	Recognize the presence of chiral features in molecules and evaluate optical activity. Designate the relative configuration of a stereocenter as <i>R</i> or <i>S</i> .
6.	Identify <i>cis</i> and <i>trans</i> isomers. Designate the configuration of a double bond as <i>E</i> or <i>Z</i> .
7.	Compare the physical properties of compounds listed in number 1.
8.	Predict the products of reactions of compounds belonging to the various functional groups described in this course (see course content).
9.	Write the mechanisms for the reactions in the above objective.
10.	Deduce reaction mechanisms from experimental evidence.
11.	Use curved arrow notation to show electron movement in the steps of a reaction mechanism.
12.	Evaluate relative stabilities of reaction intermediates and other species by using inductive and resonance arguments.
13.	Outline the synthesis of organic compounds from appropriate starting materials using the reactions described in this course.
14.	Elucidate the structures of organic compounds using infrared, nuclear magnetic resonance and ultraviolet-visible spectroscopy, mass spectrometry and other evidence.
15.	Perform procedures that are common to the organic laboratory including: reflux, distillation, filtration, recrystallization, melting point determinations, extractions, and some types of chromatography. Many of these will be performed at the microscale level.
16.	Maintain a laboratory notebook, including written records of experimental data and results.
17.	Write laboratory reports that include analyzing the results obtained.
18.	Demonstrate the use of the infrared spectrometer, the gas chromatograph, and the polarimeter, and be familiar with the operation of the NMR spectrometer.
19.	Work safely and efficiently in the organic laboratory.

		ENTRANCE SKILLS for Chemistry 24																					
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	
EXIT SKILLS for Chemistry 21	1	x																					
	2		x																				
	3			x																			
	4				x																		
	5					x																	
	6						x																
	7							x															
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	9									x													
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	15																						
	16																			x			
	17																				x		
	18																					x	
	19																						x

Santa Monica College

NON-CREDIT Course Outline For HUMDEV E26

Course Title:	Healthy Aging for Older Adults	Minimum Instructional Hours:	40
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Date Submitted:	May 21, 2011
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Date Updated:	May 24, 2011
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Prerequisite(s):	None
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Skills Advisory:	None
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I. Catalog Description:

This course explores the diverse range of strategies and techniques to promote and manage healthy aging. Methods and activities that promote improved cognition, stimulate creative development and support healthy aging through engagement in the arts are addressed. The course also emphasizes the importance of establishing peer support groups in maintaining social interaction.

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.	Weil, Andrew, M.D. <u>Healthy Aging: A Lifelong Guide to Your Well-Being</u> . First Anchor Books/Random House, 2007.
2.	Malchiodi, Cathy A. <u>The Soul's Palette: Drawing on Art's Transformative Powers</u> . Shambala, 2002.
3.	Cohen, Gene D., <u>The Mature Mind: The Positive Power of the Aging Brain</u> . Basic Books (Perseus Group), 2006.
4.	Vaillant, George E., M.D. <u>Aging Well: Surprising Guideposts to a Happier Life from the Harvard Study of Adult Development</u> . Vaillant, Little Brown, 2003.
5.	McNiff, Shaun. <u>Art Heals: How Creativity Cures the Soul</u> . Shambala, 2004.
6.	Charlesworth, Edward A., Ph.D., and Ronald G. Nathan, Ph.D. <u>Stress Management: A Comprehensive Guide to Wellness</u> . Ballantine (Random House), 2004.
7.	Reiter, Mark, and Twyla Tharp. <u>The Creative Habit: Learn It and Use It for Life – A Practical Guide</u> . Simon & Schuster, 2003.

III. Course Objectives:

Upon completion of the course students will be able to:

- | | |
|----|--|
| 1. | Identify how the creative process affects the body and mind. |
| 2. | Describe creative processes that help to promote healthy aging and healthy minds. |
| 3. | Explain how the creative process can positively affect stress and support healthful aging. |
| 4. | Develop a personal plan that uses creativity to promote healthful aging. |
| 5. | Develop a support system of peers, family and friends to help maintain creative healthy aging. |

IV. Methods of Presentation:

Lecture, discussion and demonstration

V. Course Content:	
% of course	Topic
10%	Definition of the creative process and how creativity affects the body and mind.
30%	Effects of imagination and inspiration on coping processes and on brain and physical health.
50%	Creative activities in drawing, painting, sculpture, and other arts that help improve hand-eye coordination, fine motor skills, problem solving, and health maintenance.
10%	The role of peer support group in enhancing creative development and healthy aging skills.

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

NON-CREDIT Course Approval and Data Sheet for: HUMDEV E26

Is this a <u>New</u> Course, <u>Updated/Revised</u> Course, or <u>Reinstated</u> 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:

This course focuses on how principles of creativity and activities in the arts help older adult students reduce stress and improve problem solving and cognitive functioning. Students develop a personal plan to achieve their goals. They also establish a peer group to help support and maintain their plan.

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)

- Section 53412 Older Adult Education

NON-CREDIT Student / Program / Institutional Learning Outcomes

May 2011

HUMDEV E26: Healthy Aging for Older Adults

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

1.	Define creativity and how it affects a person's thought process and can reduce or magnify his or her perception of stress.
	As assessed by: Self assessment on survey questionnaires designed on a Likert-type rating scale, and instructor evaluation checklist
2.	List and describe how older adults can adapt to the challenges of aging through such techniques as creative thinking, meditation, guided imagery, breathing exercises, and establishing a daily plan for healthy living including diet and exercise.
	As assessed by: Self assessment on survey questionnaires designed on a Likert-type rating scale, and instructor evaluation checklist
3.	Create a personal creativity indicator which includes the strategies and techniques the individual student finds most effective to develop his or her creative potential.
	As assessed by: Self assessment on survey questionnaires designed on a Likert-type rating scale, and instructor evaluation checklist

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

1.	Acquire new knowledge and broaden their understanding of the world by engaging in courses that stimulate learning, foster creativity and enhance mental and physical health.
	By participating in this course, older adults learn specific strategies such as how the creative process affects thinking, coping, and stress management. Older adult students create their own semester plan, which enables them to develop creative healthful living skills, build socialization with others, and engage in creative learning, develop imagination and instill inspiration for healthy aging.
2.	Develop a peer group to reduce isolation and develop a community of mutual respect and support.
	By participating in this course with other older adults, students are able to share their own personal experiences and learn from others. This creates a sense of community and connection with others.
3.	Obtain information about entitlements and services that help students to cope with the effects of aging and to provide a more positive transition through the later stages of life.
	This course introduces students to an array of resources that focus on reducing stress and developing a healthy lifestyle. Knowing that help is available gives older adult students a positive sense of how to cope with stress.

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

ILO #1:	Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
	By implementing creative thinking and stress reduction strategies learned in this course, students will gain self-

form modified 04/07/2010

	confidence in their ability to solve problems and cope with change.
ILO #2:	Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems
	Students will critically examine how their own healthy choices and positive thinking can avert or solve problems. They will make their own individual stress reduction plan including techniques that they find work best.
ILO #3:	Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events
	By participating in this class, students will establish a support system of peers, family and friends to help develop and maintain stress-reduction and creative healthy living practices.
ILO #4:	Take responsibility for their own impact on the earth by living a sustainable and ethical life style
	Students will foster an ethical lifestyle by reducing stress, making healthy choices and living more comfortably with their fellow human beings.

<i>S/ILO Committee Use Only</i>	reviewed by: CKS	5/11/11
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Santa Monica College

Course Outline For English 20

Course Title:	Reading and Writing 2	Units:	5
Total Instructional Hours: (usually 18 per unit)		126	
Hours per week (full semester equivalent) in Lecture:	5	In-Class Lab:	0
		Arranged	2

Date Submitted:	May 11, 2011
Date Updated:	May 23, 2011

Prerequisite(s):	English 85
Skills Advisory:	

I. Catalog Description:

This course is designed to help students improve intermediate reading and writing skills necessary for college success. Students will increase their reading comprehension and vocabulary; they will build their understanding of patterns of organization used in academic writing, as well as their inferential reading techniques. Through the integrated study of reading and writing, students will develop an efficient writing process appropriate to audience and purpose. The course requires classroom work, weekly reading /writing lab work, and homework. In English 20, students will also review grammar and usage and develop skill in writing in-class, timed essays.

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.	Langan, John, ed. <i>Ten Steps to Advancing College Reading Skills</i> . West Berlin, NJ: Townsend , 2009. Print.
2.	Glazier, Teresa Ferster, Laura Knight, and Carol E. Friend, <i>The Least You Should Know About Vocabulary: Word Roots</i> . Boston: Wadsworth, 2012. Print.
3.	Wilson, Paige and Teresa Ferster Glazier, <i>The Least You Should Know About English Writing Skills</i> . Boston: Wadsworth, 2009. Print. Or Altman, Pam, Mari Caro, Lisa Metge-Egan, and Leslie Roberts, <i>Sentence-Combining Workbook</i> , 3E. Boston: Wadsworth, 2011. Print. Or Robinson, William S., Stephanie Tucker, and Cynthia G. Hicks, <i>Texts and Contexts</i> . Boston: Wadsworth, 2009. Print.
4.	Customized readers
5.	Hosseini, Khaled. <i>The Kite Runner</i> . New York: Riverhead Books, 2003. Print.
6.	Lee, Harper, <i>To Kill a Mockingbird</i> . New York: Grand Central Publishing, 1960. Print. OR A novel students choose from a list provided by the instructor.
7.	<i>American Heritage Dictionary</i> Print.
8.	Hacker, Diane, <i>A Writer's Reference with Writing About Literature</i> , 7 th ed. Boston: Bedford St. Martin's, 2010. Print.

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Demonstrate increased vocabulary through knowledge of essential college level words and commonly found Greek and Latin word parts, and through the use of context clues and the dictionary
2.	Identify main ideas and supporting details to demonstrate basic reading skills.
3.	Utilize critical thinking skills, such as recognizing author's purpose, distinguishing fact from opinion, recognizing connotation, tone, and irony, and applying inferential skills.

4.	Study-read through the use of overview-skimming, self-testing, oral and written paraphrasing and/or summary writing, and note-taking or annotating and underlining techniques
5.	Use a variety of prewriting techniques and comprehension of the readings to generate and organize ideas into essays.
6.	Write a thesis statement with a specific focus, and develop a thesis statement into a full essay
7.	Read one to three full-length works (novel, book of short stories, autobiography, biography, non-fiction text) and complete a reading response journal in the form of summary and response, distinguishing what the writer says and what the reader interprets or analyzes
8.	Demonstrate an understanding of the writing process, including pre-writing, planning, drafting, revising, and editing
9.	Create topic outlines for multi-paragraph essays
10.	Demonstrate the ability to follow instructions on tests and written assignments
11.	Develop the parts of an essay, including introduction with thesis, supporting paragraphs, and conclusion
12.	Based on response to a specific reading, write multi-paragraph thesis-and-support essays on a variety of topics
13.	Write summaries that demonstrate comprehension of academic essays and articles
14.	Use correctly the basic marks of punctuation
15.	Write essays relatively free of basic mechanical errors, including comma splices, run-ons, and fragments
16.	After critical reading of an article at a secondary/post-secondary level, write an essay in 80 minutes that contains a summary, an introduction, a thesis, and several supporting paragraphs, and that is relatively free of basic grammar errors
17.	Act more confidently in their reading, writing, and study skills and their ability to apply those skills to their continued academic work.

IIIb. Arranged Hours Objectives:

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

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

1.	Through guided practice, develop reading and writing skills listed in the course objectives.
2.	Apply and develop critical thinking skills necessary to academic success.

IV. Methods of Presentation:

Short lecture, discussion, small group and paired activities, including in-class writing.

In the classroom, AV aids may enhance activities. The class also requires outside reading and writing assignments.

IVb. Arranged Hours Instructional Activities:

If this course has any "arranged hours" listed above, provide the specific instructional activities related to those arranged hours.

1.	<ul style="list-style-type: none"> An individualized learning program will begin with a diagnostic Reading for Understanding (RFU) test that places each student at the appropriate level of difficulty. Students will continue with the RFU computer program, building comprehension and vocabulary skills through the semester. RFU post-tests will occur at the end of units. Townsend Press vocabulary and reading comprehension shareware and Ultimate Speed Reader program, as directed by the instructor Vocabulary building activities, directed by the instructor: vocabulary cards and dictionary exercises
2.	<p>Students will engage in weekly activities that build to a research paper that includes information from personal interviews and observations and has photographs, maps, and/or graphs attached.</p> <p>Research Paper Assignment: What is a problem or deficiency in your immediate community that you would like addressed? What is a possible solution for that issue?</p> <ul style="list-style-type: none"> The lab project is provided in step-by-step lesson in the English 20 lab book developed by instructors.

	<ul style="list-style-type: none"> • Each week, the lab book has an assignment which is to be completed by the student and checked by a lab assistant. • The weekly lab modules break down the final lab essay into 15 steps, including data collection, summarizing, note-taking, brainstorming, outlining, paraphrasing, footnoting, and converting notes into rough drafts and finished drafts. • The final product is a typed paper of six or more pages, addressing an independently selected research question in a clearly stated thesis. In writing the essay, each student has to follow a specific format, analyze data, and draw conclusions regarding the research question to be evaluated by the instructor.
3.	Complete summary and paraphrase activities.
4.	Complete grammar exercises in Exercise Central program.
5.	Peer edit the rough draft of a given essay assignment by exchanging papers with a partner in the lab. Follow the peer editing guidelines given by the instructor.
6.	Brainstorm ideas for a given essay assignment and organize those ideas into a graphic organizer or chart, as given/explained by the instructor.

V. Course Content: Reading: Students will read and annotate non-fiction and fiction, utilizing skills in identifying quotations to support main ideas. They will study vocabulary (word analysis based on Greek and Latin word parts and use of the dictionary), comprehension, transitions and organization, and will evaluate the logic of arguments. They will keep reading-response journals; utilize critical reading skills, examining inference, fact vs. opinion, author purpose and bias, and tone, including propaganda devices. Moreover, they will begin to increase their reading rate based on the Speed Reader program.

Composition: Students learn approaches to pre-writing, planning, writing, revising, and editing essays. They develop and revise thesis statements, writing at least 5-7 essays of about 250-500 words each, some in class and some outside. They should be introduced to rhetorical modes, such as narration/description, comparison/contrast, argument/persuasion, cause/effect, and process. About the 9th week of the semester, B-level students in all classes will write an in-class timed essay on a common topic based on a non-fiction article with a prompt. These essays will be evaluated by other instructors. Students will also write a self-evaluation essay as part of the course.

Grammar, Punctuation, and Spelling: Instructors should review grammar, punctuation, and spelling in the context of the students' reading and writing.

Support Services: Support services for students may include individual tutoring and a reading club.

% of course	Topic
35%	Essays: Reading, Journaling, Prewriting, Drafts, Revisions.
30%	Quizzes and Exercises: Sentence skills, vocabulary, comprehension skills.
10%	Vocabulary and reading comprehension practice and review
10%	Common Essay Exam
15%	Reading Activities, Essays, Common Essay Exam, Reading for Understanding

VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)	
% of grade	Evaluation Method
25%	Tests on vocabulary and reading comprehension
35%	Paragraphs/Essays
10%	Common Essay
10%	Written homework
15%	Reading Lab Activities
5%	Active Participation
	Actual percentage distribution will vary from instructor to instructor.

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

1.	Write a three-page review of a feature story assigned from the <i>New York Times</i> . To do that, first read the article noting main ideas, annotating and underlining. Create a graphic organizer of the article, according to the journalist's questions, Who? What? When? Where? Why? And How? Use the graphic organizer to help you write a one-page, double-spaced summary of the article, followed by a two-page evaluation of the writer's purpose, research and evidence, and biases.
2.	Based on an assigned reading, students write three to five discussion questions based on Socratic questioning models. For each question, the student writes quotations or page numbers/paragraphs that prompted the question. Shared in class, these questions guide classroom discussion. After discussion, students write an evaluation of the effectiveness of the questions and note the issues and further questions that were raised. Finally, each student selects one compelling question, refines it, and turns the question into a thesis statement that will be developed into an essay.
3.	<p>Grammar in context: In preparation for writing argument, students practice writing complex sentences.</p> <p>Example: Smoking has been proven to be bad, if not fatal for health. Should smoking be made illegal?</p> <p>Pro: Because smoking has been shown to have so many negative effects on health, the sale of tobacco should be made illegal. (cause/effect)</p> <p>Con: Although smoking has been linked to various health problems, adults should have the right to make their own decisions about whether or not to smoke. Smoking should remain legal. (argument/refutation)</p>
4.	<p>Self-evaluation Essay: Reread the Educational Autobiography you wrote at the beginning of the term. Where are you now in terms of the things you discussed early in the term? Consider the following:</p> <ul style="list-style-type: none">• How are you doing in terms of developing mastery as an academic reader? Strengths? Areas for improvement? Are you reading differently than you did at the beginning of the term? What things have helped you to develop your mastery?• How are you doing in developing mastery as a critical thinker? Strengths? Areas for improvement? What has helped you develop? Are you thinking differently than you were at the beginning of the term? What has helped you to develop your skills as a critical thinker? Give specific examples, if you can.• How is your mastery of academic writing? What do you feel confident about now that you may not have been confident about at the beginning of the term? Are you writing differently? Strengths? Areas for improvement?• Describe your motivation this semester. Were there moments when your motivation dropped? If so, what was going on? When was it highest? Why was it particularly high at that point?

Course Approval and Data Sheet for: English 2

Is this a <u>New</u> Course, <u>Updated/Revised</u> Course, or <u>Reinstated</u> Course?	New
If this is a NEW course , anticipated semester and year of first offering:	Spring 2012

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

English 20 is a five unit course that integrates reading and writing instruction and bridges skill development between English 85 and English 21B/English 22. As with English 85, the intention is to contextualize instruction in reading and writing, creating a more coherent and effective curriculum, in order to accelerate students' skill development and a clearer course pathway. The course supports students in building a firm foundation in college language skills, as well as effective study skills, so that they can be more confident

Should this course be transferable to the CSU ?	NO
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?

Course Load Factor suggested by department: 1.0

Rationale for the above load factor suggestion: Standard for composition courses

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)

- MA English
- M Ed with specialization in reading or teaching reading, or 12 semester units in of coursework in teaching reading AND MA in English

Student / Program / Institutional Learning Outcomes

May 10, 2011

English 20

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

1.	Using a specific reading selection, students will demonstrate the ability to develop an essay in an 80 minute time period, employing various prewriting techniques. Essay content will demonstrate an adequate understanding of the reading. It will display basic organizational skills, including the use of thesis statement, topic sentences, and adequate development.
	As assessed by: Common Essay, as scored by rubric
2.	The student can read and decode multi-disciplinary college level texts, identifying rhetorical structure, distinguishing between main and supporting ideas, and recognizing facts and inferences.
	As assessed by: Reading for Understanding (RFU) post-tests, as measured against pre-tests; reading comprehension quizzes and exercises; summaries, outlines, and graphic organizers of college level texts.

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.
	Improved reading and writing skills are essential for college success, not only for communicating more effectively, but also in building confidence and self-discipline through the development of student success skills. Further, this confidence, coupled with enhanced communication skills, will foster a more positive personal attitude and the potential for greater involvement in public life.
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.
	Developing reading and writing skills are crucial components for assessing, evaluating and interpreting texts, and for the utilization of critical thinking skills. Through an analysis and a discussion of readings, and then by incorporating ideas into written expression, students will acquire the techniques to become stronger critical thinkers and problem solvers that prepare them for lifelong learning.
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.
	Through reading and writing activities that reveal pluralistic world-views and perspectives, students will better comprehend the diversity of the world we live in. Operating in a student-centered classroom, students will acquire cooperative skills and mutual respect for the cultural diversity represented by the SMC student body.
ILO #4	take responsibility for their own impact on the earth by living a sustainable and ethical life style.
	In English 20, students learn to participate in a learning community as readers and writers, discovering their impact on one another in group work or whole class participation. In their groups, students may be reading, writing, and discussing themes, such as water, food, health, and security, in conjunction with the Global Initiative, exploring the impacts of their choices on their communities and the environment.

S/ILO Committee Use Only

reviewed by: CKS 5-17-11

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

English 20

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:			
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:	9 th through 12 th grade reading/writing skills (B level placement)	Math level recommended:	

APPROVALS PAGE

English 20

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area	34		3	May 10, 2011
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Susan Sterr	Date:	May 10, 2011
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:				
List of suggested materials has been given to librarian?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Library has adequate materials to support course? (Library may acquire more materials to support course)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Librarian Approval:	Carol Womack	Date:	5/12/11	

Approvals:

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

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

English 20

Prerequisite: English 85

Other prerequisites, corequisites, and advisories also required for this course:

(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

(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)

form modified 05/12/2010

SECTION III - EXPLANATION OF ADDITIONAL LEVEL OF SCRUTINY

Depending on the type of prerequisite, supplementary facts should be listed here. (E.g. If the type of prerequisite chosen is Type 1, Standard prerequisite, the three campuses of UC or CSU and the course names and numbers used to qualify the prerequisite should be listed here. It may be necessary to append explanatory pages of material.)

TYPE 2, SEQUENTIAL WITHIN AND ACROSS DISCIPLINES: Include in the course outline (to be attached) a list of specific skills and/or knowledge a student must possess in order to be sufficiently prepared to succeed in the course.

**You are required to complete the Prerequisite Worksheet on the following page.
Prerequisite Worksheet**

ENTRANCE SKILLS FOR (enter course for which the prerequisite is proposed)

A)	Employ literal inferential comprehension skills beyond eighth grade reading level
B)	Demonstrate inferential and critical thinking—with special focus on author's purpose and tone
C)	Apply word root/word attack skills and context clues to understand new vocabulary
D)	Compose a summary of beginning high school level reading text that identifies the thesis and key supporting details
E)	Read a set of directions for an essay assignment and demonstrate comprehension of the instructions by following them when writing the essay
F)	Use prewriting strategies to produce a basic college essay that is responsive to the instructor's assignment
G)	Generate a suitable thesis, place it correctly, and develop it within the five-paragraph framework
H)	Name the five essay parts and demonstrate the function of each unit
I)	Recognize the need for adequate development, especially in the body of the paragraph, and revise texts in order to demonstrate this
J)	Summarize texts whose reading grade level is in the 7th and 8th grade range with reasonable accuracy
K)	Locate major sentence parts such as subjects, verbs, direct objects, and subject complements
L)	Use conjunctions to combine ideas and to prevent sentence fragments
M)	Use commas in a variety of situations, including series, compound sentences, and introductory modifier units

EXIT SKILLS FOR (enter course proposed as the prerequisite)

1.	Employ literal inferential comprehension skills beyond eighth grade reading level
2.	Demonstrate inferential and critical thinking—with special focus on author's purpose and tone
3.	Apply word root/word attack skills and context clues to understand new vocabulary
4.	Compose a summary of beginning high school level reading text that identifies the thesis and key supporting details
5.	Read a set of directions for an essay assignment and demonstrate comprehension of the instructions by following them when writing the essay
6.	Use prewriting strategies to produce a basic college essay that is responsive to the instructor's assignment
7.	Generate a suitable thesis, place it correctly, and develop it within the five-paragraph framework

8.	Name the five essay parts and demonstrate the function of each unit
9.	Recognize the need for adequate development, especially in the body of the paragraph, and revise texts in order to demonstrate this
10.	Summarize texts whose reading grade level is in the 7th and 8th grade range with reasonable accuracy
11.	Locate major sentence parts such as subjects, verbs, direct objects, and subject complements
12.	Use conjunctions to combine ideas and to prevent sentence fragments
13.	Use commas in a variety of situations, including series, compound sentences, and introductory modifier units

		ENTRANCE SKILLS FOR English 20												
		A	B	C	D	E	F	G	H	I	J	K	L	M
EXIT SKILLS FOR (previous level course)	1	X												
	2		X											
	3			X										
	4				X									
	5					X								
	6						X							
	7							X						
	8								X					
	9									X				
	10										X			
	11											X		
	12												X	
	13													X

Santa Monica College

Course Outline For BROADCASTING 21

Course Title:	Short-Form Visual Media Production	Units:	3
Total Instructional Hours: (usually 18 per unit)		90	
Hours per week (full semester equivalent) in Lecture:	3	In-Class Lab:	0
		Arranged:	2

Date Submitted:	May 23, 2011
Date Updated:	May 24, 2011

Transfer:		CSU
Prerequisite(s):	Broadcasting 20	
Skills Advisory:	Non-linear editing	

I. Catalog Description:

This course offers advanced instruction and focused practical experience in concept development, writing and producing for short form visual media projects. These project forms include on-air promos, commercials, public service announcements, webisodes, and special visual marketing campaigns. Upon entry to the course, students should have previously acquired introductory writing, producing and digital editing skills applicable to short form media production. The major course objective is to enable professional visual writing and production skills through immersion in short-form producing and writing assignments applicable to television, radio, internet, mobile device, and other digital media formats. Story and script development, and short form project conception and production will be emphasized.

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.	Eastman, Susan Tyler; Ferguson, Douglas A; Klein, Robert; (2006); <u>Media Promotion & Marketing</u> ; (5 th Ed), Focal Press
2.	Slaunwhite, Steve; (2007); <u>The Everything Guide To Writing Copy</u> ; Adams Media
3.	Kellison, Catherine; (2008); <u>Producing for TV and New Media</u> ; (2 nd Ed); Focal Press
4.	Hanssen, Deidre; Gottlieb, Jodi; (2000); <u>TV: Sex, Lies & Promos; Cashing In On TV's Best Kept Secret</u> ; The Promo Zone
5.	Cury, Ivan; <u>TV Commercials: How to Make Them</u> ; (2004); Focal Press

III. Course Objectives:

Upon completion of the course students will be able to:

1.	Design on-air and on-line promotion
2.	Write and produce television, radio, internet and mobile media promotional spots
3.	Write and produce short form media commercials and webisodes
4.	View a show and develop a topical promotional concept and script for the episode
5.	Log program sound bites with reference timecode
6.	Pitch a promotional concept for approval
7.	Storyboard a commercial, promo, psa, or trailer
8.	Select and record appropriate and complimentary music beds
9.	Initiate work flow and timelines for short-form media project production

IIIb. Arranged Hours Objectives:	
If this course has any “arranged hours” listed above, provide the specific objectives related to those arranged hours.	
Upon completion of the arranged hours students will be able to:	
1.	Produce short-form media projects
2.	Prepare and record voice-over scripts
3.	Record appropriate music beds for promotional projects

IV. Methods of Presentation:
Lecture; demonstration and discussion with industry professionals; screening of professional videos and audio clips; student project screenings; production labs; field trips to local stations, networks and commercial production studios

IVb. Arranged Hours Instructional Activities:	
If this course has any “arranged hours” listed above, provide the specific instructional activities related to those arranged hours.	
1.	Production lab editing of digital materials with final-cut pro or other non-linear editing programs
2.	Recording of voice-over scripts
3.	Review, sampling and inclusion of music beds for promotional projects

V. Course Content:	
% of course	Topic
6.25%	Promoting the media: scope and goals
6.25%	Designing on-air and on-line promotion
6.25%	Management, research and budgeting in promotion
12.50%	Network television marketing and promotion production
12.50%	Cable marketing and promotion production
12.50%	New media promotion production
6.25%	Pitching, storyboards
12.50%	Webisodes and short-form program production
6.25%	Global promotion and marketing
12.50%	Commercials and public service announcement production
6.25%	Marketing radio

VI. Methods of Evaluation: (Specific percentages will vary with instructor; approximate values are shown.)	
% of grade	Evaluation Method
10%	Storyboards
10%	Oral pitches
25%	Write and produce promotional spots
25%	Write and produce commercials and psa’s
20%	Short form media program production
10%	Participation

Grading Scale:

- A= 90 – 100%
- B= 80 – 89%
- C= 70 – 79%
- D= 60 – 69%
- F= Below 60%

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

1.	From a sample network television episodic promo script, select visual shots from that program that will reinforce and enhance the episode's message and produce a 30-second promo spot.
2.	Produce a social media based promotional campaign using facebook, twitter, youtube and or other new media distribution platforms.
3.	Pitch an oral presentation that describes a marketing concept for promoting a new internet based short-form episodic series.
4.	Write, produce and edit a sample promo for a current cable television series.

Course Approval and Data Sheet for: Broadcasting 21

Is this a <u>New</u> Course, <u>Updated/Revised</u> Course, or <u>Reinstated</u> Course?	NEW
If this is a NEW course , anticipated semester and year of first offering:	Fall 2011, First 8-week session

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

This course is part of an innovative new program in which students will learn how to create promotional spots for television and film, preparing them for lucrative careers in media promotion and marketing. Offered in collaboration with the professional marketing and creative services trade organization PromaxBDA and with the South Bay Center for Counseling, SMC's Promo Pathway program is the first of its kind nationwide. Students start the year-long program in Winter with contextualized English and Math classes, and then continue with ET classes in Project Management and Computer Skills for Digital Media during the first eight weeks of the Spring semester. In the second eight week session students begin introductory courses in video editing (ET 31A), and in writing and producing short-form media (Broadcasting 20). Broadcasting 21 is an advanced course in short-form media production that builds upon the concepts initiated earlier, and it will be offered in the first eight-week session of the Fall semester. The emphasis in this course is on the repetition and further development of writing and producing skills needed to create professional short-form media projects such as on-air promos, commercials, public service announcements, webisodes and special marketing campaigns. Broadcasting 21 takes students beyond introductory concepts and basic skill development to immersion in a simulated work environment that replicates what they will experience in industry. The Promo Pathway program includes industry internships in the summer and fall to give students a chance to work with media professionals and help prepare for job opportunities. At the end of the fall semester, students who have completed the program will earn a promotion writer/producer/editor certificate.

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

- none

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

- Broadcast Programming and Production; Broadcast Sales and Management

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**:

- Broadcast Programming and Production; Broadcast Sales and Management

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**:

- Broadcast Programming and Production; Broadcast Sales and Management

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**? **0**

Course Load Factor suggested by department: **(insert load factor here) 1.0**

Rationale for the above load factor suggestion: **comparable to other similar courses**

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)

- Communication Studies, Film Studies, Marketing, Mass Communication, Broadcast Technology, Multimedia

Student / Program / Institutional Learning Outcomes

May 19, 2011

Broadcasting 21

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

Upon completion of this course students will be able to

1.	Analyze the components needed to create short-form media for television and film, including project proposals, scripts, storyboards and music
	As assessed by: creation of promotion spot, media proposal, storyboard and music selection assignments
2.	Plan, propose and produce short-form media projects for television and film, such as a commercial, promotion spot or public service announcement. The project will demonstrate basic copywriting and production skills, with an emphasis on storytelling, scriptwriting and coordinating essential production elements
	As assessed by: commercial, promotion spot or public service announcement assignments
3.	Demonstrate knowledge of television, radio, and alternative media marketing strategies
	As assessed by: media production assignments including commercial, promotion spot or public service announcement

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

1.	Analyze and articulate the theories and critical models of the broadcasting industry, demonstrating an understanding of the principles of radio and television production, including professional terminology and procedures
	In this course, part of the Promo Pathway program preparing students for jobs in the entertainment industry, students analyze and create short-form promotion media using professional principles and practices. Broadcasting 21 offers advanced writing and production skills to prepare students for job opportunities creating short-form media for television, film, internet, and mobile media applications. As the first program of its kind nationwide, SMC's Promo Pathway involves close collaboration with media professionals who serve as mentors and will provide internships in which students can practice their promotion media production skills in the professional workplace.
2.	Demonstrate the basic oral and written communication tools needed to function professionally in a radio and television production environment, including the ability to research, structure and write dramatic and non-dramatic scripts for radio and television.
	In Broadcasting 21, students analyze the elements needed to produce short-form media such as on-air promos, commercials, public service announcements, webisodes, and special marketing campaigns. Based on their analysis, they write scripts and produce projects, demonstrating an awareness of the importance of storytelling, music selection and various marketing strategies.

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.
	Through the hands-on experience of producing promotional media for television and film, including writing scripts and producing visual media, students enhance their communication skills and their job-readiness. Students gain confidence as they participate in this rigorous program, which includes industry internships and emphasizes writing and production skills needed to create short-format media projects for the entertainment industry.

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.
	In this course, students critically analyze the many elements which are needed to create successful promotional media, including storytelling, marketing and music selection. Students' critical analysis is essential in creating media that reach and influence the intended audience.
ILO#3	Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.
	By working together in creating media projects, students experience the benefits of teamwork and collaboration. They also see how their media projects such as public service announcements and webisodes can influence public opinion and make a difference in the world community.
ILO #4	take responsibility for their own impact on the earth by living a sustainable and ethical life style.
	Students will practice professional ethical principles as they write and produce short-form media projects for broadcast to the public, showing an awareness of the impact media messages have on viewers. Professional broadcasting and marketing principles are a foundation of the Promo Pathway program, offered in collaboration with entertainment industry leaders.

<i>S/ILO Committee Use Only</i>	reviewed by: CKS 5/23/11
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Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Broadcasting 21

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:	Broadcasting 20
16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course?	NO
If yes, state the English and/or math level necessary for success:	
English level recommended:	Math level recommended:

APPROVALS PAGE

BROADCASTING 21

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area: Communication	11	0	0	5/17/2011
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Frank R. Dawson	5/20/2011	
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
Library has adequate materials to support course?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
Librarian Approval:	Carol Womack	Date:	5/24/11

Approvals:

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

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

BROADCASTING 21

Prerequisite: Broadcasting 20, Introduction to Writing and Producing Short-Form Media

Other prerequisites, corequisites, and advisories also required for this course:

Advisory: ET 31A , Digital Video Fundamentals (or equivalent)

(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: Broadcasting 21

A)	Introductory college level knowledge and experience writing for short-form media
B)	Introductory college level knowledge and experience analyzing short-form media
C)	Knowledge of storyboarding
D)	Experience selecting music beds
E)	Knowledge of pitching
F)	Understands basic storytelling and story structure
G)	Basic knowledge of marketing strategy
H)	Basic knowledge of voice-over script recording

EXIT SKILLS FOR: Broadcasting 20

1.	Analyze a television series promo, film trailer and commercial spot
2.	Write a 30-second topical radio or television promotion spot or commercial
3.	Develop a short form media project proposal
4.	Create a slogan that promotes a brand, and describe its marketing strategy
5.	Prepare and record a 30 second voice-over script
6.	Pitch a promotional concept for approval
7.	Storyboard a commercial, promo, psa, or trailer
8.	Select appropriate and complimentary music beds
9.	Demonstrate a basic understanding of storytelling and story structure

		ENTRANCE SKILLS FOR: Broadcasting 21									
		A	B	C	D	E	F	G	H	I	J
EXIT SKILLS FOR (Broadcast 20)	1		X								
	2	X									
	3										
	4							X			
	5								X		
	6						X				
	7			X				X			
	8				X						
	9			X							
	10										

Summary of General Changes to Business Certificates of Achievement

These general changes have been made to the certificates. Also see the “after” versions of each certificate for specific changes to those certificates.

- BUS 32 Business Communications has been maintained in the Required Core Courses for all certificates. The pre-requisite for this class is BUS 31 or English 1. Since it is assumed that students have taken the pre-requisite first before taking BUS 32, the pre-requisite classes have been taken out of the Required Core Courses for certificates.
- CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3) has been moved to the "select one additional" section. Additional language has been added that, *“the CIS course is strongly recommended if a student has few or no computer skills.”*
- BUS 5 Business Law has been added to more certificates in the “select an additional course” section; Accounting/BUS 45 Individual Financial Planning has been added to the “select an additional course” section.
- Courses not offered in several years, with no plan to offer them soon have been eliminated from the certificates:
Business 54 International Management
Business 55, S. CA International Connections
Business 76, Human Resource Management
- All “formerly this was called” language has been removed from certificates and classes, and the current name for the class or certificate is only provided.
- In addition, cosmetic changes have been made to enhance the readability, understanding and uniformity of the certificate information, such as:
 - o clearly including the number of units for Core courses, Concentration courses and “Select an additional” courses.
 - o revising the general opening paragraph before each certificate to reflect the changes in number of Core courses, and recommendations for sequencing of courses:
“Each Certificate of Achievement requires two types of courses: Core and Concentration. There are three or four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking Concentration courses. In the Core sequence Business 1 should be taken first before other Core courses.”

ENTREPRENEURSHIP CERTIFICATE OF ACHIEVEMENT

Before:

Each Certificate of Achievement requires two types of courses: Core and Concentration. There are four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking concentration courses.

ENTREPRENEURSHIP (formerly Small Business Management) (24-26 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 31, Business English (3) **or** English 1, Reading and Composition 3)

Business 32, Business Communications (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

Concentration Courses:

Accounting 1, Principles of Accounting (5) **or** Accounting 21, Business Bookkeeping (3)

Business 5, Business Law (3)

Business 63, Principles of Entrepreneurship (3)

and

Select one additional course from the following courses:

Business 20, Principles of Marketing (3)

Business 23, Principles of Selling (3)

Business 27, Introduction to e-Commerce (3)

Accounting/Business 45, Individual Financial Planning (3)

Business 50, Introduction to International Business (3)

Business 53, Importing and Exporting (3)

Business 55, S. CA International Connections (3)

Business 62, Human Relations & Ethical Issues in Business (3)

Business 65, Management Principles (3)

Business 80, Principles of Logistics (3)

After:

Except for Insurance Specialist, each Certificate of Achievement requires two types of courses: Core and Concentration. There are three or four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking Concentration courses. In the Core sequence Business 1 should be taken first before other Core courses. **(Reviewer note: the “Except for Insurance Specialist” line at the beginning of this paragraph should appear only once, for the first certificate shown.)**

ENTREPRENEURSHIP (24-26 units)

Required Core Courses: (12-14 units)

Business 1, Introduction to Business (3)

Accounting 1, Principles of Accounting (5) **or** Accounting 21, Business Bookkeeping (3)

Business 32, Business Communications (3)

Business 63, Principles of Entrepreneurship (3)

Concentration Courses: (9 units)

Business 5, Business Law (3)

Business 20, Principles of Marketing (3)

Business 65, Management Principles (3)*

and

Select one additional course from the following courses (3 units):

Business 23, Principles of Selling (3)

Business 27, Introduction to e-Commerce (3)

Accounting/Business 45, Individual Financial Planning (3)

Business 50, Introduction to International Business (3)

Business 53, Importing and Exporting (3)

Business 62, Human Relations & Ethical Issues in Business (3)

Business 80, Principles of Logistics (3)

ENTREPRENEURSHIP (continued)

Select one additional course from the following courses (3 units):

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)
(the CIS course is strongly recommended if a student has few or no computer skills.)

* Note: The Small Business Development Center not-for -credit workshops in developing a business plan may enhance your skills for starting a business. Contact the SBDC at 310 434-3566.

INTERNATIONAL BUSINESS CERTIFICATE OF ACHIEVEMENT

Before:

Each Certificate of Achievement requires two types of courses: Core and Concentration. There are four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking concentration courses.

INTERNATIONAL BUSINESS (24 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 31, Business English (3) **or** English 1, Reading and Composition (3)

Business 32, Business Communications (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

Concentration Courses: (12 units)

Business 50, International Trade (3)

Business 51, Intercultural Communication* (3)

Business 52, International Marketing (3)

Business 53, Importing and Exporting (3)

*May substitute Speech 5, Interpersonal Communication **or** Speech 7, Intercultural Communication

Additional Recommended Courses:

Accounting 1, Principles of Accounting (5) **or** Accounting 21, Business Bookkeeping (3)

Business 27, Introduction to e-Commerce (3)

Business 54, International Management (3)

Business 62, Human Relations & Ethical Issues in Business (3)

Business 80, Principles of Logistics (3)

After:

Each Certificate of Achievement requires two types of courses: Core and Concentration. There are three or four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking Concentration courses. In the Core sequence Business 1 should be taken first before other Core courses.

INTERNATIONAL BUSINESS (24 units)

Required Core Courses: (9 units)

Business 1, Introduction to Business (3)

Business 32, Business Communications (3)

Business 50, Introduction to International Business (3)

Concentration Courses: (9 units)

Business 51, Intercultural Communication (3) **or** Speech 7 (3)

Business 52, International Marketing (3)

Business 53, Importing and Exporting (3)

and

Select one additional course from the following courses: (6 units)

Accounting 1, Principles of Accounting (5) **or** Accounting 21, Business Bookkeeping (3)

Business 5, Business Law

Business 11 Introduction to the Hospitality Industry

Business 27, Introduction to e-Commerce (3)

Accounting/Business 45, Individual Financial Planning (3)

Business 62, Human Relations & Ethical Issues in Business (3)

Business 80, Principles of Logistics (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3) (the CIS course is strongly recommended if a student has few or no computer skills.)

LOGISTICS CERTIFICATE OF ACHIEVEMENT

Before:

Each Certificate of Achievement requires two types of courses: Core and Concentration. There are four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking concentration courses.

LOGISTICS/SUPPLY CHAIN MANAGEMENT (24 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 31, Business English (3) **or** English 1, Reading and Composition (3)

Business 32, Business Communications (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

Concentration Courses: (12 units)

Business 80, Principles of Logistics (3)

Business 81, Transportation Management (3)

Business 82, Supply Chain Management (3)

Business 83, Operations Management (3)

Recommended Courses:

Business 50, Introduction to International Business (3)

Business 51, Intercultural Communication (3)

Business 52, International Marketing (3)

Business 53, Importing and Exporting (3)

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

After:

Each Certificate of Achievement requires two types of courses: Core and Concentration. There are three or four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking Concentration courses. In the Core sequence Business 1 should be taken first before other Core courses.

LOGISTICS/SUPPLY CHAIN MANAGEMENT (24 units)

Required Core Courses: (9 units)

Business 1, Introduction to Business (3)

Business 32, Business Communications (3)

Business 80, Principles of Logistics (3)

Concentration Courses: (9 units)

Business 81, Transportation Management (3)

Business 82, Supply Chain Management (3)

Business 83, Operations Management (3)

and

Select two additional course from the following courses: (6 units)

Accounting 1, Principles of Accounting (5) **or** Accounting 21, Business Bookkeeping (3)

Business 5, Business Law

Accounting/Business 45, Individual Financial Planning (3)

Business 50, Introduction to International Business (3)

Business 51, Intercultural Communication (3)

Business 52, International Marketing (3)

Business 53, Importing and Exporting (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)
(the CIS course is strongly recommended if a student has few or no computer skills.)

MANAGEMENT/LEADERSHIP CERTIFICATE OF ACHIEVEMENT

Before:

Each Certificate of Achievement requires two types of courses: Core and Concentration. There are four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking concentration courses. A Certificate of Achievement in Management/Leadership is granted upon completion of 24 required units listed under the Management/Leadership Associate in Arts degree.

MANAGEMENT/LEADERSHIP (24 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 31, Business English (3) **or** English 1, Reading and Composition (3)

Business 32, Business Communications (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

Concentration Courses: (9 units)

Business 51, Intercultural Communication* (3)

Business 62, Human Relations & Ethical Issues in Business (3)

Business 65, Management Principles (3)

*May substitute Speech 5, Interpersonal Communication **or** Speech 7, Intercultural Communication

Select one additional course from the following courses: (3 units)

Accounting 1, Principles of Accounting (5) **or** Accounting 21, Business Bookkeeping (3)

Business 5, Business Law (3)

Business 76, Human Resource Management (3)

After:

Each Certificate of Achievement requires two types of courses: Core and Concentration. There are three or four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking Concentration courses. In the Core sequence Business 1 should be taken first before other Core courses.

MANAGEMENT/LEADERSHIP (27-29 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 5, Business Law

Business 32, Business Communications (3)

Business 65, Management Principles (3)

Concentration Courses: (12-14 units)

Accounting 1, Principles of Accounting (5) **or** Accounting 21, Business Bookkeeping (3)

Business 20, Introduction to Marketing (3)

Business 51, Intercultural Communication (3) or Speech 7 (3)

Business 62, Human Relations & Ethical Issues in Business (3)

and

Select one additional course from the following courses: (3 units)

Accounting/Business 45, Individual Financial Planning (3)

Business 50, Introduction to International Business (3)

Business 80, Principles of Logistics (3)

Business 83, Operations Management (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

(the CIS course is strongly recommended if a student has few or no computer skills.)

MARKETING CERTIFICATE OF ACHIEVEMENT

Before:

Each Certificate of Achievement requires two types of courses: Core and Concentration. There are four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking concentration courses.

MARKETING (24 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 31, Business English (3) **or** English 1, Reading and Composition (3)

Business 32, Business Communications (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

Concentration Courses: (9 units)

Business 20, Principles of Marketing (3)

Business 26, Marketing Research and Consumer Behavior (3)

Business 28, Marketing Promotion (formerly Integrated Marketing Communication) (3)

and

Select one additional course from the following courses: (3 units)

Business 22, Introduction to Advertising (3)

Business 23, Principles of Selling (3)

Business 52, International Marketing (3)

Business 62, Human Relations & Ethical Issues in Business (3)

After:

Each Certificate of Achievement requires two types of courses: Core and Concentration. There are three or four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking Concentration courses. In the Core sequence Business 1 should be taken first before other Core courses.

MARKETING (24 units)

Required Core Courses: (9 units)

Business 1, Introduction to Business (3)

Business 20, Principles of Marketing (3)

Business 32, Business Communications (3)

Concentration Courses: (9 units)

Business 26, Marketing Research and Consumer Behavior (3)

Business 28, Marketing Promotion (3)

Business 52, International Marketing (3)

and

Select two additional course from the following courses: (6 units)

Accounting 1, Principles of Accounting (5) **or** Accounting 21, Business Bookkeeping (3)

Business 5, Business Law

Business 22, Introduction to Advertising (3)

Business 23, Principles of Selling (3)

Business 25 Advertising Display (3)

Business 27 Introduction to E-Commerce

Accounting/Business 45, Individual Financial Planning (3)

Business 62, Human Relations & Ethical Issues in Business (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)
(the CIS course is strongly recommended if a student has few or no computer skills.)

MERCHANDISING CERTIFICATE OF ACHIEVEMENT

Before:

Each Certificate of Achievement requires two types of courses: Core and Concentration. There are four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking concentration courses. A Certificate of Achievement in Merchandising is granted upon completion of 24 required units listed under the Merchandising Associate in Arts degree.

MERCHANDISING (24 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 31, Business English (3) **or** English 1, Reading and Composition (3)

Business 32, Business Communications (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

Concentration Courses

Business 20, Principles of Marketing (3)

Business 21, Merchandising Principles (3)

Business 25, Advertising Display (formerly Principles of Merchandising Communication (3)

and

Select one additional course from the following courses:

Business 22, Introduction to Advertising (3)

Business 23, Principles of Selling (3)

Business 26, Marketing Research and Consumer Behavior (3)

Business 28, Marketing Promotion (formerly Integrated Marketing Communication (3)

Business 62, Human Relations & Ethical Issues in Business (3)

After:

Each Certificate of Achievement requires two types of courses: Core and Concentration. There are three or four core courses in all Business Certificate of Achievement Programs. These courses are required for all students and they should be completed before taking Concentration courses. In the Core sequence Business 1 should be taken first before other Core courses.

MERCHANDISING (24 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 20, Principles of Marketing (3)

Business 21, Merchandising Principles (3)

Business 32, Business Communications (3)

Concentration Courses: (9 units)

Business 22, Introduction to Advertising (3)

Business 25, Advertising Display (3)

Business 23, Principles of Selling (3)

and

Select one additional course from the following courses: (3 units)

Business 5, Business Law

Business 26, Marketing Research and Consumer Behavior (3)

Business 27 Introduction to E-Commerce

Business 28, Marketing Promotion (3)

Accounting/Business 45, Individual Financial Planning (3)

Business 62, Human Relations & Ethical Issues in Business (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

(the CIS course is strongly recommended if a student has few or no computer skills.)

INSURANCE PROFESSIONAL CERTIFICATE OF ACHIEVEMENT

INSURANCE PROFESSIONAL (31 units) NO CHANGE

Required Courses:

Accounting 1, Principles of Accounting (5)
Business 1, Introduction to Business (3)
Business 5, Business Law (3)
Business 32, Business Communications (3)
CIS 4, Introduction to Computers, Business Applications (3)
CIS 30, Microsoft Excel (3) **or** Accounting 31A, Excel for Accounting (3)
Business 15, Introduction to Insurance with Code & Ethics (2)
Business 16, Personal Insurance (3)
Business 17, Property & Liability Insurance (3)
Business 18, Commercial Insurance (3)

Recommended Courses:

Accounting 31B, Advanced Excel for Accounting (3)
Business 20, Principles of Marketing (3)
Business 23, Principles of Selling (3)
Business 24, Creative Selling (3)
Business 90, Insurance Internship (1)

INSURANCE SPECIALIST CERTIFICATE OF ACHIEVEMENT

INSURANCE SPECIALIST (12 units) NO CHANGE:

Required Courses:

Business 15, Introduction to Insurance with Code & Ethics (2)
Business 16, Personal Insurance (3)
Business 17, Property & Liability Insurance (3)
Business 18, Commercial Insurance (3)
Business 90A, Insurance Internship (1)

Recommended Courses:

Business 1, Introduction to Business (3)
CIS 4, Introduction to Computers, Business Applications (3)

ASSOCIATE IN ARTS DEGREE - 60 UNITS

The Associate in Arts degree in Business involves satisfactory completion of a minimum of 60 semester units with a C average or higher including at least 25 semester units in the Business Administration area of emphasis (articulated below), fulfillment of the Global Citizenship requirement, and fulfillment of all Santa Monica College general education requirements, CSU GE or IGETC.

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

***Continuous enrollment is defined as enrollment in each Fall and Spring semester until graduation. At least 50% of the area of emphasis (major) units must be completed at Santa Monica College. Each course in the area of emphasis (major) must be completed with a grade of C or higher.**

(Note to reviewer: the language above will remain the same for all AA degrees.)

For the Business Administration AA add Accounting/Business 45 Individual Financial Planning to Recommended Courses

BUSINESS ADMINISTRATION (25 units minimum)

Required Core Courses:

Accounting 1, Principles of Accounting (5) **and** Accounting 2, Principles of Accounting (5)

Business 1, Introduction to Business (3)

Business 5, Business Law (3)

Economics 1, Principles of Microeconomics (3)

Economics 2, Principles of Macroeconomics (3)

Math 2, Precalculus (5) **or** Math 28 (formerly 23), Math for Business and Social Science (5) **or**

Math 7, Analytic Geometry and Calculus (5) **or** Math 52, Elementary Statistics (3) **or** Math 54, Elementary Statistics (4)

Recommended Courses:

Business 20, Principles of Marketing (3)

Business 32, Business Communications (3)

Accounting/Business 45, Individual Financial Planning (3)

Business 62, Human Relations and Ethical Issues in Business (3)

Business 65, Management Principles (3)

CS 3, Introduction to Computer Systems (3)

CIS 1, Computer Concepts with Applications (3) **or** CIS 4, Introduction to Computers, Business Applications (3)

INSURANCE PROFESSIONAL (31 units) **NO CHANGE**

Required Courses:

Accounting 1, Principles of Accounting (5)

Business 1, Introduction to Business (3)

Business 5, Business Law (3)

Business 32, Business Communications (3)

CIS 4, Introduction to Computers, Business Applications (3)

CIS 30, Microsoft Excel (3) **or** Accounting 31A, Excel for Accounting (3)

Business 15, Introduction to Insurance with Code & Ethics (2)

Business 16, Personal Insurance (3)

Business 17, Property & Liability Insurance (3)

Business 18, Commercial Insurance (3)

Recommended Courses:

Accounting 31B, Advanced Excel for Accounting (3)

Business 20, Principles of Marketing (3)

Business 23, Principles of Selling (3)

Business 24, Creative Selling (3)

Business 90, Insurance Internship (1)

ASSOCIATE IN ARTS DEGREE: LOGISTICS/SUPPLY CHAIN MANAGEMENT

BEFORE:

LOGISTICS/SUPPLY CHAIN MANAGEMENT (24 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 31, Business English (3) **or** English 1, Reading and Composition (3)

Business 32, Business Communications (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

Concentration Courses: (12 units)

Business 80, Principles of Logistics (3)

Business 81, Transportation Management (3)

Business 82, Supply Chain Management (3)

Business 83, Operations Management (3)

Recommended Courses:

Business 50, Introduction to International Business (3)

Business 51, Intercultural Communication (3)

Business 52, International Marketing (3)

Business 53, Importing and Exporting (3)

Business 55, Southern California Connections (3)

After:

LOGISTICS/SUPPLY CHAIN MANAGEMENT (24 units)

Required Core Courses: (9 units)

Business 1, Introduction to Business (3)

Business 32, Business Communications (3)

Business 80, Principles of Logistics (3)

Concentration Courses: (9 units)

Business 81, Transportation Management (3)

Business 82, Supply Chain Management (3)

Business 83, Operations Management (3)

and

Select two additional course from the following courses: (6 units)

Accounting 1, Principles of Accounting (5) **or** Accounting 21, Business Bookkeeping (3)

Business 5, Business Law

Accounting/Business 45, Individual Financial Planning (3)

Business 50, Introduction to International Business (3)

Business 51, Intercultural Communication (3)

Business 52, International Marketing (3)

Business 53, Importing and Exporting (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

(the CIS course is strongly recommended if a student has few or no computer skills.)

ASSOCIATE IN ARTS DEGREE: MANAGEMENT/LEADERSHIP

BEFORE:

MANAGEMENT/LEADERSHIP (24 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 31, Business English (3) **or** English 1, Reading and Composition (3)

Business 32, Business Communications (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

Concentration Courses: (9 units)

Business 51, Intercultural Communication* (3)

Business 62, Human Relations & Ethical Issues in Business (3)

Business 65, Management Principles (3)

*May substitute Speech 5, Interpersonal Communication **or** Speech 7, Intercultural Communication

Select one additional course from the following courses: (3 units)

Accounting 1, Principles of Accounting (5) **or** Accounting 21, Business Bookkeeping (3)

Business 5, Business Law (3)

Business 76, Human Resource Management (3)

After:

MANAGEMENT/LEADERSHIP (27-29 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 5, Business Law

Business 32, Business Communications (3)

Business 65, Management Principles (3)

Concentration Courses: (12-14 units)

Accounting 1, Principles of Accounting (5) **or** Accounting 21, Business Bookkeeping (3)

Business 20, Introduction to Marketing (3)

Business 51, Intercultural Communication (3) or Speech 7 (3)

Business 62, Human Relations & Ethical Issues in Business (3)

and

Select one additional course from the following courses: (3 units)

Accounting/Business 45, Individual Financial Planning (3)

Business 50, Introduction to International Business (3)

Business 80, Principles of Logistics (3)

Business 83, Operations Management (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

(the CIS course is strongly recommended if a student has few or no computer skills.)

ASSOCIATE IN ARTS DEGREE: MERCHANDISING

MERCHANDISING (24 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 31, Business English (3) **or** English 1, Reading and Composition (3)

Business 32, Business Communications (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

Concentration Courses:

Business 20, Principles of Marketing (3)

Business 21, Merchandising Principles (3)

Business 25, Advertising Display (formerly Principles of Merchandising Communication (3)

and

Select one additional course from the following courses:

Business 22, Introduction to Advertising (3)

Business 23, Principles of Selling (3)

Business 28, Marketing Promotion (formerly Integrated Marketing Communication (3)

Business 62, Human Relations & Ethical Issues in Business (3)

After:

MERCHANDISING (24 units)

Required Core Courses: (12 units)

Business 1, Introduction to Business (3)

Business 20, Principles of Marketing (3)

Business 21, Merchandising Principles (3)

Business 32, Business Communications (3)

Concentration Courses: (9 units)

Business 22, Introduction to Advertising (3)

Business 25, Advertising Display (3)

Business 23, Principles of Selling (3)

and

Select one additional course from the following courses: (3 units)

Business 26, Marketing Research and Consumer Behavior (3)

Business 27 Introduction to E-Commerce

Business 28, Marketing Promotion (3)

Accounting/Business 45, Individual Financial Planning (3)

Business 62, Human Relations & Ethical Issues in Business (3)

CIS 1, Introduction to Computers (3) **or** CIS 4, Introduction to Computers with Business Applications (3)

(the CIS course is strongly recommended if a student has few or no computer skills.)

Associate in Science Degree for Transfer in Chemistry

Catalog description:

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

Core Courses

Chemistry 11, General Chemistry I (5)
Chemistry 12, General Chemistry II (5)
Chemistry 21, Organic Chemistry I (5)
Chemistry 22, Organic Chemistry II (4)
Chemistry 24, Organic Chemistry Laboratory II (2)
Math 7, Calculus 1 (5)
Total required units for the major: 26

Recommended Courses

It is strongly recommended that students take one of the following sequences prior to transfer.
Physics 21, Mechanics with Lab (5); Physics 22, Electricity and Magnetism (5); and Physics 23, Waves, Optics, Thermodynamics (5)
or
Physics 8, General Physics with Calculus (4) and Physics 9, General Physics with Calculus (4)
depending upon the major requirements of the intended transfer institution which can be verified via www.assist.org.

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

Transfer Model Curriculum Worksheet

CCC Major or Area of Emphasis: Chemistry

CSU Major or Majors: Chemistry

Total units 22 (all units are semester units)

“Core” Courses:

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

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

Associate in Arts Degree for Transfer in Political Science v4 (gd)

Catalog Description:

Upon successful completion of Santa Monica College’s AA-T in Political Science, the student will have an introduction to the field of Political Science and a strong academic foundation in the social sciences from which to engage in upper division coursework in Political Science. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into the Political Science major for many colleges and universities, including many of the California State Universities – in particular Dominguez Hill, Los Angeles, and Northridge. This degree complies with The Student Transfer Achievement Reform Act (Senate Bill 1440).

POLITICAL SCIENCE AA-T

	Course Title	Units
REQUIRED CORE:		
Political Science 1	National and California Government (CSUGE D8)	3
English 2	Critical Analysis and Intermediate Composition (CSUGE A3)	3
	Total Core Units:	6
List A		
SELECT 1 course from the following:		
Political Science 2	Comparative Government and Politics (CSUGE D8)	3
Political Science 7	International Politics (CSUGE D8)	3
	Total List A Units:	3
List B		
SELECT 3 courses from the following:		
	Anthropology 2, 3, 4, 7, 14, 20, 21, 22, Communication 1, 10, Early Childhood Education 18, Economics 1, 2, 5, 6, 15, English 32, Environmental Studies 7, Geography 2, 7, 8, 11, 14, Global Studies 5, 11, History 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 15, 16, 19, 20, 21, 22, 24, 25, 26, 29, 30, 33, 34, 38, 39, 41, 43, 45, 46, 48, 52, 55, 62, Nutrition 7, Philosophy 48, 51, 52, Political Science 2, 5, 7, 8, 11, 14, 21, 22, 23, 28, 31, 47, 51, 52, Psychology 1, 3, 6, 11, 13, 14, 18, 19, 25, Sociology 1 or 1s, 2 or 2s, 4, 12, 30, 31, 32, 33, 34, Spanish 9, 20, Speech 7, Urban Studies 8, Women’s Studies 10, 20, 30	9
	Total List B Units:	9
	Total Minimum Units for AA-T:	18