CURRICULUM COMMITTEE ▮ AGENDA

Wednesday, May 2, 2012 ▮ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

Members:

Guido Davis Del Piccolo, *Chair*	Diane Gross	Emily Lodmer	Jeffery Shimizu
Georgia Lorenz, *Vice Chair*	Aileen Huang	Walter Meyer	David Shirinyan
Brenda Benson	Maral Hyeler	Eric Minzenberg	Edie Spain
Ellen Cutler	Narhyn Johnson	Estela Narrie	Gary Taka
Karin Chan	Randal Lawson	James Pacchioli	Marco Vivero
Jasmine Delgado	Helen LeDonne	Deborah Schwyter	Carol Womack
Keith Fiddmont			Julie Yarrish

Interested Parties:

Maria Bonin	Mary Colavito	Mitra Moassessi	Linda Sinclair
Patricia Burson	Kiersten Elliott	Steven Myrow	Eleanor Singleton
Jamie Cavanaugh	Mona Martin	Katharine Muller	Chris Young
Jonathan Cohanne			

Ex-Officio Members:

Janet Harclerode	Harrison Wills

A G E N D A

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

I. Call to order

II. Public Comments*

IV. Chair's report

V. Information items:

    (Course Updates)
      3. CIS 51: HTML5, CSS3, and Accessibility

VI. Action items:

    (Consent Agenda)
      a. Broadcasting and Communication disciplines to be renamed 'Media Studies'

    (New Courses)

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.

(Degrees & Certificates)
   e. Removal of "Fundamentals of Interior Architectural Design" and Level 1 certificate for Digital Media; rename Level 2 certificate "Digital Media"

(Distance Education)
   f. Business 34: Introduction to Social Media Marketing…………………………………..30
   g. Business 53: Importing And Exporting…………………………………………………...5
   h. ECE 48: Adult Supervision And Mentoring ………………………………………………15
   i. GEOG 20/GIS 20/CIS 20: Introduction To Geographic Information Systems…………21

VII.   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 ❚ MINUTES

Wednesday, April 18, 2012 ❚ 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, *Chair*	Aileen Huang	Walter Meyer	David Shirinyan
Georgia Lorenz, *Vice Chair*	Maral Hyeler	Estela Narrie	Edie Spain
Jasmine Delgado	Helen LeDonne	James Pacchioli	Gary Taka
Keith Fiddmont	Emily Lodmer	Deborah Schwyter	Marco Vivero
Diane Gross		Jeffery Shimizu	Julie Yarrish

Members Absent:

Brenda Benson	Ellen Cutler	Narhyn Johnson	Eric Minzenberg
	Karin Chan	Randal Lawson	Carol Womack

Others Present:

Frank Dawson	Laura Manson	Eric Oifer	Wendy Parise
Nancy Grass Hemmert			Christine Schultz

M I N U T E S
(Items for action are listed alphabetically; items for information are listed numerically)

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

II. **Public Comments*:**
   None

III. **Approval of Minutes:**
   The minutes of April 4, 2012 were approved as presented.

IV. **Chair's report**

V. **Information items:**

   (Course Updates)

   1. COM ST 11 Elements Of Public Speaking (Formerly SPEECH 1)
   2. COM ST 12 Persuasion (Formerly SPEECH 2)
   3. COM ST 13 Voice And Diction (Formerly SPEECH 3)
   4. COM ST 14 Oral Interpretation: Performing Literature Across Cultures (Formerly SPEECH 4)
   5. COM ST 16 Fundamentals Of Small Group Discussion (Formerly SPEECH 6)
   6. COM ST 21 Argumentation (Formerly SPEECH 11)
   7. COM ST 35 Interpersonal Communication (Formerly SPEECH 5)
   8. COM ST 37 Intercultural Communication (Formerly SPEECH 7)

*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.

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VI. Action items:

(Consent Agenda)

a. **'Speech' discipline renamed 'Communication Studies' (see courses 1-8 listed under "Course Updates")** – presented by Frank Dawson and Nancy Grass Hemmert.

The Communication department will be renamed "Communication and Media Studies" "Speech" discipline will be renamed "Communication Studies".   Film and Journalism disciplines will retain their heading. Broadcasting should also retain a reference in the catalog that sends students to Media Studies as those classes now are listed under that heading. These changes are necessary in order to better align these offerings at SMC with industry and nationwide standards.

Motion made by: Maral Hyeler   **Seconded by:** Helen LeDonne
The motion passed unanimously.

(New Courses)

b. **POLI SCI 3: Introduction to Politics: Justice, Power and Agency** – presented by Eric Oifer

Motion made by: Marco Vivero   **Seconded by:** Diane Gross
The motion passed unanimously.

(Degrees & Certificates)

c. **Associate in Science for Transfer (AS-T), Early Childhood Education** – presented by Laura Manson and Wendy Parise.

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

VII. Adjournment:
The meeting was adjourned at 3:40 p.m.

The next meeting will be held on Wednesday, May 2, 2012 at Drescher Hall-Loft 300E at 3:00 p.m.

Respectfully submitted,

Georgia Lorenz, Vice Chair
GL/gs

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for BUS 53 - Importing And Exporting

Course Cover	
Discipline	BUS-BUSINESS
Course Number	53
Full Course Title	Importing And Exporting
Catalog Course Description	This course presents an overview of importing and exporting as drivers of globalization. It is designed to help students explore the benefits, costs, and risks of importing and exporting as well as the trade regulations involved, the documentation and licensing required, and the public and private sources of financing and other assistance available. It stresses cross-cultural comparisons of foreign business, legal and political practices, trade patterns, and markets as a means of implementing successful import/export plans. Currency exchange, sources and methods of market research, terms of payment, broker services, insurance, letters of credit, transportation and barriers to entry will also be covered.
Rationale	
Rationale	To reach students who may not live in Los Angeles and Santa Monica and to make it available to students who live in other countries. To give accessibility to working professionals who might find it difficult to go to on campus to take a class. Greater accessibility will also hopefully promote more students achieving the International Business Certificate of Achievement.
Proposal Information	
Proposed Start	Year: 2012 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Minimum Qualification	
Minimum Qualifications:	Business (Masters Required)
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree • Logistics Certificate of Achievement • Entrepreneurship, International Business, Logistics Department Certificate • International, Logistics

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Assess the export and import potential of specific products and services.
2. Design a plan for setting up a profitable import or export business and for marketing its products and/or services.
3. Research markets by comparing cross-cultural differences in the areas of business practices, legal and political practices, trade patterns, customs, market preferences and expectations, etc.
4. Identify the benefits, costs and risks of importing and exporting specific products and services.
5. Determine market entry strategies that include consideration of distribution, promotion, pricing and localization.
6. Identify ways to increase market exposure abroad and to find overseas buyers and distributors.
7. Identify export and import regulations and the documentation and licensing required to transport products.
8. Identify ways to deliver the goods successfully and to get paid for those goods by taking into account such things as packaging; marking and labeling; transportation; letters of credit; surety bonds; payment terms; insurance; documentary drafts; consignment sales; factoring and forfeiting; counter trading and bartering, and working with freight forwarders, customs and other brokers.
9. Identify public and private sources of financing and assistance.

Course Content	
8%	Overview of export/import and the concept of globalization
6%	Assessment of exporting as an opportunity: SWOT analysis; export readiness, demand indicators, export demand, and competitiveness indicators
5%	Exploration of the myths about exporting
7%	Benefits, costs, and risks of importing and exporting
10%	Development of import and export marketing plans
5%	Identification of and selection of most profitable and most feasible markets: criteria, matrices, and sources of market assessment data
5%	Identification of public and private sources of assistance
5%	Determination of market entry strategies: distribution, promotion, pricing, localization

4%	Increasing of market exposure abroad
6%	Finding foreign buyers and distributors
11%	Importing into the U.S
7%	Market research on prospects
6%	Preparation of and delivery of goods
9%	Compliance with trade requirements
6%	Getting paid for the goods
Total: 100%	

Methods of Evaluation

Methods	21% - Exams/Tests Midterm Exam 21% - Final exam 22% - Other Export/Import Project Presentation (and related assignments) 20% - Projects Market Comparison Projects 16% - Written assignments 4 Assignments 100% - Total

Methods of Presentation

Methods	Lecture and Discussion
Other Methods	Case studies, videos, PowerPoint presentations, student presentations of business and marketing plans

Appropriate Textbooks

Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	

1. Woznick. *Basic Guide to Exporting*, ed. U.S. Department of Commerce, 2006

2. Weiss, Kenneth. *Building an Import Export Business*, Fourth ed. Wiley, 2007, ISBN: 9780470120477.

3. Cavusgil, Tamer,. Daniels. *Import/Export*, ed. Pearson, 2011, ISBN: 1-256-54827-8.

Assignments

Sample Assignment
Sample Assignment

Students choose a product and show why it is unique in a foreign market.
Students research & justify why their products have export or import potential in the foreign country. Students research if their product needs a license to be imported or exported. Students define the trade regulations and documentation required for their product as well as duties & tariffs they will pay and must decide what mode of transportation and logistics they will implement.

Sample Assignment # 1
a. Choose a product
b. Show why it is unique
c. Choose a foreign market

Sample Assignment # 2
a. Define trade regulations and required documentation for your product, including:
b. Tariffs and Taxes
c. Transportation and logistics

Assignments are due during the week they are assigned. They have to be submitted electronically in the Drop box.

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	

Student Learning Outcomes
1. Students will prepare an international exporting or importing plan that incorporates the principles taught in this class. These principles include risk analysis, marketing plan, market entry strategies, increasing market exposure, finding buyers, distributors, complying with trade requirements, and getting paid.
2. Students will identify and understand the procedures and other considerations for starting their own import/export firm.

Transfer/General Ed
CSU/UC Transfer Course
B. Transfers to CSU

Comparable Transfer Courses
College Info

Distance Ed	
Distance Education Application	
Delivery Methods	Online/Web-based
Need/Justification	

Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional

	course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills "effective contact between faculty member and student" required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course **Student Interactions**	
Student-Instructor Interaction	I will send a welcome letter to students one or two weeks before class starts. We will have 5-10 threaded discussions at the end of the book's chapters to verify students understanding. Students will have opportunity to chat with instructor live during a set day and time, weekly. I will be sending students emails and post announcements in the class regularly.
Student-Student Interaction	Students will participate in 5-10 threaded discussions related to chapter topics to create an environment of community in the class. Students will have available both email and chat functions in the online class to communicate with each other.
Student-Content Interaction	Students will read designated textbook chapters each week and participate in the following activities: Online lecture, assignments, Midterm and Final Exam.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Study and/or Review Sessions	Chapter quizzes and case studies	10%
Online Lecture	Web-based lecture presentations and website links to additional material	15%
Videos	Textbook chapter videos and web links to video sources	10%
Discussion	Threaded Discussions	15%
Project Presentation	Students present their export or import project which they worked on the whole semester	20%
Exams	Midterm and Final Exams	20%
Written assignments	Students submit written assignments based on what they learned, turned into dropbox.	10%

Note: The header cell above the table reads "Students will read 20 chapters total from the textbook."

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

Overall I divide the class into 7 modules:

1. Introduction to Import and Export
2. Import and Export Marketing
3. Import and Export Regulations
4. Doing Business in the Globalized World
5. Trade Agreements
6. Logistics
7. Import and Export Financing

Module 1: Introduction to Export & Import

The first two weeks students will be introduced to the Import-Export world. To assess export and import potential of products and services, students identify ideas and useful questions to set up an import export business.

Module 2: Import and Export Marketing

In weeks three and four, students will be identifying and selecting best markets by doing market research, determining market entry strategies, and identifying ways to increase market exposure. Students are provided with internet resources, statistics and general information for finding overseas buyers, distributors and suppliers.

Module 3: Import and Export Regulations

During weeks five, six, and seven, students learn and identify export and import regulations, licenses, foreign standards and certification requirements, and economic sanctions.

Week eight, midterm exam

Module 4: Doing Business in the Globalized World

Weeks nine and ten, students compare cultural differences and business practices around the world. Doing business in the integrated Americas, Europe, Africa, China, India, Middle East and Asia
Developing products for global markets.

Module 5: Trade Agreements

Weeks eleven and twelve- Free Trade zones: Trade Agreements are very important in the import and export world, students identify advantages of Free trade agreements
Tariffs and Trade: Current tariffs applied to products.
Government support and information sources
Politics of International Trade

Module 6: Logistics

Week thirteen, students learn ways to deliver the goods, receive payment, consider packaging, marking and labeling, as well as transportation and insurance. Also covered are: methods of payment, working with freight forwarders and customs brokers, and documentation required to transport products.

Module 7: Import and Export Financing

Week fourteen, students identify public and private sources of financing and government assistance

Week fifteen, export/import project presentation

Week sixteen, final exam

The structure of a class is as follows:

1. READING: Students will have to read chapters from textbooks before our weekly class; students will need to prepare readings in advance.

2. PRESENTATION: Students will have to access web-based presentations both static and interactive, these presentations help students reinforce what they read from the books.

3. REVIEW: Students will be able to solve case studies and answer quizzes at the end of each

chapter, and at the end of each week.

4. THREADED DISCUSSIONS: Students participate in all threaded discussions during the week they are assigned.

5. VIDEOS: Additional web links are provided for more information. Videos from websites such as: www.Export.gov
www.ita.doc.gov
www.ustr.gov

6. ASSIGNMENTS: Assignments are due during the week they are assigned. They have to be submitted electronically in the Drop box.

Required assignments include: Students research markets by comparing culture, business, legal and political practices, trade patterns, customs; market preferences and expectations.

Students choose a product and show why it is unique in a foreign market.

7. FINAL PROJECT PRESENTATION: Students present their Import/Export projects. This project is a practical paper where students apply all concepts and theory they learned during the semester. Students will record themselves presenting and will submit completed homework in the Drop box.

4. Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

eCollege or eLearning management system training,
eCompanion training,
508 Compliance training.

5. Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Technical support assistance

Links to:

SMC Library for consulting information

Student Conduct Code for information about College Regulations

SMC Honor Council, for details on plagiarism

Export.gov: Database of government services concerning trade leads, marketing, financing programs, and trade missions offered by the federal government.

U.S. Customs and Border Protection (CBP) is a federal law enforcement agency of the United States Department of Homeland Security charged with regulating and facilitating international trade, collecting import duties, and enforcing U.S. regulations, including trade, customs and immigration.

6. Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

This course will be an accessible web design with the use of online resources, such as the WebAIM, Exam Time Multiplier, Articulate, publisher materials, captioning, data tables and forms that meet accessibility standards.

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

Course Objective:

Identify ways to increase market exposure abroad and to find overseas buyers and distributors:

1. With the use of eCollege TunesU: Students will listen to a podcast about different ways to find overseas buyers and distributors. Students can save the file to their desktop or play it on their ipods, iphones, etc.

2. Students will discuss the main points of the podcast in a thread discussion.

Assessment Best Practices

20%-**Project Presentation** - 44-33 points-clearly reflects specific information presented in the course. Clear evidence that higher level thinking skills were used in the creation of the final project. Student presents information in a logical, and interesting sequence. Student demonstrates full knowledge with explanations and elaboration. Student's graphics explain and reinforce presentation. Student maintains eye contact, seldom returning to notes. 32-22 points: Some evidence that higher level thinking skills were used in the creation of the final project. Student presents information in logical sequence which audience can follow. Student's graphics relate to presentation. Student maintains eye contact most of the time but frequently returns to notes. 21-11 points: Little evidence that higher level thinking skills were used in the creation of the final project. Audience has difficulty following presentation because student jumps around. Student occasionally uses eye contact, but still reads most of report. Student incorrectly pronounces terms. 10-1 points: Demonstrates a lack of understanding in the knowledge, skills, and strategies from the course. Audience cannot understand presentation because there is no sequence of information. Student uses superfluous graphics or no graphics. Student reads all of report with no eye contact. Student mumbles, mispronounces terms. 0 points: No presentation

20%-**Assignments/Homework** - 8 points: Thorough and thoughtful response. Clearly reflects specific information presented in the course. Demonstrates depth of understanding in the knowledge, skills, and strategies from the course. 6 points: Complete response, somewhat relates to specific information presented in the course. Demonstrates some understanding in the knowledge, skills, and strategies from the course. 4 points: Superficial response and general in nature not related to specific course content. Demonstrates a lack of understanding in the knowledge, skills, and strategies from the course. 2 points: Incomplete and nonspecific response,

submission is confusing. 0 points: No answer to homework questions

20%-**Case Studies** - 40-30 points: Clearly reflects specific information presented in the course. Clear evidence that higher level thinking skills were used in the creation of the case study. Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading. Supplements case study with relevant and extensive research. Clearly and thoroughly documents all sources of information. 29-20 points: Some evidence that higher level thinking skills were used in the creation of the answers. Complete in most respects; reflects most requirements. Supplements case study with relevant research. Documents all sources of information. 19-10 points: Little evidence that higher level thinking skills were used in the creation of the case study. Incomplete; reflects few requirements.Presents a superficial analysis of some of the issues identified. Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading. 9-1 points: Demonstrates a lack of understanding in the knowledge, skills, and strategies from the course. Incomplete in most respects. Demonstrates an inadequate understanding of the topic(s) and issue(s). 0 points: No submission of case studies.

25%-**Essay Exams** - 4 points: Correct answer, demonstrates in-depth knowledge of the subject matter. Provides detailed descriptions and examples 3 points: Correct answer 2 points: correct answer with minor errors 1 point: answer is technically correct but shows no explanation 0 points: wrong answer

15%-**Threaded Discussions** - 10-9 points-Demonstrates excellence in grasping key concepts; stimulates discussion; provides sample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary. 8-7 points-Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions but no supporting content from textbook provided. 6-5 points- Has mostly shallow grasp of the material; offers inadequate levels of support. Poor language only an occasional idea surfaces clearly; overuse of the simple sentence and a redundancy with words and commentary; paragraphs often appear unrelated to each other. 4-1 points- A minimal posting of material. Shows no significant understanding of material. 0 points-No answer to discussion topics or questions; wrong topic.

Attached Files
No Files attached

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for ECE 48 - Adult Supervision And Mentoring

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	48
Full Course Title	Adult Supervision And Mentoring
Catalog Course Description	The State of California Commission on Teacher Credentialing requires this course for Master Teachers, Site Supervisors and Program Directors as well as for application to the California Early Childhood Mentor program. Included in the course is the study of the methods and principles of mentoring student, assistant and newly hired teachers, as well as volunteers in early childhood/child development classrooms. Emphasis is on increasing the knowledge, skill and attitude of classroom teachers who function as mentors to practicum students and new teachers while simultaneously addressing the needs of children, parents and other staff. As a component of course work, this class requires 4 hours of time to complete an infant/toddler or preschool live observation using a standard assessment tool and creation of a plan for mentoring.
Rationale	
Rationale	We are updating this course since the creation and last revision was in 2002.
Proposal Information	
Proposed Start	Year: 2012 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	36.00

Repeatability	May be repeated 1 time(s)
Grading Methods	Letter Grade or P/NP

Minimum Qualification	
Minimum Qualifications:	No Minimum Qualifications For this Course

Program Applicability	
Designation	Credit - Not Degree Applicable
Proposed For	

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Identify and explain the difference between supervision and mentoring.
2. Describe the levels of competence in an early childhood teacher's profiency.
3. Use self-reflection and self-assessment tools as preparation for a mentoring relationship.
4. Identify the developmental stages of adults and the learning stages for career teachers.
5. Analyse the context of difference (e.g. culture, age, sexual orientation) and its impact on appropriate guidance for adult learners working in early childhood education/child development environments and classrooms.
6. Demonstrate sensitivity to and awareness of diversity in student teachers using the variables of age, race, culture, class and gender.
7. Articulate through a written statement a philosophy of learning (citing evidence for one's position based on major theorists) and identify special competencies that would contribute to effective mentoring.
8. Identify effective strategies that foster connection and partnership with others.
9. Demonstrate an ability to negotiate agreements and articulate goals which support a protege's strengths or meet a protege's challenges.
10. Practice and demonstrate offering constructive feedback and problem solving strategies.
11. Identify the components of a safe, developmentally appropriate learning environment for young children.
12. Evaluate an actual working environment and assess its appropriateness in fostering the growth of new teachers, students teachers and other adults.
13. Create a viable mentoring plan based on the working environment assessment.

Course Content	
20%	Overview of the developmental stages of adult learners, adult learning styles and stages of development for career teachers. Review of knowledge, skills and attitude competencies necessary for effective teaching of young children.
30%	Communication skills necessary for appropriate interactions with adults (e.g. listening with intent, giving feedback, and problem solving).
10%	Examination of issues and behaviors related to diversity appreciation and the development of anti-bias attitudes and interactions.
20%	Review the key elements of developmentally appropriate environments for children as noted in the Early Childhood Environmental Rating Scale

	Revised (ECERS-R).
20%	Information on the mentoring process across professions; the mentor/student relationship; and the difference between supported and unsupported mentoring.

Total: 100%

Methods of Evaluation

Methods	• 15% - Class Work Peer reviews of reflection and answers required by CA ECE mentor application • 50% - Homework self-assessment exercises • 35% - Written assignments Welcome packet for student teachers, ECERS-R observation and mentor plan • 100% - Total

Methods of Presentation

Methods	Group Work Lecture and Discussion Observation and Demonstration
Other Methods	Video

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA

Textbooks

1. Harms T., Clifford R., Cryer D.. *Early Childhood Environment Rating Scale - Revised Edition*, revised ed. Teacher's College Press, 2005

2. Zachary, Lois J.. *The Mentor's Guide*, 2 ed. Jossey-Bass, 2012

Assignments

Sample Assignment

Sample Assignment

1. Students will develop a write a personal philosophy of early childhood education and mentoring based on questions from the California ECE mentor application.
2. Students will compete several self-reflection exercises from the text.
3. Students will complete a preschool classroom evaluation using the ECERS-R.
4. Students will create a list of elements to be included in a packet for proteges demonstrating the principles of respect for diversity and competence in communication.

Pre/Corequisites & Advisories

Prerequisite
ECE 2

Skills Advisory

ECE 21	

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	

Student Learning Outcomes

1. Will develop a personal philosopy that highlights best practice in being a mentor to an early childhood professional.

2. Identify and catagorize 10 relationship based strategies for working sucessfully with adults

Distance Ed
Distance Education Application

Delivery Methods	Online/Web-based
Need/Justification	

Distance Education Quality

Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills "effective contact between faculty member and student" required by Title 5.

	Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities
Guidelines and Questions for Curriculum Approval of a Distance Education Course **Student Interactions**	
Student-Instructor Interaction	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments.
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Threaded discussion of relevant topics	33.3%
Online Lecture	Narrative with embedded web links and video links if applicable	10%
Written assignments	Self reflection, observations, plans, philosophy	33.3%
Other (describe)	Small group (diad) peer review of specific written assignments	23.3%

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

The course will be taught over the period of 8 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, textbook assignment reading, engagement in discussion through discussion threads, a self assessment quiz or self-reflection exercise or writing, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the course to supplment understanding as well as other online resources as appropriate.

4. Describe the technical qualifications an instructor would need and the support that might be

necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)
The instructor would need to be familiar with each of the tools in the eCollege platform and be able to use them efficiently. In addition, they need to be knowledgable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document.
5. Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)
A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as in our department Teacher Resource Room (TRR).
6. Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
FAC 101 contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines will be carefully followed to ensure we are in compliance. Any videos in the course will be close captioning if they do not already include that option.
7. Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
1. Identify and explain the difference between supervision and mentoring.   Read online lecture - Difference between supervision and mentoring.   Read Ch. 1 from The Mentor's Guide.   Take a self-corrected online quiz   Complete exercises 1, 2, and 5 in textbook and upload your findings into the appropriate dropbox

Assessment Best Practices
30%-**Threaded discussion - guidelines for each discussion clearly deliniated** - Threaded discussion grading rubric   70%-**Written papers uploaded in dropbox** - Written assignment assessed by rubric which include constructive feedback from instructor

Attached Files
No Files attached

Santa Monica College
Update (NON-Substantial Changes)
Expanded Course Outline for GEOG 20 - Introduction To Geographic Information Systems

Course Cover	
Discipline	GEOG-GEOGRAPHY
Course Number	20
Full Course Title	Introduction To Geographic Information Systems
Cross Listed Course	CIS 20 GIS 20
Catalog Course Description	Geographic Information Systems (GIS) are computer-based systems used to collect, store and analyze geographic information. This course will present the concepts and applications of GIS. Through lectures and exercises, the student will gain an understanding of GIS and how it can be used to create maps, charts, images and other types of presentations. Other related technologies, such as map reading, remote sensing and basic cartographic skills will also be explored.
Rationale	
Rationale	To offer as Distance Ed
Proposal Information	
Proposed Start	Year: 2010 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	90.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Minimum Qualification	
Minimum Qualifications:	Geography (Masters Required)

Program Applicability	
Designation	Credit - Degree Applicable

Course Objectives
Upon satisfactory completion of the course, students will be able to:
1. Demonstrate a fundamental cartographic knowledge of map projections, scale, coordinates and mapping accuracy.
2. Explain geographic data's four components: position, attributes, spatial relationships and time to aid in retrieving, manipulating, analyzing and displaying spatially-referenced data.
3. Demonstrate a working knowledge of GIS software and associated hardware to determine appropriate use of the technology.
4. Use ArcView 9.x, developed by Environmental Systems Research Institute (ESRI), Redlands, California to perform simple spatial analyses.

Arranged Hours Objectives
Upon satisfactory completion of the course, students will be able to:
1. Demonstrate knowledge of and report on available data on the Internet: who is producing it, why are they producing it, and how good is the quality and usability of the data
2. Practice data conversion techniques (downloading, importing, and converting file types, etc.)
3. Develop a quality, GIS-ready database, of interest to the student, that will be used later for a GIS analysis project

Course Content	
20%	• Components of a GIS • The Success with which a GIS can be used • Geographic Data • GIS vs. CAD vs. DBMS vs. computer mapping • Land Information Systems • Why use a GIS? Who uses a GIS? Applications of GIS
5%	• History of Remote Sensing • Remote Sensing Resolutions • Remote Sensing Sensors • Steps Used to Analyze Remotely Sensed Data • Applications of Remote Sensing to GIS
15%	• Data Entered into a GIS • Methods of Data Input • GIS Output
15%	• Components of Data quality • Sources of Error
10%	• Two approaches to database management • Classic data models
20%	• Cartographic Modeling

	• Divisions of GIS Functions • Maintenance and Analysis of Spatial Data • Maintenance and Analysis of Non-Spatial Data • Integrated Analysis of Spatial and Attribute Data • Output Formatting
15%	Implementing a GIS, Legal & Ethical Issues in GIS Six Phased Approach to GIS Implementation 1. Phase 1: Awareness 2. Phase 2: System Requirements 3. Phase 3: Alternative Systems 4. Phase 4: Development of a Plan 5. Phase 5: Acquisition and Start up 6. Phase 6: Operational Management
Total: 100%	

Methods of Evaluation	
Methods	• 40% - Other 20% Completed Class Assignments 20% Completed Exercise Workbook, Data Dictionary/Metadata • 15% - Projects Final GIS Project • 45% - Exams/Tests Four Exams and Practicum, Final Exam • 100% - Total

Methods of Presentation	
Methods	Lab Lecture and Discussion
Other Methods	Lectures, accompanied by diagrams, demonstrations, PowerPoint and lab exercises

Arranged Hours Instructional Activities	
Methods	Lecture and Discussion
Other Methods	Several databases may need to be downloaded before the student finds the one to keep - delete all other ones not used Prepare the database as if it were going to be used immediately for a GIS project; that is, make sure it is complete and in working condition for ArcView Get data from many sources (USGS, Census Bureau, ESRI Web Site, etc.) this will give the student practice integrating disparate datasets

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Vicki Drake . *Beginning ArcView 9.x Exercise and Workbook*, ed. -, 0	

2. Heywood, Cornelius, and Carver. *An Introduction to Geographical Information Systems*, 3rd ed. -, 0

Assignments
Sample Assignment
Sample Assignment

1. Map Projections Exercise: Learning Goals:
    1. Understand that specific projections are designed for different purposes
    2. Differentiate characteristics of purposefully designed projections
        1. Conformal (using Mercator as an example)
        2. Equal Area (using Peters, Mollweide, and Sinusoidal as examples)
    3. See how "distortion indices" change when projection choice changes
    4. Students will explore two different GIS projects in different projections – one is a conformal projection, the other is equal area. Students will examine the differences between the two projections and write up a short report on their findings.
2. Demographic Variables Analysis: Learning Goals:
    1. Using Fort Bend County, Texas' entire file of TIGER maps and demographic data updated from the 1990 census, a demographic analysis will be performed.
    2. In this exercise, the county school board wishes to judge the effectiveness of the different ways of teaching to English-as-a-Second-Language students. The GIS student's task is to identify various schools which have a large Hispanic population of primary-school children, and identify which of these neighborhoods are low-income areas.

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	

Student Learning Outcomes
1. Students completing this class will have a greater comprehension of maps and the skills needed to manipulate spatially-oriented data in the map format.
2. Students will practice various methods of data acquisition, including Global Positioning Systems (GPS) as well as the World Wide Web.
3. Students will perform laboratory exercises, including workbook exercises, assignments, textbook CD-ROM exercises, leading to the production an independent Final Project to be presented at the end of the semester.

Program Learning Outcomes
1. Students will be able to identify spatial patterns and interrelationships between systems and

cycles that affect life and shape landscapes.	
2. Students will demonstrate cartographic literacy, including map interpretation and, using spatial analysis skills, will be able to analyze, recognize and evaluate spatial distributions on all scales from local to global to become better global citizens.	

Transfer/General Ed
CSU/UC Transfer Course
A. Transfers to UC (pending review) B. Transfers to CSU
CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
D5 - Geography

Comparable Transfer Courses
College Info UC UC Los Angeles

Distance Ed **Distance Education Application**	
Delivery Methods	Online/Web-based
Need/Justification	

Distance Education Quality	
Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills "effective contact between faculty member and student" required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable

	Complies with current access guidelines for students with disabilities

Guidelines and Questions for Curriculum Approval of a Distance Education Course **Student Interactions**	
Student-Instructor Interaction	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments.
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include practice quizzes, sample code and online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment. The practice quizzes provide immediate feedback to support different student learning styles.

Online class activities that promote class interaction and engagement	**Brief Description**	**Percentage of Online Course Hours**
Discussion Boards	A number of selected readings on topics (both technical and conceptual) in GIS will be posted for all students. Students will be asked to read the articles and post comments, analysis and critiques of the article through a threaded discussion	10%
Online Lecture	Online PowerPoint presentations and narrative with embedded website links to additional material	15%
Project Presentation	Students will post and share their final projects consisting of maps, written analysis, data dictionaries, metadata and others	15%
Exams	Exams based on lectures, as well as exercise workbook lessons	25%
Other (describe)	Exercise Workbook: a workbook designed with weekly exercises to be completed, submitted and uploaded; students will be able to comment on the work they have individually submitted	35%

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

Organized around approximately 15 weekly units, content will be delivered in two primary formats. First, currently used on-ground lectures will be converted into a combination of annotated PowerPoint slides and formatted-text web pages. In either format, the presentations will include active links to relevant materials available elsewhere online.

Second, following the pattern of the on-ground course, each unit will be accompanied by assigned chapters from the exercise workbook for the course.

Third, students will complete assignments using the GIS software. Each assignment is gauged to test and stretch the student's ability to manipulate data and use the software to complete increasingly difficult and independent assignments.

4. Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Instructor will need overall expertise in working with related software and programs to create and maintain data and/or maps that can be combined with geographically referenced data. GIS software has the capacity to relate different types of data such as socioeconomic, demographic, administrative or political boundaries, land use, land cover, environmental, infrastructure, and transportation networks.

Currently, SMC's licensing with ESRI allows for students to obtain a one-year license of the software which can be uploaded to a personal laptop. This allows the students to have access to the software outside the campus.

5. Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Since this course relies significantly on learning a software combined with readings, online library and bookstore resources would be helpful. Materials for minor research tasks associated with some of the assignments are freely available via the World-Wide Web.

6. Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

Online lecture presentations and assignments will be made accessible by incorporating design features such as alternative text, headings for data tables, and skip navigation. Whenever possible, links to additional materials that are likewise accessible will be chosen; when that is not possible, appropriate alternative accommodations will be made by the instructor.

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

A primary lesson in GIS and cartography is the understanding of Coordinate Systems, Map Projections and how they work within a GIS software system.

An online tutorial will provide students with the necessary tools to understand how GIS software displays geo-referenced features and how the position of these features can be displaced using various Map Projection systems.

The Map Projection Assignment will introduce students to map projections. A map projection transforms the 3D surface of the spherical earth into a flat, 2D surface. As discussed in the PowerPoint lecture, there are an infinite number of ways to project maps, and every map projection distorts something: area, angle, direction, and distance. This assignment has two parts. Part I will teach the students how to change and understand projection in ArcGIS, and Part II will ask them to select an appropriate map projection given a specific defined use of a map. Sources of additional information on map projections which may be useful for this assignment can be found in the course readings and lecture.

Objectives
1. Familiar with Map Projection
2. Changing map projections and datum in ArcGIS
3. Real-world map projection exercise

Completed Assignment
A completed assignment includes answers to all questions stored in Word, PDF, Text, RTF (or other format) and maps (exported as PDF or JPEGs). Both portions of the assignment will be uploaded to the appropriate Dropbox.

Students will be given specific instructions and steps to follow in both part 1 and part 2, with questions inserted for students to answer, while they are working through the exercise. Finally, in part 2, students will be assigned a map projection task where they can demonstrate their knowledge of map projections by producing a map.

Sample questions for Part 1:
1. What is the projection of the template?
2. What is the datum of the template?
3. If you project the map into another system: what happens to the shape and look of the United Stated and why?
4. For each of the following projections, describe the overall shape, briefly discuss the resulting distortion (a sentence or two is sufficient), and indicate why someone would want to use that particular projection.
a. Cylindrical Equal Area
b. Mercator
c. Sinusodial

Sample task for Part 2: Map Projection Task:
Your boss was messing around on eBay and came upon a few passenger airlines up for bid at ridiculously low prices, due, of course, to the recent bankruptcy of numerous U.S. airlines. "Dubious Airlines" (known as "Dubi Air" around the office) plans to start flights between Los Angeles, CA and Bogota, Columbia soon, as no other airlines currently connects these two vital locations. Your boss storms into your cramped cubicle one morning, requesting that you create a map projection which can show the route between Los Angeles, CA and Bogota, Columbia for the Dubious Airlines brochure. You recall that your boss is fond of globes, and has a collection of over 600 in his home (including a rare globe of California). (Hint) Choose a map projection

which can show both CA and Columbia: it need not preserve areas or angles (shape), nor does it need to show all of the earth at one, but should look just like a little globe.

Assessment Best Practices

20%-**Three unit exams** - Exams keyed to online lecture presentations for each unit as well as basic knowledge of GIS software. Exams will include a combination of multiple-choice, fill-in-the-blank, mix-and-match, and short essay questions

10%-**Threaded discussions** - Grading rubric which assesses content accuracy, post quality, and amount of participation

20%-**GIS Final Practicum** - Grading based on submission of final maps, analysis, data dictionary, metadata

15%-**GIS Assignments/maps/reports** - Grading based on completion of assignments, cartographic excellence of submitted maps and spatial analysis

15%-**Completed GIS Exercise Workbook** - Grading based on correctness and completeness of individual exercises.

20%-**GIS Final Project** - Grading based on quality of final project, implementation of GIS software, spatial analysis and submitted maps, along with written report with references

Attached Files

No Files attached

Santa Monica College
New SMC Course
Expanded Course Outline for BUS 34 - Introduction to Social Media Marketing

Course Cover	
Discipline	BUS-BUSINESS
Course Number	34
Full Course Title	Introduction to Social Media Marketing
Catalog Course Description	This course provides students with an introduction to social media (in the context of business marketing strategy), including social communities, publishing, entertainment, and commerce. Opportunities and limitations of current social media platforms will be examined. The course will emphasize social media's strategic role in traditional marketing, how to build effective social media marketing strategies, and how to track their effectiveness.
Rationale	
Rationale	Social Media has emerged as a distinct marketing communication channel and area of study. In addition, our Advisory Board has identified this topic as an area to expand our course offerings in marketing.
Proposal Information	
Proposed Start	Year: 2012 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	Traditional lecture based course.

Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Minimum Qualification	
Minimum Qualifications:	Business (Masters Required) Business Education (Masters Required) Management (Masters Required) Marketing (Masters Required)

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Certificate of Achievement • Marketing Department Certificate • Business Marketing

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe the scope of social media marketing and identify current and emerging platforms.

2. Explain how consumers interact socially and its impact on information diffusion.

3. Identify the methods used to evaluate the effectiveness of social media campaigns.

4. Identify social media strategies that are appropriately integrated with an overall marketing strategy.

5. Examine the interrelatedness and convergence of social media platforms with traditional marketing communication techniques and channels.

Course Content

8%	Foundations of social media
7%	Marketing communication and social media strategy
7%	Consumer behavior and social media strategy
6%	Marketing research and social media strategy
15%	Social communities (e.g. social networking websites, message boards, forums, wikis)
15%	Social publishing (e.g. blogs, media sharing websites: video, photo, music, audio, presentations, document, and bookmark sharing)
15%	Social entertainment (e.g. social games, gaming websites, socially enabled console games, alternate reality, virtual worlds, and entertainment communities)
15%	Social commerce (e.g. reviews and ratings, deal websites, deal aggregators, social shopping markets, social storefronts)
6%	Social media metrics (e.g. measuring social media success)
6%	Ethics in social media marketing
Total: 100%	

Methods of Evaluation

Methods	• 50% - Exams/Tests • 20% - Final exam

	- 30% - Homework - 100% - Total

Methods of Presentation	
Methods	Group Work Lecture and Discussion Projects
Other Methods	

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA

Textbooks

1. Tuten, T, L and Solomon, M, R. *Social Media Marketing*, 1 ed. Upper Saddle River: Pearson Education, 2013, ISBN: 0132551799.

Periodicals

1. Stelzner, M. *Social Media Examiner*, Social Media Examiner Blog Volume 2012

Assignments
Sample Assignment
Sample Assignment

1. Participate in a threaded discussion on a current issue in social media marketing (e.g. What impact has Google+ had in expanding your social media penetration for your target market.)

2. Prepare a client proposal for a social media application using at least two social platforms.

Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	

There are numerous online resources. Here are some examples:
http://technorati.com/
http://www.sethgodin.com/sg/
http://www.chrisbrogan.com/
http://www.splashmedia.com/blogs/
http://www.likeable.com/blog/
http://www.marketingtechblog.com/
http://heidicohen.com/
http://pushingsocial.com/
http://www.thesaleslion.com/

http://blog.hubze.com/
http://www.jeffbullas.com/
http://www.viralblog.com/
http://socialmouths.com/blog/

Student Learning Outcomes
1. Demonstrate how social media can be strategically integrated into a traditional marketing communications campaign.
2. Identify key issues and trends, such as threats or opportunities, for evolving and emerging social media platforms.

Transfer/General Ed
CSU/UC Transfer Course
B. Transfers to CSU

Distance Ed
Distance Education Application

Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
Need/Justification	

Distance Education Quality

Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments Adequately fulfills "effective contact between faculty member and student" required by Title 5. Will not affect existing or potential articulation with other colleges Special needs (i.e., texts, materials, etc.) are reasonable Complies with current access guidelines for students with disabilities

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Student Interactions	
Student-Instructor Interaction	5-10 threaded discussions, email, text, conference calls
Student-Student Interaction	4-8 threaded discussions
Student-Content Interaction	Per chapter (10-15 chapters): Online lecture, practice quizzes, simulations, videos, games.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Threaded discussions on current issues	20%
Online Lecture	HTML 5 based lecture presentations. Both static and interactive PPT presentations.	30%
Project Presentation	Video presentation of completed project.	10%
Exams	Multiple choice and essay exams	10%
Written assignments	Students apply material through written assignments submitted electronically.	30%

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

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

4. Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college?s existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Basic eCollege or similar learning management tool experience or training. Experience with blog software, such as, Wordpress, recommended.

5. Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

No additional student support.

6. Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
The course will be designed using the tools and resources provided by SMC to meet Section 508 requirements.
7. Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Objective: Identify social media strategies that are appropriately integrated with an overall marketing strategy. Assignment: Prepare a client proposal for a social media application using at least two social platforms. Post completed homework in the Dropbox. You can either post your text or upload a Word, PowerPoint, Excel, Pages, Numbers, Keynote, PDF, Digital Image, or Google App file. Your SMC Google Apps account will offer you all the tools to complete your assignment.

Assessment Best Practices

30%-**Essay Exams** - Essays are given points as follows: 0-points, Wrong Answer 1-point, partially correct answer with major omissions 2-points, correct answer with minor errors 3-points, correct answer 4-points, correct answer, organized well. 5-points, correct answer, organized well, and used example(s) to illustrate your answer.

20%-**Threaded Discussions** - 0 points - No answer to discussion question(s); wrong topic discussed 10 points - An attempt was made, but response is confusing or not understandable 15 points - Response does not fully address question(s) or is not very clear; discussion is less than 30 words in length; multiple errors (typos, spelling, grammar) in the discussion are a barrier to understanding 20 points - Clear answer to discussion question(s) provided also meets length requirement. However, no supporting content from the textbook provided. 25 points - Clear, organized, and thorough answer to discussion question(s); specific material or concepts from the textbook to support position or opinion are evident; discussion meets or exceeds length requirement.

30%-**Homework Assignments** - 0 points - No answer to homework question(s) submitted 10 points - An attempt was made, but submission is confusing or not understandable 15 points - Submission does not fully address question(s) or is not very clear; submission is less than required length; multiple errors (typos, spelling, grammar) in the submission are a barrier to understanding 20 points - Clear answer to question(s) provided also meets length requirement. However, no supporting content, such as examples, provided. 25 points - Clear, organized, and thorough answer to question(s); included examples if appropriate; specific material or concepts from the textbook to support position or opinion are evident; discussion meets or exceeds length requirement.

20%-**Exams and Quizzes** - Multiple Choice questions.

Attached Files

No Files attached

Santa Monica College
New SMC Course
Expanded Course Outline for COMST 31 - Research Methods for Communication Studies

Course Cover	
Discipline	COMST-COMMUNICATION STUDIES
Course Number	31
Full Course Title	Research Methods for Communication Studies
Catalog Course Description	This course introduces the tenets and methods of social science research in general, and communication research in particular. The course provides an overview of both quantitative and qualitative research methods. Particular attention is given to experimental design, survey research, content analysis, and field research. The goal of this course is to prepare students for reading empirical research reports as well as prepare them for the upper division research.
Rationale	
Rationale	There is a growing expectation at receiving transfer institutions that students are "research ready." Students who excel upon transfer have some exposure to and experience in the area of academic research. This class will provide students a level-appropriate introduction to research methods to prepare them to participate in research opportunities upon transfer.
Proposal Information	
Proposed Start	Year: 2013 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total	54.00

Semester Instructional Hours	
Load Factor	1.00
Load Factor Rationale	1.0
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Minimum Qualification	
Minimum Qualifications:	Mass Communication (Masters Required) Other Speech Communication (Masters Required)
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree Communication Studies (forthcoming)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Distinguish between qualitative and quantitative research

2. Identify the various research methods (i.e. experimental, survey, content analysis, and naturalistic/qualitative inquiry), including the characteristics, strengths, and weaknesses of each method in the study of communication phenomena.

3. Articulate the underlying assumptions of and the differences between the various communication research methods.

4. Define and appropriately use the various terms, concepts, and technical vocabulary of communication research.

5. Critically read, understand, explain and evaluate communication and other research reported in scholarly journals as well as in the popular press

6. Formulate a research question, develop a hypothesis, and conduct a review of the related literature.

7. Apply the different research methods to various types of research questions and designs.

8. Assess the ethical choices of researchers in conducting and presenting research

9. Communicate the findings of original communication research appropriately in a variety of contexts.

Course Content

4.17%	Ways of Knowing
4.17%	Goals of Science & Approaches to Research
8.33%	Theories, Hypotheses, & Research Questions
4.17%	Introduction to Quantitative Research
4.17%	Defining Concepts and Variables
4.17%	Measurement (Operationalizing Variables)

4.17%	Reliability and Validity of Measurement
8.32%	Sampling
4.17%	Survey Research
4.17%	Correlation & Relating Variables
8.33%	Experimental Research
8.33%	Factorial Designs
4.17%	Content Analysis
4.17%	Introduction to Qualitative Research
2.08%	Assessing Quality in Qualitative Research
2.08%	Participant Observation and Ethnography
2.08%	Interviewing
2.08%	Discourse and Conversation Analysis
4.17%	Analyzing Qualitative Data
4.17%	Research Ethics and Politics
8.33%	Research Writing
Total: 100%	

Methods of Evaluation

Methods	10% - Class Work Individual activities and small group work. 40% - Exams/Tests Multiple choice, T/F, short answer, essay covering terms, concepts, and themes of research methods and writing. 10% - Homework Short written assignments and worksheets. 30% - Research Projects ORIGINAL RESEARCH ASSIGNMENT 10% - Written assignments JOURNAL ARTICLE ANALYSIS 100% - Total

Methods of Presentation

Opt Heading	
Methods	Group Work Lecture and Discussion Projects Service Learning
Other Methods	In-class activities, library research activities.

Appropriate Textbooks

Textbooks such as the following are appropriate:	
Formatting Style	APA

Textbooks
1. Wrench, J. S., Thomas-Maddox, C., Richmond, V. P., & McCroskey, J. C. . *(2008).* *Quantitative research methods for communication.* , ed. New York: Oxford, 2008, ISBN: 0195337476.
2. Lindlof, T. R., Taylor, B.C. . *Qualitative Communication Research Methods*, 3rd ed. Sage, 2010, ISBN: 1412974739.
Manuals
1. American Psychological Association. <u>Publication Manual of the American Psychological Association</u>, American Psychological Association, 07-01-2009

Assignments

Sample Assignment

Sample Assignment

1. ORIGINAL RESEARCH ASSIGNMENT

Each student will participate in an original research project in small groups. Using seed articles focused on specific communication topic areas, groups will identify a research area they would like to explore. Working as a group, they will develop a specific research question and hypothesis, conduct a literature review, design a suitable methodology for testing their hypothesis, and then run the test. As individuals, each student will write a ten-page APA paper outlining the study and their results.

2. JOURNAL ARTICLE ANALYSIS

Each student will find one article from a peer-reviewed communication journal to analyze. This should be one of the articles used for the research assignment. The analysis will include:

A. Citation: The APA style citation.

B. Intro/Lit Review: A brief overview of the study that identifies the topic and problem under investigation and an overview of what the earlier research found that led to the study under consideration.

C. Methodology: A brief description of the methodology used and how well it was suited for answering the research questions and test the hypothesis.

D. Results: A brief overview of the findings revealed in the results section of the paper.

E Discussion: A summary of the significance of the study: Why are these findings important? Discuss what we learn from this study in terms of the theoretical framework the author provided. Then offer some suggestions for future research that might be done based on what was learned in this study.

Pre/Corequisites & Advisories

Skills Advisory ENGL 21B	
Content Review	
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	No
Additional Comments/Information	

Here is a suggested list of library materials (this will also be attached):

Communication Research: Strategies & Sources - Rebecca B. Rubin, Alan M. Rubin & Linda J. Piele, Eds.
ISBN: 0534564860
Publication Date: 2005

Dictionary of Media and Communications - Marcel Danesi, Ed.
ISBN: 076568098X
Publication Date: 2009

Encyclopedia of Communication and Information - Jorge Reina Schement, Ed.
ISBN: 0028653866
Publication Date: 2001

Encyclopedia of Communication Theory - Stephen W. Littlejohn & Karen A. Foss, Ed.
ISBN: 1412959373
Publication Date: 2009

Encyclopedia of Political Communication - Lynda Lee Kaid a& Christina Holtz-Bacha, Ed.
ISBN: 1412917999
Publication Date: 2008

Intercultural Communication - Deborah A. Cai
ISBN: 1848601204

Publication Date: 2010

Media and Communication Research Methods - Arthur Asa Berger, Ed.
ISBN: 0761918531
Publication Date: 2000

The Handbook of Group Communication Theory and Research - Lawrence R. Frey, Ed.
ISBN: 0761910271
Publication Date: 1999

The International Encyclopedia of Communication - Wolfgang Donsbach, Ed.
ISBN: 1405131993
Publication Date: 2008

Student Learning Outcomes

1. Students will be able to compare and contrast four major research methods (i.e. experimental, survey, content analysis, and naturalistic inquiry), used to investigate communication behavior.

2. Students will be able to find and evaluate related, relevant, recent, and credible peer reviewed research articles related to a given communication topic area.

Transfer/General Ed

CSU/UC Transfer Course

A. Transfers to UC (pending review)
B. Transfers to CSU

IGETC Area 4: Social and Behavioral Sciences

G: Interdisciplinary, Social & Behavioral Sciences

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical

D7 - Interdisciplinary Social and Behavioral Science

Comparable Transfer Courses

College Info
UC
UC Santa Barbara
Communication Research Methods COMM 88

Attached Files

[List of Suggested Library Materials](#)

Santa Monica College
New SMC Course
Expanded Course Outline for VAR PE 43V - Varsity Soccer For Men

Course Cover	
Discipline	VAR PE-VARSITY INTERCOLLEGIATE SPORTS - MEN
Course Number	43V
Full Course Title	Varsity Soccer For Men
Catalog Course Description	The varsity soccer course provides a consistent laboratory for the development and enhancement of the skills required to participate in college soccer. The course is TBA in conjunction with regular season practice and competition as scheduled by the local and state community college athletics organizations. One repeat is allowed.
Rationale	
Rationale	Santa Monica College has reinstated a Men's Varsity soccer program and needs the corresponding course.
Proposal Information	
Proposed Start	Year: 2012 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 0
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 10.00 (Sem: 180)
Total Semester Instructional Hours	180.00
Load Factor	0.88

Load Factor Rationale	All varsity courses currently have a load factor of .875
Repeatability	May be repeated 1 time(s)
Notes on Repeatability (for the student)	All varsity courses currently have 1 time repeat.
Grading Methods	Letter Grade or P/NP

Minimum Qualification	
Minimum Qualifications:	Coaching

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Stand-Alone (not in any program)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Practice and apply the rules and regulations which govern intercollegiate soccer.

2. Demonstrate advanced sports specific skills; kicking, dribbling, passing.

3. Practice and apply warm-up and conditioning drills specific to position.

4. Demonstrate advanced game strategies.

Arranged Hours Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate defensive and offensive schemes and strategies to be used in competition.

Course Content

5%	Rules, regulations, officiating, game protocols
5%	Warm up and conditioning drills
15%	Dribbling techniques and drills
15%	Passing and kicking drills
20%	Defensive schemes and strategies
20%	Offensive schemes and strategies
20%	Scrimmage
Total: 100%	

Methods of Evaluation

Methods	50% - Class Participation Participation in scheduled practices and competitions. 50% - Other 20% Skill development measured by statistics from scrimmages and games. 20% Skill development measured by video and coaches observations. 10% Compliance with rules and regulations.

	• 100% - Total

Methods of Presentation	
Methods	Lecture and Discussion
Other Methods	Coaching/directed practice Technique Demonstrations Lecture and Discussion Game/scrimmage video

Arranged Hours Instructional Activities	
Methods	Field Trips Other
Other Methods	Team practice and competing in the conference, regional and state competitions.

Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Other	
1. Santa Monica College Student Athlete Handbook 2008	
2. NCAA Soccer Rules and Regulations June 2008	
3. FIFA Rules and Regulations June 2008	

Assignments
Sample Assignment
Sample Assignment

1. Video Analysis:

Each athlete will be responsible for analyzing a game film. Within this assignment they must be able to measure a number of tactical and technical elements that will be given to them within an individual basis.

Ex.: For a defender we would have her measure statistics such as: air balls won, 50/50 balls won, positive clearances made, etc…

- Also within this defensive frame of mind we would have the player measure some tactical areas as well: Defensive shape, rotations, pressure/cover defending, 1v1 and small group defending techniques, line of confrontation etc…

2. Goal Setting Assignment:

At the beginning of the season each athlete will write a paper (1-2 pages) on their individual goals and aspirations for the season.

Goals for the season examples: individual goals, team goals, school goals, and overall hopes and

aspirations for the up and coming season.

When the season subsides the athletes will be asked to write another paper putting into summary and self evaluating there preliminary projections. They will also be asked to provide for future aspirations to this process.

Pre/Corequisites & Advisories

Prerequisite
Students must be enrolled in 12 units, club or high school experience preferred.

Content Review

Library

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

Additional Comments/Information

Student Learning Outcomes

1. Student will demonstrate mastery of the fundamental skills of soccer that are required to compete in intercollegiate soccer.

2. Students will be able to analyze various offensive and defensive schemes, analyze strategies and initiate the appropriate adjustments in a game situation.

Transfer/General Ed

CSU/UC Transfer Course

A. Transfers to UC (pending review)
B. Transfers to CSU

CSU GE Area E: Lifelong Understanding and Self-Development

E - Lifelong Understanding and Self-Development

Comparable Transfer Courses

College Info
UC
UC Santa Barbara
Intercollegiate Soccer ES 1- 48

Attached Files

No Files attached